ACADEMIC SENATE
BERKELEY

320 STEPHENS HALL
UNIVERSITY OF CALIFORNIA

May 21, 2010

HENRY POWELL
Chair, Academic Council

Subject: UC Commission on the Future recommendations

I write to offer you this summary of the views of Berkeley faculty on the COTF initial recommendations. I attempted to synthesize the majority views of our committees, as well as individual departments and deans whose views I also solicited; I have noted strong minority views where appropriate.

Let me say by way of preface that while everyone appreciated the work of the members of the Working Groups, the overall review of the recommendations was very negative. The major overall criticisms were as follows (and I recognize that they are not entirely consistent):

(1) Most of the recommendations are incremental, not significant, and their implementation should be left to ordinary incremental processes – especially since it is evident that few of the recommendations have significant revenue or savings potentials, and few could claim to point to a "future" of UC.
(2) More generally, many people felt that, with one exception, the recommendations lacked any sort of unifying vision of the nature of the institution or its future. Such a vision needs to be defined, in order to give the recommendations point and motivation. The one exception were the recommendations of the Education group, which did seem to represent a vision of the university as mostly concerned with the "throughput" of a clientele, with all resources focused on the latter two years of education, thus devaluing the four year baccalaureate experience. The underlying agenda of using tenure line faculty more "efficiently" was also seen as dangerously undermining the mission of the university.
(3) There was disappointment that none of the groups seemed to address a central and obvious question: whether the structure of UCOP and the ten campus federation is suitable for our future. Failure to consider in any significant way the nature of the ten campus system, except insofar as it might be a source for administrative efficiencies (as opposed to a problem), was seen as especially egregious.

(4) There was a general fear that the mildness of most of the proposals was a deliberate attempt to lay the stage for much more sweeping recommendations from UCOP.
(5) Many of the recommendations were perceived as threatening the autonomy of both campuses and disciplines, in the name of greater efficiency. Niche majors and second majors felt especially threatened.

It gives me no pleasure to offer mainly criticism of an effort to save the university, but there you have it.

Sincerely,

Christopher Kutz
Chair, Berkeley Division of the Academic Senate
Professor of Law, Jurisprudence and Social Policy Program

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Berkeley Division Response

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

x	Agree		Conditionally Agree		Disagree		No Comment

There is very broad (90%) agreement that NR enrollment should be increased, at Berkeley to the 20-25% range, conditional on funds flowing back into educational programs and that students rank in the top half of admits.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree	x	Conditionally Agree		Disagree		No Comment

While everyone would like to make the transfer process smoother, there is serious, widespread concern that this recommendation would entail centralized curricular control of majors – something that all Berkeley respondents strongly feel should be left to campuses and departments.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

x	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

x	Agree		Conditionally Agree		Disagree		No Comment

There is general but not universal agreement that CSUs should be permitted to offer, e.g., audiology degrees.

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

x	Agree		Conditionally Agree		Disagree		No Comment

There is strong agreement on this point, though some worry that what may be perceived as redundancy is, in local contexts, valuable customization. There is also a worry that over-centralization might lead to inefficiencies of its own – we need to maintain client-centered support, however the work is configured. (There is widespread agreement that we currently have a system of much too much local optimization and redundancy.)

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Berkeley Division Response

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree		Conditionally Agree	x	Disagree		No Comment

This drew sharp disagreement in many respects. All favor four-year paths to degree (and we note that, for freshman admits, average time to degree is 4.01 years at Berkeley, so we are there). But the three-year degree was seen as something not to be promoted, because it undermines the goal of a liberal arts education, and essentially outsources a year of college to high school and the AP program. While existing pathways to three-year degrees can be kept, this should not be pursued. (I note that some respondents worried less if the three years involved summer teaching.) It was also felt that the three-year path would move students into familiar majors, neglecting ones that get discovered en route.

To the extent that making more effective use of faculty resources means expanding the use of lecturers, there was more disagreement. Many felt that this is again a path towards developing a research rather than teaching and research faculty, and that this would be unhealthy. A significant minority, however, saw this as the least bad way to cope with the budget crisis.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree	x	Conditionally Agree		Disagree		No Comment

There was general cautious support for exploration and development of online teaching as a supplement to what we do – and very broad concern about any rush into online degree programs, which are seen as threatening the quality of education, at least until more data are collected. Models of online discussed by Chris Edley, with a remote faculty "owner" and most instruction taking place by non-tenure-line instructors, brought serious concerns about a watering down of educational quality.

There was greater support for deploying a range on online courses to help with crowded gateways and to better prepare community college students. The idea of a UC AA degree also meets with support sufficient to justify its exploration.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree	x	Conditionally Agree		Disagree		No Comment

There was broad agreement that such programs should be encouraged, provided that they are faculty-driven and do not crowd out other students.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree	x	Conditionally Agree		Disagree		No Comment

Coordination itself is fine, but most respondents expressed serious concern that this is a proposal for top-down, systemwide academic planning at the expense of campus autonomy and innovation. Such a process would inevitably be political, and too far removed from the relevant knowledge base to be wise.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

x	Agree		Conditionally Agree		Disagree		No Comment

Most were surprised that the Working Group did not begin from this point. There is also concern that the item suggests we do not currently have a way of determining UC quality. Indeed, our departments, personnel committees, and course of instruction committees, have very thorough, well-defined indices of quality.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Berkeley Division Response

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

x	Agree		Conditionally Agree		Disagree		No Comment

Yes – but respondents recognized the tradeoff against maintenance of excellence, e.g., in the endorsement of NR enrollment increases, and perhaps the need for further fee increases.

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

x	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

	Agree	x	Conditionally Agree		Disagree		No Comment

There was universal agreement about the value of graduate education – but a wish to distance from the implicit suggestion that graduate students should be valued as a cadre of underpaid instructors. At Berkeley there is a strong suggestion that the funding mechanism for graduate students, and the relation of that mechanism to the TAS budget, is basically broken.

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

x	Agree		Conditionally Agree		Disagree		No Comment

There is universal agreement here.

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

	Agree		Conditionally Agree	x	Disagree		No Comment

Views were mixed on this, some seeing this as attractive, other worried it would straitjacket us.

Access and Affordability Continued

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as “tuition.” (pp. 70-72)

	Agree	x	Conditionally Agree		Disagree		No Comment

There was general agreement with this, provided that pdfs stay with the unit.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Berkeley Division Response

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

x	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

x	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree	x	Conditionally Agree		Disagree		No Comment

There was moderate agreement with this point, though serious concerns were voiced by the humanities and social sciences, who were worried about losing out on research funds that make a definite contribution to departmental fixed costs. There needs to be a way to ensure UC's role in working with foundations.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

	Agree	x	Conditionally Agree		Disagree		No Comment

A majority agreed that we should raise rates, but a significant number (of scientists and engineers) disagreed, on the ground that grants are not elastic, and that this will simply amount to a tax on research, with no corresponding benefit to the researcher. There is a strong sense that our relatively low ICR rates are matched by our relatively low quality of services for researchers, and any attempt to raise rates should find a way to improve services to researchers.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

	Agree	x	Conditionally Agree		Disagree		No Comment

It was felt that this would be difficult to reconcile with the intricacies of the Reg Fee.

Funding Strategies Continued

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

x	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

x	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree		Conditionally Agree	x	Disagree		No Comment

There was virtually universal passionate disagreement with this suggestion, which seems to reflect a med school, soft-money mentality. Indeed, even science faculty felt this would undermine the main comparative value of a state-funded position. There was also concern about the idea that faculty could buy themselves out of teaching. If, however, this is a suggestion for how faculty might add supplements to their hard 9-month salaries and current summer salaries, there was support.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

x	Agree		Conditionally Agree		Disagree		No Comment

There was quite broad agreement with this idea.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Berkeley Division Response

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree	x	Conditionally Agree		Disagree		No Comment

Everyone agrees with the goal of transparency. Respondents were split on the value of hiking the icr rate, though a majority saw a need to increase these rates.

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

	Agree	x	Conditionally Agree		Disagree		No Comment

While there was general agreement with (1) and (3), there was very sharp disagreement with (2), which seems to value large-scale interdisciplinary projects for their own sake, regardless of the merits of that approach. (The EU has wasted a lot of time and money by prioritizing such research at the expense of disciplinary, individual work.) It seems too indiscriminating an approach.

Recommendation 3: Create multicampus, interdisciplinary “UC Grand Challenge Research Initiatives” to realize the enormous potential of UC’s ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree		Conditionally Agree	x	Disagree		No Comment

This was generally seen as a poor idea, and a way to waste a lot of money and build up administrative bloat. It was felt that collaborative research arises better from the bottom up. Note that some of the sciences, which already make use of such multi-campus initiatives, do favor their continuation, as a way to expand visibility of UC.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

x	Agree		Conditionally Agree		Disagree		No Comment

There was strong agreement that current practices at UC are too risk-averse, and that over-compliance imposes serious costs.

Research Strategies Continued

Recommendation 5: Proactively demonstrate the significant and long lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

x	Agree		Conditionally Agree		Disagree		No Comment

Additional Comments and General Observations

Please see cover letter.

UNIVERSITY OF CALIFORNIA, DAVIS

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OFFICE OF THE ACADEMIC SENATE
ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616-8502
TELEPHONE: (530) 752-2231

May 22, 2010

HENRY POWELL, CHAIR
University of California
Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607

Re: Commission on the Future of UC: Initial Recommendations

The initial recommendations from the Commission on the Future of UC were forwarded to all standing committees and the Faculty Executive Committee in each college/professional school. In addition, the recommendations were placed on the Davis Division public web site and an open forum was made available to Academic Senate members. Responses were received from: Committee on Planning and Budget, Committee on Research, Graduate and Undergraduate Councils and the Faculty Executive Committee from the Engineering and Letters and Sciences Colleges.

We are simultaneously pleased that the Commission on the Future process has been undertaken and alarmed that it has not addressed fundamental concerns. UC is more than an assembly line producing homogenous bachelor's degrees, to be judged by how efficiently they are produced. Activities such as internships, engaging in research with faculty, and education abroad have already been severely curtailed by our current student-faculty ratios and budgetary pressures. Simply evaluating our efficiency at producing degrees ignores what defines us, as one of the three segments of higher education in California: *the integration of teaching, research, and service*.
The Davis Division reiterates and strengthens its call for preserving the quality and excellence of the University and of UC Davis. We look forward to formal review by the UC Academic Senate and its Division of specific proposals that emerge from the Commission of the Future process , along with supporting rationales and evidence. The Davis Division response falls into specific categories: Undergraduate and Graduate Education, Research, and Overall as follow:

Undergraduate Education

Many of the recommendations assume that most students enter UC knowing what they will major in and head directly to that degree (a view inconsistent with data on the frequency of delaying declaration of a major, switching majors, and the addition of double majors and minors late in one's degree). The idea of a broad-based undergraduate college education in which students explore a variety of interests and/or change their minds or consider double major with many minors is absent from the recommendations.

Enacting policies or establishing practices that encourage students, *prior* to high school graduation, to obtain potentially large amounts of transferrable credit from community colleges or other institutions, while simultaneously electing to use many of those same units toward their high school diploma requirements could well subject UC to criticism from the California Postsecondary Education Commission (CPEC) and the Legislature. From the perspective of the tripartite higher education system in California, such students would have enormously long time-to-degree and would have occupied seats at the community colleges sought by high school graduates. Moreover, if students participating are held to campus maximum unit limits, their options for exploring their intellectual interests and choosing a major at UC are highly constrained. If, on the other hand, those pre-matriculation units are exempted from campus unit maximums, they potentially have contributed nothing toward accelerating baccalaureate degree progress. Further there is a strong desire to disregard the recommendation to encourage AP courses in high school as a substitute for UC courses as they are generally not of UC quality.

Although we believe a four-year curriculum is best for most students, we may be able to support the creation of degree profiles that can be accomplished in three years. We support this for a self-selected group of students because not all students can be successful under this model. A three year program will save money for participating students; however a three-year program will likely require regular year round (including summer session) participation which will add to the cost and may result in the loss of summer job opportunities. This could only be accomplished by requiring students to declare a major much earlier in their university career; and will reduce a student's flexibility in taking non-major classes, reduce exploratory and undergraduate research opportunities, eliminate changes in majors, and will not provide an opportunity for overseas experiences. It would also change one of the unique elements of the American undergraduate experience, namely the liberal arts emphasis and the opportunity to acquire a college-level general education in many areas of study. Further, it is hard to reconcile a three-year UC degree with the current allowances for transfer credits. Providing a three year graduation plan could increase expenses if providing summer and online courses requires more sections and the employment of lecturers. Because of the requirement for three year graduates to take courses in a strict sequence, these students would need priority enrollment in classes. The major problem with the three year graduation plan is that we don't have the resources to meet student access needs now let alone increasing classroom demands. Students are currently wait listed for core courses, and some courses are only taught every other year because of reductions in faculty.

It is reasonable for UC to continue exploring technological innovations in instruction, including online instruction to off campus clientele. We are concerned that too much focus on the cost savings of online instruction will water down the courses and lessen the value of a UC education and degree. On line instruction would probably help with time to degree since students would not be encouraged to stay longer if they were not on campus. However, there was considerable sentiment that pure online instruction is not desirable, but that a mix of online and face to face instruction is more acceptable. This is what happens de facto now in several courses; significant numbers of students do not attend classes when podcasts and PowerPoint presentation of the lectures are available. Currently, Faculty use online lectures, podcasts, YouTube videos and interactive chat room. The success of online instruction will be dependent on the course, student and instructor. Especially those focused on the acquisition of narrowly defined skill sets. On-line instruction does not appear to work as well for courses designed to foster critical thinking and where desired outcomes are not easily quantified. There should be some sphere of publicly-funded higher education for students to learn how to engage in critical thinking by sharing classroom space with faculty who are themselves striking new directions in their respective disciplines. Publicly funded universities should not have to give up the opportunity to prepare students for graduate education in research universities. We appreciate repeated statements toward the need for preservation academic quality. An unresolved issue is how to compensate faculty who develop the course. Perhaps on-line course offerings should be limited to those intended to satisfy transfer articulation agreements with California Community Colleges and not serve as a rehearsal for the introduction of other UC course offerings via the internet. However in the case of articulation agreements it is highly doubtful that a well-delivered online course will be cheaper to deliver than a similar course at a community college.

The recommendation that any increase in non-resident students should not displace funded resident students (p.14) is an important principle in maintaining (or restoring) support from the Legislature and the public. More problematic, though, is determining a practical means by which the implementation of that principle could be monitored and enforced in a way that is transparent and understandable to those outside the University. Moreover, the distinction between funded and unfunded resident students will be exceedingly difficult to convey in a convincing manner, particularly when it's applied to campuses that are at their funded enrollment and physical capacity.

The recommendation that revenues generated by increased enrollment of non-resident students should be spent on enhancing the educational experience of all students (p.14) would be improved by greater specificity in defining what is meant by "educational experience." For example, does that include funding additional course offerings (e.g., Lecturers, TA's, readers, etc.), academic support services such as academic advising, co-curricular opportunities, and the like? Also, to be assured that this was in fact occurring, there would have to be a transparent accounting mechanism so that the campus communities and the public would be assured that these funds were being invested as intended.

The recommendation to: "Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole" increases centralized administration which is costly at a time when other activities are being decentralized. This gives rise to concerns that the systemwide Senate and the Office of the President will become involved in setting campus priorities for courses, and by default,

curricula. There are currently rigorous review processes that clearly delineate a system-wide role for the latter. The Davis Division does not believe that there is a role for the former. Multi-campus arrangements for offering courses may emerge as part of planning processes involving individual campuses.

Some concern was expressed about using faculty grants to buy out faculty from instruction. Federal grant agencies are strapped for cash and paying faculty salary removes the funds from paying students and performing research. It should be made clear that this is a policy for new grants and contracts. Reallocating funds that would be used to support graduate students to faculty salaries would not be beneficial. Faculty buyouts may also increase student / faculty ratios, a situation not discussed in the document. If buyouts are to be considered, the administration on each campus should have a policy that these will not be counted against departments when assessing their student/faculty ratios.

We are supportive of efforts to streamline the major requirements and coordinate class offerings to allow students to graduate in four years. We do not recommend increasing the suggested units per quarter above 15 as many students will have difficulty with such a load.

One group noted that the Education and Curriculum recommendations do not appear to have considered uniform general education guidelines across the UC's, even though this will have as much impact as uniform course guidelines for transfers.

Graduate Education

We are gravely concerned that the importance of graduate education in our research university does not figure prominently in the initial recommendations from the Commission on the Future of UC. While there was an indication that recommendations concerning graduate education will be forthcoming, this omission in the first round of recommendations is troubling.

Trying to generate income by raising fees on academic-track students is counter-productive to the primary aim of graduate education at a tier-one research university. Our mission is to recruit and retain the best possible graduate students in order to develop the strongest and most effective graduate programs and the highest level of research, as noted in the rationale for recommendation 2 from the Research Strategies Workgroup. We agree with the rationale that the stability and level of graduate student funding is an important determinant of UC’s future competitiveness and research success.

As noted in the rationale for Access and Affordability recommendation 3, increases in tuition and fees for graduate students make it more expensive for faculty to support students as graduate student researchers. Furthermore, higher tuition and fees can contribute to higher debt levels upon degree completion, which may discourage highly qualified individuals from entering graduate academic and professional programs.

Any future funding model for graduate education should be based on a distinction between academic students who provide a service to the research and teaching mission of the university (and trained and supported accordingly), and professional/personal enrichment/non-academic students who are consumers of specialized training and credentials but do not participate directly in research and teaching. New programs and tracks within existing programs that target non-research/teaching students may be one way to increase revenue. The recommendations anticipate that this will have a significantly smaller impact than recruiting more out-of-state undergraduate students ($10-25 million [p 42] vs. up to $174 million [p 93]) but it may be a way to encourage entrepreneurialism among existing academic units and enhance the autonomy that they have over their own funding. This assumes that most of the income generated would return to the graduate programs to support graduate students, with some overhead percentage taken by administrative bodies as indirect costs. By contrast, such a potentially competitive business emphasis could also create a "sink or swim" environment that redirects the energies of units from their main research and teaching missions. There are various issues that would need to be addressed by units seeking to develop such non-academic programs and tracks including: admission standards for non-academic students; the impact of non-academic students on the educational environment for academic students (if the two groups are to be mixed); the relative economic costs and gains of incorporating non-academic students into academic curricula versus keeping them separate; and the special academic and scheduling needs of non-academic students. Regarding the last of these, some units may want to consider low-residency programs which may require a reevaluation of existing residency requirements.

On page 43 there is a list of self-supporting programs, but inexplicably, UC Extension-administered self-supporting graduate programs are excluded. If UC Extension programs are to be expanded upon, as the COTF recommends, then those programs should be listed and comments should be made regarding the advantages and disadvantages of administering these graduate programs through UC Extension. It should not be taken for granted that graduate programs administered through Extension are universally viewed in a favorable light, and any recommendation to expand these programs requires much more discussion and input from divisional Graduate Councils. The Graduate Divisions on several campuses report that such programs create additional administrative burdens. Additionally, UC Extension-offered graduate programs should certainly be under the authority of the divisional Graduate Council.

The Commission's discussion of Practice Doctorates (Professional Doctorates) was not addressed because it has been taken up exhaustively by the UC Subcommittee on the Professional Doctorate of the UC Task Force on Planning for Professional and Doctoral Education: www.universityofcalifornia.edu/senate/underreview/MW2DivChairs_PDPE%20Report_Review.pdf. The Davis Division's Graduate Council has endorsed two key recommendations: In keeping with California's Master Plan for Higher Education, the Subcommittee recommends that UC strive to preserve sole authority within California public higher education to independently grant research/scholarship-based doctoral degrees (a category that includes several degree titles in addition to the Ph.D.). For professional doctoral titles, UC and the California State University, with the participation of other affected California institutions, should develop principles and a process for evaluating, on a title-by-title basis, the appropriateness of sharing granting authority. The CSU/UC Joint Graduate Board could be reinvigorated to provide a medium for such discussions.

Three recommendations regarding indirect cost recovery could affect funding for graduate education: Research Strategies 1, Funding Strategies 3, and Funding Strategies 4. These recommendations address increasing indirect cost recovery rates from federal agencies and other sources. There is concern that, regardless of the merit of these recommendations, an increase in the indirect cost recovery will increase the cost to faculty of employing graduate students on research grants through increasing the cost of salaries and benefits. There are two possible effects on graduate student employment. First, *provided that* the university continues to exclude fees and tuition from the indirect cost base, the relative cost of employing a graduate student rather than a postdoctoral scholar will decline, which may encourage faculty to employ graduate students. Second, some funding agencies, most notably the National Institute for Health, place strict limitations on the total budget for some grant types, as do many foundations. In such cases an increase in the indirect cost rate reduces the funds available for direct research expenditures. This reduction may decrease faculty members' willingness to employ graduate students, rather than postdoctoral scholars. The cost of employing a graduate student half-time is already nearing the cost of employing a (relatively junior) full-time postdoctoral scholar. In order to maximize the benefits of limited research funds, faculty members may increasingly choose to hire more productive full-time postdoctoral scholars.

There is sentiment that procedures for tracking employment trends should be implemented in conjunction with any increase in the indirect cost recovery rate. If graduate student employment appears to have been impacted negatively then a means of ameliorating this effect should be explored, such as designating a share of indirect cost revenues for graduate education. For example, the UC Davis fee and tuition buy-down program could serve as an example for other campuses and could be increased above the current 25%.

Research

The magnitude of the revenue generation/cost savings provided by the recommendations is not likely to make a significant impact on the projected budget shortfall. The Research Strategies Workgroup should include some more extreme recommendations that will address a sizable fraction of the budget shortfall, even if those recommendations are controversial. Possible questions that should be addressed include: (1) Should the research footprint of the UC be scaled downward to reflect the difficult budget times? (2) How would a reduction of research activities be carried out without damaging the excellence of the remaining research programs? These questions obviously fall within the scope of the Size and Shape Workgroup, but they have direct bearing on the research enterprise and should be commented on by the Research Strategies Workgroup.

Indirect cost recovery (ICR) should be tracked explicitly through the UC accounting system as stated in recommendation 1 of the Research Strategies Workgroup. More explicitly, a summary of ICR expenditures should be made available to the Divisional Academic Senate at every campus so that the merits of these strategic

investments can be openly discussed. The use of ICR funds to support world-class research in disciplines where external funding is not available. Likewise, the redirection of the ICR funds away from generating units to other disciplines can help to increase the overall productivity and scholarship of the entire campus.

ICR account for only a fraction of the total (=base + marginal) costs for research. Base costs are fixed and will not change with small adjustments to research activity. Marginal costs are directly proportional to the level of research activity. If the UC really wants to control costs, more transparency must be brought to all aspects of research expenditure. Stated simply, we need to understand the base + marginal costs of all research activities on campus in order to decide where to make strategic investments. The Research Strategies Workgroup should identify this issue in their recommendations.

The UC should not negotiate federal indirect cost recovery (ICR) rates that are higher than that charged by similar research universities because it will make us less competitive. We see no reason to hire experts in indirect fees at each campus if the final goal is a centralized indirect-cost recovery mechanism that will be used across the UC.

There is sentiment that there needs to be a fraction of the indirect cost calculation/return that is targeted to cover the actual expenses incurred at the PI/unit level for research administration.

The Working Group recognizes the difference in research methods and practices between the Humanities, Arts, Behavioral, and Social Sciences (HABSS) and the Science, Technology, Engineering, and Mathematics (STEM) fields, and reiterates the commitment of the UC to “maintain research excellence across a diverse range of topics”. It is important to keep this distinction in mind when planning for the future of research at the UC.

The recommendation seeking to establish grand challenge for Multiunit Research Proposal Initiatives states that research initiatives would be chosen for their “research value, social value, fit with UC strengths, and also to reinforce or balance each other”. It is almost certainly the case the ICR funds or other funds that could be used to support research infrastructure across the campuses will be redirected to support the grand challenge MRPIs. Great care must be exercised to select the best proposals for grand challenge projects and provide a mechanism for retiring those projects if they do not truly succeed at the grand challenge scale. Research units often fight for their continued survival once they have been created, and the UC should avoid creating such units unless they truly succeed above the level of existing MPRIs. In the absence of this type of critical review, UC should focus resources on continuing existing centers rather than creating new ones.

Overarching Comments

The Davis Division fully supports the call for increased financial transparency. There are several mentions of increasing administrative efficiency and reducing burdens on faculty time but such efforts seem rarely successful. Also, some of the recommendations assume adequate physical and instructional capacity, but they don’t exist now and will not likely in the future.

Many of the current proposals and the kind of restructuring envisioned in this report are understandably driven by a concern for reducing costs. However, there is not much of a vision for reconnecting the California public with the mission of the research university. There does need to be better advocacy on behalf of public funding for research universities, and a kind of advocacy that does not simply consist in demonstrating senior administrators’ impressive cost cutting abilities. Before the current crisis, it was already clear that the state of California, like many other states, was gradually divesting from spending on higher education and research universities. The University of California’s faculty and senior administrators need to give more attention to articulating the immediate and long-term benefits of public support for research universities, and in terms that make sense to the public at large as well as to legislators.

The recommendations frequently state desirable objectives without providing a plan to achieve those objectives. More effort should be spent to outline plans to achieve the objectives and the plans to compensate for unintended changes to policies. Proposals should be aimed at preserving the quality and excellence of the UC.

Charging differential fees by campus undermines the very nature of the UC system; unless the fess are divided equally across campuses charging differential fees will lead to a financial hierarchy that will ghettoize some campuses.

The recommendation to “Adopt a multiyear fee schedule for each entering cohort” will result in different costs per student depending on when they entered. It should be made clear that the data systems are in place to implement such a recommendation.

Sincerely,

Robert L. Powell III, Chair
Davis Division of the Academic Senate and
Professor and Chair, Department of
Chemical Engineering and Materials Science

UNIVERSITY OF CALIFORNIA, IRVINE

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Office of the Academic Senate
3700 Berkeley Place South
Irvine, CA 92697-1325
(949) 824-2215 FAX

May 20, 2010

Harry Powell, Chair, Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

RE: Senate Review of the UC Commission on the Future UC Working Group Recommendations

Dear Harry,

At UCI, we had a multifold strategy of collecting senate faculty opinion on the Commission of the Future of UC work group recommendations. First, we sent the entire document to all UCI councils and asked them to respond (using the response format provided by you) to any recommendations for which they had opinions. Second, we activated the UCI Assembly representatives, and in particular, the Faculty Chairs of each school and the chair of the Emeriti Association, to initiate local town hall meetings, department meetings, or one-on-one discussions with faculty in their schools. They completed a similar form. (I created a form very much like the system-wide form, and distributed it to the schools before the system-wide form was distributed to the divisions. That form included a measure of the amount of interest in the recommendation. Responses to the interest level question, measured from low (0) to high (2), are included for each recommendation). Once we received the school responses, I collated the responses and distributed to the UCI Cabinet members. The Cabinet discussed the responses, and I then edited the document accordingly. Then we called a special UCI Assembly meeting, attended by one representative from each work group. While we had a lively discussion, the meeting did not achieve a quorum, and so the feedback at that meeting does not formally represent the UCI Representative Assembly. I edited the document again in accord with that discussion, then distributed it to the Cabinet, which discussed it again at its meeting of May 18th. I conducted one additional edit in accord with the Cabinet's suggestions.

In sum, this document reflects a loud and wide call for all UCI senate faculty participation and many deep discussions of the work group recommendations. As such, it was necessary to provide comments to explain our positions and the Cabinet felt a strong

need to include a preamble describing our position on the set of recommendations and its potential to solve our budget problems. I feel that the enclosed document provides a good summary of senate faculty sentiment on the UCI campus. The Irvine Division appreciates the opportunity to comment.

Judith Stepan-Norris, Senate Chair

C: Martha Kendall Winnacker, Executive Director, Academic Senate

UCI Response to the Commission on the Future of UC Working Group Recommendations

Preamble

The current set of Commission on the Future of UC recommendations rightfully emphasizes the need for the University of California to manage its resources more efficiently and suggests ways to do so. However, the document does not attempt to quantify the aggregate effect of such strategies and many of the recommendations are likely to have counterproductive effects such that individual recommendations that appear sound in isolation might not have positive consequences if implemented together (e.g., increasing graduate tuition, increasing overhead rates, paying a portion of faculty salaries from non-state sources). Yet, it is fairly clear to those familiar with the University's structures and finances that the cumulative effect of all the strategies presented would be insufficient to cover the overall budget shortfalls. By focusing almost exclusively on improving university efficiency without pointing out that the success of such efforts would still not avert a catastrophic deterioration of the University, the Commission's recommendations, taken as a whole, fail to meet the challenge facing UC.

Without decisive action in the near future to replace the revenue shortfalls created by both the recent reduction of state funds and the state's refusal to fund the UC retirement plan, the University is sure to lose the majority of its best faculty, particularly those in mid-career with the greatest future potential for service to the University, a loss that could cripple it for decades. It is the responsibility of the Faculty Senate to lead the State of California to face this very real and immediate possibility as directly as possible in order to allow the University to take the necessary steps to prevent it.

First, we re-commit ourselves to support of our unique multi-campus system that counts all UC campuses as contributors to our "one university" model. This is what makes UC great. Therefore, we reject any plan that would begin to stratify the UC system. The fundamental reality is that, given the low probability that the State of California will restore its funding of the University to previous levels, the University is faced with an immediate choice between the three unpalatable alternatives of 1) a general, precipitous decline in the number and quality of its faculty, 2) a drastic increase in tuition and fees, placing it amongst the most expensive public university systems in the nation, and 3) draconian cuts to programs, structures, and California resident enrollments that would allow a shift of as many resources as possible to preserving the human capital that has been painstakingly built up over the last decades. The faculty clearly sees the first alternative as the one that must be avoided at all costs, but in the absence of bold and immediate action to restore the University's ability to retain and replace its faculty, this decline in quality will have become its irreversible fate. This stark reality needs to be illustrated to administrators, Regents, legislators and the public in as clear a way as possible in order to make the argument for the necessity, given the state's financial outlook and the goal of preserving the quality of UC in a form that bears any resemblance to its present capacities, of either previously unimaginable fee increases or dramatically reduced access to the University by California residents or both. Of these two options, we favor the former over the latter. Nevertheless, we refuse to abandon hope for adequate funding and encourage enhanced advocacy efforts. The Faculty Senate must encourage everyone to confront these hard truths, and in particular, we encourage both the Size and Shape working group and the Access and Affordability working group to take up these issues during their continuing deliberations.

Size and Shape

Note; Level of Interest is measured on a 3 point scale (0-2)

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)
Agree Conditionally Agree X Disagree No Comment

Level of interest: 1.5 High

UCI favors this recommendation only if the increased non-resident enrollments do not displace eligible and funded CA students and if we place caps on the percentage of non-resident enrollment by campus. We remain concerned about the effect on student diversity and the possibility that increased non-resident enrollments will reduce the state's incentive to fund the UC.

UCI CEP recommends that we hold non-resident students to "truly exceptional standards for admission."

UCI CPB supports a cap on the number of non-resident students: "It seems quite possible that the real cap on the number of out-of-state students we can recruit (in the long run) will be political: i.e., it is a matter of what we can do without straining our relations with the state legislature to an unacceptable degree. Thus in the absence of such a range, it would be possible for some campuses to move rapidly towards very high numbers of out-of-state students, keeping the increased revenue for themselves while forcing other campuses to constrain their own recruitment of out-of-state students in order to keep the ratio of in-state to out-of-state students in the system as a whole at an acceptable level. Since we run the political risks together, we should consult on how to share them – especially if the financial benefits of out-of-state recruitment will not be shared."

UCI School of Biological Sciences proposed modifying the Master Plan such that UC admits not 12.5% but some lower proportion of CA high school students, with higher funding per student from the state.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)
Agree X Conditionally Agree Disagree No Comment

Level of interest: .88 Medium to Low

UCI CEP suggests that we need to make sure that transfer students have the right courses.

UCI Undergraduate Admissions and Relations with Schools (CUARS) is convinced that transfer students are just as successful as 4-year students. Increasing transfer students has the added benefit of increasing diversity.

UCI CPB suggests that this is worth doing in certain cases. However, the report includes no real discussion of the costs involved or of the feasibility of moving in this direction when the community college system is strained itself. Finally, there is considerable reason to doubt that most community college courses are really comparable in terms of quality.

UCI GC notes that this would work against recommendation 1 above.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)
Agree Conditionally Agree X Disagree No Comment

Level of interest: .44 Low to Medium

We support this recommendation if it is cost effective.

UCI GC notes that this would work against recommendation 1 above.

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)
Agree Conditionally Agree Disagree No Comment

Position: Neutral

Level of interest: .22 Very Low

We have too little information to make an informed decision on this recommendation. The report suggests that there are real doubts about the utility of these degrees. If so, why move aggressively into these areas? In addition, proceeding along the line outlined may be expensive (especially the proposed study and the summit). In general, UCI faculty see practice doctorates as more fitting for CSU, but are reluctant to move on the slippery slope of ceding doctorates to CSU. Faculty noted the unsuccessful UC/CSU Ed.D. programs established years ago.

UCI GC notes that this may help graduate enrollment.

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)
Agree X Conditionally Agree Disagree No Comment

Level of interest: .88 Medium to Low

Increased administrative transparency is important, especially under the tight budget situation. When faculty have little information, they can't judge how effective the administration is or whether or not they agree with how the funds are spent. UCI administration shares important budget information with senate representatives, but it is not clear how much this is done at other UC campuses. We shouldn't assume that system-wide coordination is always superior: we have seen cases where system-wide procurement has led to higher prices (Steelcase furniture contract).

UCI CEP wonders what the work group means by administrative redundancies. Given our system of shared governance, we require some redundancies (e.g., administration and senate committees).

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)
Agree Conditionally Agree Disagree No Comment

See Below for positions on each sub-recommendation

1) Increase the proportion of undergraduate students graduating in four years,

Position: Agree
Level of interest: 1.3 Medium to High

We agree with this recommendation but should keep in mind that there are legitimate reasons for some students to graduate in more than 4 years (the need to work, double majors, change in major). The area of focus should be the number of units students take, not the number of years they spend at the institution.

UCI CEP is currently considering a new regulation that would allow for students to take as many units as desired within 4 years, but limit the number of units to 220 when students exceed 4 years at UCI.

2) Create a pathway for undergraduate students to complete degrees in three years

Position: Campus feedback: oppose / UCI Cabinet: conditionally favor
Level of interest: 1.1 Medium

Campus units interpreted this to mean that this pathway would be imposed on students and that led them to strongly oppose this recommendation. They pointed out that it would be Impractical when teaching resources are reduced and fewer classes offered. It's already difficult for students to get classes, and this recommendation would make it more difficult for those outside the 3-year program. This pathway will put more emphasis on summer school where less regular-rank faculty teach. It will foreclose participation in EAP and other out-of-the-classroom experiences. Students need time to think and reflect and maybe change majors. It could be bad for public relations. There was concern about reducing requirements for graduation. This puts a large burden on teaching and scheduling. What's the benefit? There was some support for creating a program that would provide a BA in 3 years plus an MA in 2 years.

The UCI Cabinet favors this recommendation if it is meant to facilitate (again, not impose) 3 year degrees for well-prepared students. It notes that almost 3% of UC students manage to graduate in 3 years, and they currently accomplish this without any help from UC. This option should not target all students and it should not target all majors. Only some students are prepared to accomplish this. These may be more mature students, returning students, students who have considerable AP/IB credits and those who have decided on their majors. These students would benefit from help in accomplishing their goal of graduating in 3 years. This recommendation offers this type of help while it doesn't lock them into the program. If a student later decides that s/he wants to change majors, that person simply

leaves the 3-year program. While this recommendation may not save money, it has the potential to improve access to the university by offering a diverse set of alternatives. Therefore, the UCI Cabinet favors the recommendation to develop a coherent curricular program to increase the number of students that finish in 3 years.

3) Make more effective use of faculty resources

Position: Opposed to Mixed
Level of interest: 1.1 Medium

UC faculty are charged with performing research, teaching and service, and there is a proper balance among these. When faculty members are less active in research, they should compensate by being more active in teaching. Some units were unclear on what was meant by "make more effective use of faculty resources." One unit assumed it meant teaching larger classes with diminishing resources; another thought it meant not offering specific degree programs at all campuses. UCI CAP thought it implied that UC faculty are gaming the system. UCI CAP asked what is meant by: "ensure that existing policies for faculty workload and course release are regularly being evaluated and followed." It appears that the work group is suggesting that faculty don't teach as much as they are supposed to teach. None of these interpretations resulted in a positive assessment of the recommendation.

One unit favored reducing faculty buyout rates. But would this lead to larger classes and therefore reduced quality? Course buy outs are complex. Research faculty may be out of the classroom to a greater extent, but they are instructing more students in their labs.

4) Maintain or improve the undergraduate student experience

Position: Favor
Level of interest: .66 Medium to Low

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)
Agree Conditionally Agree Disagree No Comment

Position: Mixed
Level of interest: 1.3

UCI faculty expressed skepticism toward on-line education. The cabinet favored a plan to develop a pilot, see what works and what doesn't work, and slowly integrate successful models in targeted areas. Their vision is that on-line course offerings would remain much smaller in number than face-to-face courses, and that no department would be forced to develop on-line courses if it didn't think it could be effectively integrated into its curriculum.

The UCI units emphasized that we need evidence that on-line education is effective before we endorse it. It will be complicated to do it well. On-line instruction needs to be one option and carefully integrated into the overall curriculum; we don't want to compete with the University of Phoenix. On-line instruction probably offers no time savings for faculty. On-line education can be very effective for graduate, focused degree programs for working professionals but there is little evidence that it works for young undergraduates. On-line education limits the exchange of ideas, which is a deeply valued component of our

educational mission.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)
Agree Conditionally Agree X Disagree No Comment

Level of interest: 1.1 Medium

The UCI Cabinet pointed out that the demand for such programs tends to be market driven. We already have some of these programs where appropriate; creating additional programs may be costly and result in the dissolution of research effort. Developing many of these programs may move UC outside of its mission.

UCI units were concerned that some units may not be able to offer such programs; they shouldn't be stigmatized. This recommendation would generate revenue for unused space and create revenue for other university efforts. On the other hand, this moves us in the direction of CSU. CSU and CCC do this better, so why not stick with the Master Plan?

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)
Agree Conditionally Agree Disagree No Comment

Position: UCI units: Neutral to Opposed / UCI Cabinet: Conditionally Favor
Level of interest: .55 Low

The UCI Cabinet favors some aspects of this recommendation. Such a strategy may save small programs through collaboration with similar programs at other UC campuses. This is what happened with the Classics programs at UCI, UCSD and UCR. But we do not favor system-wide decisions to close campus programs. For the undergraduate curriculum, allowing students to take courses on other campuses when their home campus doesn't have that course will be helpful.

If this means consolidating specific majors on a few campuses, we think the work group should consult past UC studies of consolidating lesser-taught languages. These are difficult issues and need to be considered on a case-by-case basis. We need more system-wide support, not system-wide or administrative control.

UCI CEP states: "Decisions about expanding and cutting programs need to remain at the campus level, as the campus administrators and Academic Senate groups involved in overseeing these programs have the best knowledge of both the immediate needs and constraints that should determine these decisions."

UCI GC favors campus autonomy.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)
Agree X Conditionally Agree Disagree No Comment

Level of interest: 1 Medium

The following sorts of variables should be included in the recommendation on how to measure quality: faculty/student ratio, class size, diversity of courses offered within fields, percentage of student credit hours taught by ladder-rank faculty, per capita stock of lab space, library resources, undergraduate research opportunities, counseling center

employees. In addition, we don't think that current assessment standards involving learning outcomes should be the sole guide for decisions on resource allocations.

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)
Agree Conditionally Agree X Disagree No Comment

Level of interest: 1.1 Medium

Can we afford to maintain our commitment? Rather, we should reaffirm our commitment so long as the legislature does its part by providing appropriate support. If we decide that non-resident enrollment is one way to fund California students, access may be strained.

UCI School of Engineering suggests creating a revolving fund whereby non-residents receive UC loans and pay them back with interest.

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)
Agree Conditionally Agree X Disagree No Comment

Position of UCI schools: Strongly Favor / Position of UCI Cabinet: Conditionally Agree
Level of interest: 1.1 Medium

Again, like our response to Access and Affordability recommendation 1, we agree if we have the resources to accomplish this. There is reasonable support for tuition increases to bring UC in line with other public universities.

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)
Agree Conditionally Agree X Disagree No Comment

Position of UCI schools: Strongly Favor / Position of UCI Cabinet: Conditionally Agree
Level of interest: 1.2 Medium

Again, like our response to Access and Affordability recommendation 1, we agree if we have the resources to accomplish this.

UCI CPB states: We are not so convinced about the priority of aligning slots with state needs. First, there are problems of defining these, in both short- and long-term. Who identifies these needs? So we think UC can (or should) respond, in contrast to the community colleges, which may be more oriented to current labor market conditions. Second, even if we could do this, would it make sense? People move after their education. What do we know, for example, about whether nurses work where they are trained? And do we know whether shortages (if there are any) are due to lack of slots or lack of students?"

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)
Agree Conditionally Agree Disagree No Comment

Position of UCI schools: Favor to Neutral / Position of the UCI Cabinet: We favor the proposed action, but don't think the Commission on the Future of UC is the place to deal with it.

Level of interest: .88 Medium to Low

This recommendation is politically sensitive, impacts only a small subset of students, and therefore is not consequential in terms of the larger budget.

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)
Agree Conditionally Agree X Disagree No Comment

Position of UCI schools: Strongly Favor / Position of UCI Cabinet: While we agree that a multiyear strategy is a good idea, we favor Funding Strategies Recommendation 5 over this one.

Level of interest: 1.2 Medium

We favor FS recommendation 5 because the state is not predictable and UC can't control the conditions of the contract. This makes the strategy desirable but dangerous. In order to proceed with this strategy, we suggest an explicit statement that UC may break the contract if state funding declines.

UCI CPB writes: "An alternative to a multi-year fee schedule for enrolled students might be to guarantee a schedule for all students that sets the educational fee (tuition) as equal to the total annual per student cost of education at UC minus the state contribution per funded student. This may not increase the predictability for either enrolled students or perspective students. But it does focus the responsibility for predictability where it belongs – on the legislature."

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)
Agree X Conditionally Agree Disagree No Comment

Level of interest: 1.2 Medium

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)
Agree X Conditionally Agree Disagree No Comment

Level of interest: 1.4 Medium to High

We need more political advocacy, and especially more at the campus level. But we must expect that legislators will ask us what part of the state budget to cut if UC allocations are increased, and we need an answer. Rather than favor cuts to other important budget items, UC should point out the state's options for raising additional revenue.

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)
Agree X Conditionally Agree Disagree No Comment

Level of interest: .66 Medium to low

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)
Agree Conditionally Agree Disagree No Comment

Position of UCI schools: Neutral to Opposed / Position of UCI Cabinet: Cautious.

Level of interest: 1.2 Medium

This is a complex issue. We can't reject foundation funding, and we need to remain competitive for grants. OP should work with other universities to modify the policies of non-federal funding agencies.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)
Agree Conditionally Agree Disagree No Comment

Position of UCI schools: Mixed
Position of UCI Cabinet: Cautious.

Level of interest: .88 Medium to Low

The impact on faculty will vary by agency. Physical Sciences faculty have this concern: DOE and NSF make fixed awards. When indirects go up, research funds go down. We need to remain competitive for grants and we need a coordinated approach across all UC campuses.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)
Agree X Conditionally Agree Disagree No Comment

Level of interest: .88 Medium to Low

It is beneficial to standardize and simplify our terminology, but we must make sure not to guarantee any fee amount, even a graduated one, since state funding it so unreliable. It would be helpful to explain the strategic goals here and specify the amount of anticipated increase per year. One idea is to enact such a policy, without announcing it to parents and others. Another would be to announce drastic increases in tuition that would go into effect unless the state supports increases.

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)
Agree X Conditionally Agree Disagree No Comment

Level of interest: 1.1 Medium

We support this recommendation, but think that it is important to avoid displacing eligible CA students. The qualifications for non-residents should be the same or higher than those for CA students.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)
Agree X Conditionally Agree Disagree No Comment

Level of interest: .66 Medium to Low

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)
Agree Conditionally Agree X Disagree No Comment

Level of interest: 1.33 Medium to High

The devil is in the details, but to the extent that such a policy creates flexibility to meet market conditions and needs rather than current constraints and is optional, such a policy would be desirable. Yet this has the potential to displace graduate student employment.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)
Agree Conditionally Agree Disagree X No Comment

Level of interest: 1.88 Very High

This would undermine the UC system; it is the first step towards dissolution of the "one university" system; this is the most problematic and likely damaging of all of the recommendations. UC campuses have common expectations, differentiating tuition across campuses will lead to stratification by campus, and the end of the UC as we know it.

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

Agree Conditionally Agree X Disagree No Comment

Level of interest: 1.1 Medium

We need a coherent strategy to pursue a policy change at the federal government level (in the Office of Management and Budget). Public universities need rates similar to those already obtained by the privates. This requires joining with other public universities. With regard to foundation funding, with other AAUs we should jointly approach the foundations with our case for building indirect funding into direct costs.

UCI GC: Transparency is desirable but in this case would cause conflicting demands that may be detrimental. It is best managed by a designated group of administrators with Senate oversight.

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

Agree X Conditionally Agree Disagree No Comment

1. **Position: Favor**
   Level of interest: 1.5 High;

We suggest removing the word “prioritize” and replacing it “continue to use.” We would like to emphasize that schools like Humanities contribute in other ways (e.g., teaching a larger proportion of our students).

2. **Position: Neutral**
   Level of interest: 1 Medium

We already have lots of opportunity for collaborative research. We suggest removing all barriers to research, including simplifying cumbersome IRB procedures and initiating systems by which IRB protocols accepted at one AAU are accepted at other AAU programs. The current system of approval at each campus is wasteful of faculty time and effort.

UCI GC suggests replacing “motivate” with “provide support for.”

3. **Position: Strongly Favor**

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ACADEMIC SENATE EXECUTIVE OFFICE
LOS ANGELES DIVISION
3125 MURPHY HALL
LOS ANGELES, CA 90095-1408

PHONE: (310) 825-3851
FAX: (310) 206-5273

May 21, 2010

Henry Powell
Chair, Academic Council
University of California

In Re: Response to the First Round Recommendations of the Commission on the Future

Dear Harry,

Thank you for the opportunity to opine on the First Round Recommendations of the Commission on the Future's working group reports. Upon receipt, I requested responses by all the Faculty Executive Committees, the Graduate Council, Undergraduate Council, the Committee on Undergraduate Admissions and Relations with Schools, the Council on Planning and Budget, the Faculty Welfare Committee, and the Executive Board. All other Senate committees were welcome to opine. We also had presentation and discussion of certain recommendations at our Legislative Assembly. In addition to the summary of the UCLA campus views, I am attaching the responses for your information.

Not surprisingly, many faculty expressed frustration regarding the constraints of the process, particularly the form of the survey used to solicit their opinions and the timetable imposed for our responses. As the College FEC stated, "the turnaround time was entirely too short for considered discussion to take place. As can be seen, the results of the survey are widely divided, representing not the considered opinion of our committee, but rather a sampling of faculty opinion." Their letter went on to state, "the rushed nature of this process confirms the impression many of us have that UCOP is impatient with the very process of consultation." I raise these points so that, in the future, we can minimize the unintended consequences of hurried consideration on such critical issues.

With best regards,

Robin L. Garrell
Chair, UCLA Academic Senate

Cc: Martha Kendall Winnacker, Executive Director, Systemwide Academic Senate
Jaime R. Balboa, Chief Administrative Officer, UCLA Academic Senate

WORKING GROUP FIRST ROUND RECOMMENDATIONS
UCLA Academic Senate Response

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree	**UCLA**	**Conditionally Agree**		Disagree		No Comment

UCLA agrees with this recommendation on the condition that it would not negatively impact resident students.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree		Conditionally Agree	**UCLA**	**Disagree**		No Comment

UCLA already has established and effective transfer pathways; moreover, the transfer pathways for high-demand majors at UCLA are also well developed. We do not see the benefit of enhancing transfer pathways to large majors that are already oversubscribed. There could be a benefit for smaller majors, however.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

The UC should explore with CSU to the most practical arrangements of offer these degrees while ensuring the highest quality. The UC should not be in the position of prohibiting CSU from offering doctorates that the UC does not offer, and has no plans to offer.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
UCLA Academic Senate Response

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

There is consensus that redundancies should be reduced; this should not be construed as an endorsement of a conducting large-scale, extensive study to identify redundancies. It should not be assumed that, in reducing redundancies, all functions should be moved to UCOP.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
UCLA Academic Senate Response

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

1. UCLA is already well underway with our 'Challenge 45' program, which seeks to limit the number of credits required for each major, thereby increasing the ability of undergraduates to complete their degrees in four years.
2. Although creating pathways for undergraduates to complete their degrees in three years is an idea with merit, we must be careful to guard against creating an expectation that students should graduate in three years. It should also be noted that, with a three-year degree, students spend less time on campus developing important skills which can create the impression of "cheapened" UC degree. Moreover, three-year degrees are difficult to achieve in many majors (e.g., sciences, engineering). We should also be mindful of the negative effects this could have on working students (if 15+ units/term is stated norm).
3. There is also the potential negative public perception from increased faculty buy-outs and increasing use of TAs in instruction.
4. Of course the undergraduate experience should be improved, but we caution against assuming that 'unnecessary' courses somehow degrade this experience. On the contrary, electives enhance the educational experience and the value of UC degrees.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree		Conditionally Agree	**UCLA**	**Disagree**		No Comment

There is consensus at UCLA that online and remote education is no longer avoidable at the UC, but that implementing online and remote education programs should be done incrementally, with academic and financial analysis and review of the quality and effectively of existing programs guiding the development of future programs. The experience of faculty in our online Engineering MS program has been that teaching an online course is as much or more work than teaching an online section, suggesting that faculty workload should be explicitly taken into account in the fiscal analysis. Academics cannot be sacrificed toward the ends of cost savings or revenue generation. We should also be sure not to equate "online and remote instruction" with distance learning, especially of full courses. Technology is used most effectively to supplement classroom learning, rather than to supplant it. We caution against any assumptions that online and remote instruction represent a cost savings/revenue generating option for the UC. UCLA's FEC of UCLA's School of Theater, Film, and Television (TFT) reported previously that its online program "has been able to generate revenue to support its core academic programs. Our system for building online courses has shown itself to be cost effective, with every course recouping direct expenses in their first summer offering."

WORKING GROUP FIRST ROUND RECOMMENDATIONS
UCLA Academic Senate Response

Overall, our faculty feel that UC should take an incremental approach to implementing online curricula by gaining experience with pilot courses of various types as a prelude to developing online degree programs. As an aside, we note that there are particular reservations about system-wide degree programs, as they raise questions about the ability of the faculty, through the Senate and its Divisions, to exercise its delegated responsibilities for the content, structure and review of academic programs.

UCLA has opined extensively on online instruction. For detailed feedback, see http://www.senate.ucla.edu/issues/documents/01-15-10GarrelltoPowell_re.UCLAResponsetotheReportoftheSenateSpecialCommitteeonOnlineandRemo.pdf

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree	**UCLA**	**Conditionally Agree**		Disagree		No Comment

Self-supporting programs and part-time programs are different and raise different issues. Regardless, care must be taken to ensure quality. The oversight for the quality of academic programs rests with the faculty and the Academic Senate. Campuses must have robust, transparent, and consistent support for self-supporting and part-time programs.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree	**UCLA**	**Conditionally Agree**		Disagree		No Comment

The cumulative impact of budget cuts over several years will be quite large. In such an environment the overall academic footprint of UC may be harmed without systemwide planning to ensure that quality and diversity of offerings are maintained. Cross-campus collaborations have the potential to reduce costs and leverage limited resources. We must recognize that critical thresholds of academic activity and quality cannot be maintained for every discipline on every campus.

However, striking the appropriate balance between system and campus needs is not as easy as it might appear. Trust must be built among faculty, students, and administrators regarding the System's ability to do detailed systemwide academic planning. Moreover, coordination across campuses with different calendars: quarter vs. semester is quite difficult.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
UCLA Academic Senate Response

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

	Agree		Conditionally Agree		Disagree	**UCLA**	**No Comment**

The formal oversight for assessment is with the Academic Senate program review process, although all efforts to evaluate educational quality, including a broad array of metrics aimed at ensuring teaching effectiveness and graduating student competency and the identification of deficiencies should be encouraged.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
UCLA Academic Senate Response

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

	Agree	**UCLA**	**Conditionally Agree**		Disagree		No Comment

Financial accessibility for admitted undergraduates is critical, and UCLA wholeheartedly supports this effort. We would add that financial accessibility for graduate students is also critical to the mission of the University.

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Support for this recommendation was strong but not uniform. It should be noted that the effort to ensure UC financial aid eligibility for undocumented California high school graduates should extend to both graduate and undergraduate students.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
UCLA Academic Senate Response

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

	Agree	**UCLA**	**Conditionally Agree**		Disagree		No Comment

Any such policy must be careful to ensure that (1) students and their families can reasonably anticipate a fee increase from one year to the next, and (2) that the UC has the flexibility to respond to externally created budget crises (e.g., unplanned State budget allocation shortfalls). Moreover, it does not make sense that students from two different cohorts could conceivably take the same course, but pay different fees for it. One suggestion for managing these concerns is to have two options: (A) students may opt to have a set fee schedule at a higher rate, or (B) may opt to go year-to-year, taking their chances of either paying more or less. There are grave concerns about implementing this recommendation.

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

WORKING GROUP FIRST ROUND RECOMMENDATIONS
UCLA Academic Senate Response

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Faculty should be provided with information about how ICR funds are allocated.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

There were a number of questions raised regarding this proposal, key among them is ‘why tuition vs. fees?’

Funding Strategies Continued

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Increasing geographic diversity is, in principle, good. Still, the University must ensure that increased enrollment of nonresident undergraduates does not erode access by Californians. Revenues (fees or tuition) should be returned to the originating campus.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree	**UCLA**	**Conditionally Agree**		Disagree		No Comment

We caution that such an approach may further contribute to a two-tiered salary plan for faculty. There is a clear understanding that bringing faculty salaries up to market levels should remain a high priority for the UC, and we are cautiously supportive. The details of any such proposal will be key.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	**UCLA**	**Disagree**		No Comment

There is no consensus at UCLA regarding differential fees by campus. The UCLA Academic Senate has already opined at some length on this matter, and has requested that feasibility studies be conducted to enable proper analysis by the Academic Senate. To quote our earlier response, "On the one hand, faculty asked whether a program through which revenue from differential fees was shared among the ten campuses could be a net benefit to the system. On the other hand, faculty raised concerns that differential fees by campus could have a disparate impact on the enrollment of underrepresented minority students." It would be premature to develop such a plan without data and feasibility studies.

See http://www.senate.ucla.edu/issues/documents/04-20-10GarrelltoPowell_re.UCLAResponsetotheUCPBPaperonDifferentialFeesandNonresidentTuition.pdf for more information.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
UCLA Academic Senate Response

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree	**UCLA**	**Conditionally Agree**		Disagree		No Comment

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

	Agree	UCLA	Conditionally Agree		Disagree		No Comment

There is a wide range of views regarding these three recommendations. As for #2, see below (recommendation #3).

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree		Conditionally Agree	**UCLA**	**Disagree**		No Comment

Who would decide which initiatives to fund? What is the evidence of success in past initiatives?

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

It is important to streamline risk management practices to increase the efficiency of research at UC, so that faculty can allocate more time to conducting research. Reductions in redundant, mandatory trainings would be useful toward this end.

Research Strategies Continued

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

UCLA	**Agree**		Conditionally Agree		Disagree		No Comment

Additional Comments and General Observations

UCLA *Academic Senate*

May 14, 2010

Robin Garrell, Chair
Academic Senate – Los Angeles Division

Re: UC Commission on the Future First Round Recommendations

Dear Robin,

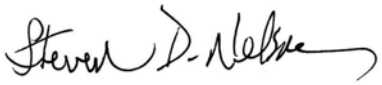
At its meetings of April 23 and May 7, 2010, the Graduate Council discussed the UC Commission on the Future's First Round Recommendations. As you can see on the included table, the Council, with the exception of those made by the workgroup on Access and Affordability, weighed in on all of the recommendations. This said, however, the Council had very strong opinions about the format in which our feedback was requested. More to the point, the Council rightly sees the Excel Spreadsheet with its too-small space for commentary as a sign that the Commission is more interested in expediently shoving through a program of privatization than it is in the thoughtful reflection that should be a fundamental part of such a sweeping agenda for institutional change at the University of California. Along similar lines, members strongly feel that "ticking a box" as a means of soliciting feedback is counter to shared governance. Some also felt that such an exercise was simply an insult to their intelligence. At the end of the day, the Commission's foreclosure of thoughtful reflection and conversation on its recommendations is antithetical to the core values that many of us at this great university hold near and dear.

Graduate Council members also remarked on the lack of attention in these documents to graduate education. On that level, although we opined on the majority of these recommendations, members felt that the bulk of them had little to do with the future graduate education. In future deliberations, we cannot overstate the importance of seriously considering such issues.

While the Graduate Council appreciates the opportunity to provide feedback on the Commission's First Round Recommendations, we ask that in the future, the Commission collect feedback in a form that encourages both thoughtful reflection and debate.

Please do not hesitate to contact the Graduate Council's analyst, Kyle Cunningham, at 310-825-1162 or me at 310-825-2322 with any questions or concerns.

Sincerely,



Steven Nelson, Chair
Graduate Council

Cc: Dottie Ayer, Executive Assistant, Academic Senate
Jaime Balboa, Chief Administrative Officer, Academic Senate
Kyle Cunningham, Policy Analyst, Graduate Council

UC Commission on the Future
First Round Recommendations

Committee name: **UCLA GRADUATE COUNCIL**

Instructions: For each recommendation, mark **X** in the appropriate box.
Be sure to make an entry for each recommendation. Comments, if included, should be focused and concise.

	Agree	Conditionally Agree	Disagree	No Comment	COMMENTS
Size & Shape					
1			X		Proposal leads to privatization; students from other s increase diversity and there is no evidence that they
2			X		To create a uniform requirement for majors in similar foci requires commitment of faculty/staff time which stretched
3			X		Redundant with information already posted on depart considering estimated cost and the likelihood of it bei completion.
4		X			UC should work with CSU and CCC to discuss educati partnerships rather than creating new majors at UC.
5			X		Such a study will cause a diversion of resources that areas. Redundancy can be eliminated locally.
Education & Curriculum					
1		X			Buy-outs should not be encouraged to the point that strengths in undergraduate education; a graduate stu enrolling is to attain an advanced degree and not be
2		X			Provided standards of quality are assured through Se and review of programs.
3		X			See #2; also campus needs to develop guidelines for administration of self-supporting and part-time progr
4			X		Would allow for targeted budget cuts while minimizin UC; but integration of Senate review is essential and
Prelim. Rec.					Formal oversight for assessment is with the Academi program review process.
Access & Affordability					
1					
2					
3					
4					
5					
6					
Funding Strategies					
1		X			Acceptable in principle but discrepancies in report un

2	X				Long overdue. Staff performance should be monitore student performance is.	
3	X				Understanding among faculty is an important point si bigger picture.	
4	X					
5	X				But the question of maintaining access for low- to mo critical.	
6		X			Increasing geographical diversity is in principle good, regarding the potential impact on racial diversity.	
7	X				Fully supportable and overdue	
8		X			Cautiously support	
9		X			Differential tuition is premature; explore only when n	
Research						
1			X		The greater the indirect costs, the the fewer the gran	
2			X		Rec needs to be much more detailed to be useful	
3			X		Too fuzzy to be taken seriously	
4	X				Researchers should spend more time being researche	
5				X	Insipid intellectual nourishment	
Additional comments and general observations						
See attached letter from Graduate Council Chair, Steven Nelson						

May 19, 2010

Robin Garrell
Chair, Academic Senate

RE: UC Commission on the Future Recommendations

Dear Robin:

The Undergraduate Council reviewed the UC Commission on the Future Recommendations at its meeting on April 30, 2010 and subsequently members were asked to return the spreadsheet that you provided to indicate agreement, conditional agreement, disagreement, or have no comment on each of the recommendations.

To assist in the discussion, the Council invited Professor Bill McDonald who was a member of the Education and Curriculum workgroup. As well, two UgC members were asked to lead the discussion and provide talking points.

The Council made the following recommendations:

Size and Shape Recommendations

1. Increase the number and proportion of non-resident students at the undergraduate level. *Conditionally Agree* – The Council conditionally agrees to increase the number and proportion of non-resident students only if the increased enrollment would not displace an equally qualified resident student.
2. Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. *Disagree* – The Council disagrees with the recommendation to develop more complete lower-division transfer pathways. The Council feels that the task could not be achieved because major core requirements differ from each university. The community college system has already developed a transfer pathway of general education courses, but since the major course requirements would differ too much between universities it would not be possible to make them uniform.
3. To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. *Agree*
4. Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. *Agree*
5. Eliminate administrative redundancies across the UC system and promote efficiencies where possible. *Agree*

Education and Curriculum Recommendations:

1. Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for

undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. *Agree with parts 1, 3 and 4. The Council did not agree with recommendation (2).* Part 2 is to create a pathway for undergraduate students to complete degrees in three years. The Council pointed out that the pathway already exists if a student is willing to put in the extra work. Council members expressed concern that this pathway would require a higher volume of Summer teaching loads that would be mainly taught by teaching assistants. Council members stated this might lower the quality of the education and experience that is a benefit of four years of college.

2. Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. *Agree*
3. Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. *Agree*

Access and Affordability Recommendation:

1. Reaffirm UC's commitment to access for California students. *Agree* – The Council agrees that the University should find a way to make financial aid available to AB 540 students. Several Council members commented that AB 540 students must be superior to be UC eligible and the University of California should find a way to help fund these students.

The Council did not have adequate time to complete the discussion of the remaining recommendations put forth by the UC Commission on the future. Attached are two completed spreadsheets that were returned from Council members.

Sincerely,

Joseph B. Watson, Ph.D.
Chair, Undergraduate Council

cc: Michael Goldstein, Immediate Past Chair, Academic Senate
Ann Karagozian, Vice Chair, Academic Senate
Jaime Balboa, Chief Administrative Officer, Academic Senate
Linda Mohr, Assistant Chief Administrative Officer, Academic Senate
Judith Lacertosa, Principal Policy Analyst, Undergraduate Council
Dorothy Ayer, Assistant to Senate Leadership & CAO

UC Commission on the Future
First Round Recommendations

Committee name: CUARS

Instructions: For each recommendation, mark **X** in the appropriate box.
Be sure to make an entry for each recommendation. Comments, if included, should be focused and concise.

	Agree	Conditionally Agree	Disagree	No Comment	COMMENTS
Size & Shape					
1		x			Assuming this does not displace FUNDED students. Students must also be at or above the median academic level of resident students. While geographic diversity is important, we do not want to forget the value of socio-economic diversity.
2				x	
3				x	
4				x	
5				x	
Education & Curriculum					
1				x	
2				x	
3				x	
4				x	
Prelim. Rec.				x	
Access & Affordability					
1	x				
2				x	
3				x	
4	x				
5			x		CUARS is not comfortable with having two student from different co-horts taking the same class (paying different fees for the same thing). The suggestion was made to have 2 options: 1) students may opt to have a set fee schedule at a higher rate, or 2) may go year-to-year, taking their chances of either paying more or less. There were grave implementation concerns.
6	x				

Committee name: _____

Funding Strategies					
1				x	
2				x	
3				x	
4				x	
5	x				
6		x			See reasons listed in comments section of Size & Shape #1
7				x	
8				x	
9			x		CUARS deeply feels that the principle of equality among the UC campuses should be maintained to the fullest extent possible. Consideration was given to the negative impact such a policy could have on the newer UC campuses, which are working to establish reputations commensuate with the most attractive campuses in the system. Pricing these campuses at a lower rate could result in a negative branding from which the newer campuses may not recover.
Research					
1				x	
2				x	
3				x	
4				x	
5	x				
Additional comments and general observations					

UCLA *Academic Senate, Council on Planning and Budget*

May 14, 2010

Professor Robin Garrell
Chair, UCLA Academic Senate

Re: **UC Commission on the Future First Round Recommendations**

Dear Dr. Garrell,

The Council on Planning on Budget (CPB) has had the opportunity to examine and discuss the document entitled "UC Commission on the Future First Round Recommendations" at our meeting on May 10, 2010. Response are recorded on the attached grid.

Please let me know if you have any questions.

Sincerely,

Paulo Camargo
Chair, UCLA Council on Planning and Budget

cc: Michael Goldstein, Immediate Past Chair, Academic Senate
Ann Karagozian, Vice Chair, Academic Senate
Jaime Balboa, Chief Administrative Officer, Academic Senate
Linda Mohr, Assistant Chief Administrative Officer, Academic Senate

UC Commission on the Future
CPB Response to First Round Recommendations

Size and Shape

Recommendations	Agree	Conditionally Agree	Disagree	No Comment
1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18)	√ (1)			

(1) Revenues (tuition) associated with non-resident student enrollment should remain in the originating campus.

Education and Curriculum

Recommendations	Agree	Conditionally Agree	Disagree	No Comment
1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)		√ (1)		
4: Develop a system-wide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)	√ (2)			
Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)	√ (3)			

(1) The logistics of the educational system should be optimized so that students have the opportunity to expedite their time to graduation if they desire. Evaluation of the number/proportion of students who graduate earlier should be performed regularly and weighed against the investment that is required to create and sustain a system that allows for a reduced time to degree. The quality of the education should not be compromised in cases of a shorter undergraduate experience.

(2) Planning at the system-wide level should be conducted in order to eliminate unnecessary redundancies, avoid unintended gaps and facilitate access for students interested in any particular course (i.e., explore the option of remote/distant education). Faculty members should be encouraged to collaborate at the intra- and inter-campus levels to achieve these goals.

(3) CPB supports all efforts to evaluate educational quality, including a broad array of metrics aimed at measuring teaching effectiveness and graduating-student competency and the identification of deficiencies.

Access and Affordability

Recommendations	Agree	Conditionally Agree	Disagree	No Comment
4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)	√ (1)			

5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)			√ (2)	
6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)	√			

(1) Undocumented California high school graduates who meet the requirements for admission into the UC system are highly capable individuals who not only enrich the academic environment but also often contribute to diversity. Moreover, since these individuals have made the commitment to live in California, they would best serve our society and be able to give back to it if they receive high-quality education.
(2) Increases in fees should be slow, gradual and predictable. These principles should be followed to the greatest possible extent. However, the adoption of pre-determined fee schedules carries the risk of eliminating any flexibility that the university may need to deal with extreme financial hardship situations such as the one currently being experienced.

Funding Strategies

Recommendations	**Agree**	**Conditionally Agree**	**Disagree**	**No Comment**
6: Increase enrollment of nonresident undergraduates. (pp. 92-94)	√ (1)			
8: Examine alternate faculty compensation plans. (pp. 101-102)	√ (2)			
9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)			√ (3)	

(1) Revenues (tuition) associated with non-resident student enrollment should remain in the originating campus.
(2) An effort ought to be made to bring faculty compensation to market levels, particularly in face of the fact that UC post-employment benefits are likely to be substantially reduced.
(3) CPB opposes charging differential tuition by campus primarily because it may create a tiered system within the UC.

UCLA *Academic Senate*

May 18, 2010

To: Robin L. Garrell
Academic Senate, Chair

From: Mitchell Wong
Faculty Welfare Committee, Chair

Re: Senate Item for Review: UC Commission on the Future First Round Recommendations

The Faculty Welfare Committee reviewed the Senate Item for Review UC Commission on the Future First Round Recommendations. The committee has no comment.

Cc: Jaime Balboa, Chief Administrative Officer, Academic Senate
Dottie Ayer, Assistant to Chief Administrative Officer, Academic Senate
Brandie Henderson, Policy Analyst, Academic Senate

UCLA MEMORANDUM

College Faculty Executive Committee
UCLA College
A265 Murphy Hall

May 14, 2010

Robin Garrell
Chair of the Academic Senate
UCLA

Dear Robin,

Per your request, the Membership of the FEC membership was given the opportunity to opine, individually, on the separate items of the survey on the UC Commission on the Future's "First Round of Recommendations," and I attach their responses herewith in tabulated form.

In our brief discussion of the process by which we have been consulted, members of the FEC expressed outrage regarding the presentation of this document, the form of the survey used to solicit their opinions, and the timetable imposed for our responses. More specifically,

1. The turnaround time was entirely too short for considered discussion to take place. As can be seen, the results of the survey are widely divided, representing not the considered opinion of our committee, but rather a sampling of faculty opinion. Had there been time for us to share perspectives, through discussion, I have no doubt that our responses would have coalesced in many cases into a more focused, well-reasoned near-consensus, as has been one of the hallmarks of the FEC. While all of the perspectives represented here are valuable, they are incomplete and "unprocessed."

2. The survey format seems deliberately designed to direct individual responses to skew positively, since the middle position is "Conditionally Agree."

3. There is little in the survey to encourage a nuanced response, yet many of the recommendations call for that.

4. For many reservations, there was a lingering question regarding what was truly at stake, which led to the suspicious impression that there was a hidden agenda to some recommendations.

5. There were issues raised in the recommendation on which we had already opined (such as the online issue).

6. Some issues raised were particularly fraught and need more highlighting than the process allows--for example, the issue of undocumented students. Burying a hot-button item in a large report with sketchy documentation will raise problems down the line.

7. The rushed nature of this process confirms the impression many of us have that UCOP is impatient with the very process of consultation. Indeed, many members believe that in the end it will not matter what we say. This makes the presence of the recommendation regarding central planning seem especially dangerous, whereas this kind of

recommendation ought to appear, within a more collegial environment, as simple common sense.

These are all important issues to us, and basic to the way we do business. We hope your response to the Commission's recommendations will give voice to them.

Thank you, on behalf of the FEC, for the opportunity to opine on this document.

Sincerely,

Ray Knapp
Chair, College Faculty Executive Committee

cc: Jaime Balboa
Lucy Blackmar

UC Commission on the Future
College FEC Response to First Round Recommendations

Size and Shape

Recommendations	Agree	Comments	Conditionally Agree	Comments	Disagree	Comments
1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18)	IV	• Compromises access but boosts quality & $$$	III	• This goal is admirable, but non-residents should not displace non-funded Californian residents of equal or better academic standing.	I	• Not unless they can guarantee that it will not crowd out instate
2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)	III	• We already have 40% transfer.	III	• Depending on cost	II	• This proposal calls, in effect for greater uniformity among the campuses in their determination of what courses may or may not count for credit. Such a goal is laudable from the viewpoint of applicants, but would require that individual schools in the UC system abandon their own standards for the sake of uniformity. This is unacceptable for those schools that rightfully pride themselves to be among the intellectually elite schools of the UC system.
3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)	VI	• Great investment	II	• Depending on cost		

4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)	IV		I		III	• Not until they have proven they can run the system they already have • Needless costs, leading to frustration for candidates • We should discourage the entire notion of 'practice doctorates'.
5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28)	V	• Sure, and apple pie and motherhood	III			

Education and Curriculum

Recommendations	**Agree**	**Comments**	**Conditionally Agree**	**Comments**	**Disagree**	**Comments**
1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)	II (1,4) - II		III (2,3) - I	• The proposal calls not only for shifting more courses to the summer in the interests of 3-yr. graduation, but also for more extensive use of lecturers and TAs to teach courses in the summer that would normally be taught by ladder faculty in the regular school year. The latter would lead to a degradation of the curriculum and should be avoided.	I (2,3) - I	• 1. We have already made great efforts. 2. Strongly opposed. If a student wishes to finish in three years, there is nothing to stop him/her. Also, many faculty would need to be redeployed to summer teaching. 3&4. not by these methods
2: Continue timely exploration of online	I		III	• This resource should		• Not as presently

instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)				be deployed very carefully. The use of on-line instruction is not equally beneficial in all disciplines. It should, in particular, be used with great caution as a way of offering foreign language instruction, which is heavily dependent on real-life interaction with the instructor and fellow students to be successful.	IV	formulated • Huge startup $; reduced quality; cheating • We have already dismissed the relevant report as the ravings of a lunatic with no understanding of teaching. Also, there is no 'marketplace' when many of the purveyors (like MIT) offer their online courses for free.
3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)	IV		II	• There programs would need to be under the supervision of relevant committees (like the FEC). • Two very different issues here	II	• Not as presented formulated – their numbers don't add up
4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)	I		III		II	• Their description doesn't explain what this really would mean
Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)	II		I		I	• Adding a new grading system on top of old is a huge waste and unfair to students

Access and Affordability

Recommendations	Agree	Comments	Conditionally Agree	Comments	Disagree	Comments
1: Reaffirm UC's commitment to access for California students. (pp. 55- 57)	VI		I		I	• Let legislature "buy" access
2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)	V		II		I	• Would just distort admissions process
3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)	VIII				I	• Meaningless; faculty already do all they can to get $ for GS
4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)	V		I		III	• Political dynamite; divisive
5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)	IV	• Basic fairness	III		I	
6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)	V	• Basic honesty	I		II	• Why??

Funding Strategies

Recommendations	Agree	Comments	Conditionally Agree	Comments	Disagree	Comments
1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major	VI	• But we are probably already doing this	I		I	• May not be legal?

priority for state funding. (pp. 75-79)						
2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83)	IV		III		I	• Jobs for consultants = lost $
3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)	IV		III	• If state of CA omitted (pointless; a dry well)		
4: Improve indirect cost recovery rates with federal agencies. (pp. 86- 87)	VI				I	• IDR has doubled already
5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp. 88-91)	III		I	• Why tuition rather than fees?	I	
6: Increase enrollment of nonresident undergraduates. (pp. 92-94)	VI		I	• Only it is it as a supplement to in-state students and does not replace them in any way		
7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)	V		I			
8: Examine alternate faculty compensation plans. (pp. 101-102)	I		II		IV	• Every $ from a grant reduces GS support; grief without benefit • Asking fauclty to get academic year salary from grants will make the UC unattractive for the best faculty, precisely the ones capable of generating grant

						funding.
9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)	III		II		III	

Research Strategies

Recommendations	**Agree**	**Comments**	**Conditionally Agree**	**Comments**	**Disagree**	**Comments**
1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)	VI				I	• IDR has doubled already
2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)	III		III	• Who gets to designate what is a priority?		
3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)	III	• Alternate energy	IV	• How has this worked so far?		

4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)	VI	• e.g., reduce mandatory training	I			
5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)	VI		II			

Instructions: For each recommendation, mark **X** in the appropriate box.
Be sure to make an entry for each recommendation. Comments, if included, should be focused and concise.

	Agree	Conditionally Agree	Disagree	No Comment	COMMENTS
Size & Shape					
1		X			Upper end of % of out of state students (15- viewed as too high
2		X			Careful assessment of transferable courses f the level of complexity and quality that is comparable to courses offered at UCLA is recommended
3				X	
4		X			We would recommend that dental hygienists added to the list of allied health professional be included here
5	X				
Education & Curriculum					
1				X	
2		X			Quality controls need to be a consideration; to implement this in a realistic fashion
3				X	
4				X	
Prelim. Rec.					
Access & Affordability					
1				X	
2				X	
3		X			It is critical that any enrollment increases be balanced by additional resources
4				X	
5				X	
6	X				

Funding Strategies					
1				X	
2				X	
3				X	
4	X				
5				X	
6				X	
7				X	
8				X	
9				X	
Research					
1	X				
2		X			Under #1 of Recommendation 2: we would strongly emphasize the need for merit-based review by faculty for any allocation of intern research funds, and would recommend that decisions on allocations be discipline independent
3				X	
4	X				
5				X	
Additional comments and general observations					
The School of Dentistry FEC had a lengthy discussion of the recommendations. A major concern is that t quality of the UC programs be maintained and not compromised in the quest for additional revenue sources.					

UC Commission on the Future
First Round Recommendations

Committee name: _Fraser SOAA FEC_

Instructions: For each recommendation, mark **X** in the appropriate box.
Be sure to make an entry for each recommendation. Comments, if included, should be focused and concise.

	Agree	Conditionally Agree	Disagree	No Comment	COMMENTS
Size & Shape					
1		6	5		
2				x	
3				x	
4				x	
5				x	
Education & Curriculum					
1					Actually four very different proposals, voted individually: 1.1 Agree; 1.2 Disagree; 1.3 Disagree; 1.4 Agree. Contrast between uncontroversial summary of 1.3 and details troubling. If only one opinion can be register should be "disagree."
2			x		Development of online instruction must be driven by individual disciplines with faculty oversight.
3			x		Currently, standards of academic oversight a not being met in many of these programs; UNEX % too high, limiting benefit to core department activities and increasing burden faculty.
4			x		
Prelim. Rec.-				x	Vague
Access & Affordability					
1				x	
2				x	
3				x	
4	x				

5		3	8			
6	x			x		
Funding Strategies						
1				x		
2				x		
3		x			ICR should not be the same for "laboratory" "non-laboratory" disciplines.	
4		x			ICR should be different for "laboratory" and "non-laboratory" disciplines.	
5		x			Conditional on % annual tuition increase.	
6		6	5			
7				x		
8			x			
9		2	7	2		
Research						
1		x			ICR should not be the same for "laboratory" "non-laboratory" disciplines	
2				x		
3				x		
4				x		
5				x		
Additional comments and general observations						
Specific recommendations with clearly different impacts, such as those listed under Education & Curricu						

UC Commission on the Future
First Round Recommendations

Committee name: SEAS FEC

Instructions: For each recommendation, mark **X** in the appropriate box.
Be sure to make an entry for each recommendation. Comments, if included, should be focused and concise.

Chair: OM Stafsudd	Agree	Conditionally Agree	Disagree	No Comment	COMMENTS	
Size & Shape						
1	X					
2	X					
3	X					
4	X					
5	X					
Education & Curriculum						
1		X				
2			X			
3	X					
4			X			
Prelim. Rec.				X	No consensus: Balance between campus and sy hard to achieve	
Access & Affordability						
1	X					
2	X					
3	X					
4			X			
5		X				
6	X					
Funding Strategies						
1	X					
2	X				Is there a limit to how many VC's UC needs?	
3	X					
4		X				
5	X					
6	X					
7	X					
8			X			
9				X	No consensus	
Research						
1	X					
2	X					
3			X			
4			X			
5	X					

Additional comments and general observations			
The cost/benefits of administration needs to be made clear; in particular, we need to understand the growth tre			
With practically no growth in faculty and students over the years, we need to understand why there has been a			
continuous proliferation in high administrative positions. The primary goals for UC must remain research and			
teaching with a minimal administration. A serious effort is needed to address this issue in planning the fiscal			
future of UC.			
The question of intellectual property does not seemed to be addressed at all. The current policies have an enorm			
effect on UC researchers' ability to collaborate and obtain funding from private industry.			

UC Commission on the Future
First Round Recommendations

Committee name: _ TFT FEC _____

Instructions: For each recommendation, mark **X** in the appropriate box.
Be sure to make an entry for each recommendation. Comments, if included, should be focused and concise.

	Agree	Conditionally Agree	Disagree	No Comment	COMMENTS
Size & Shape					
1	0	6	0	0	Set limit at a %, no higher than 15%
2	0	0	2	4	
3	1	0	0	5	
4	0	0	0	6	do not understand
5	3	0	0	3	
Education & Curriculum					
1	1	5	0	0	If this means items 2 & 3 in this section be reality, then no on item 1.
2	4	0	1	1	
3	3	0	2	1	No increase in senate faculty course load
4	5	0	0	1	
Prelim. Rec.	4	0	0	2	
Access & Affordability					
1	6	0	0	0	
2	2	1	0	3	
3	3	0	0	3	
4	4	1	1	0	what %?
5	5	0	1	0	As long as students are informed in advan
6	2	3	1	0	Professional fees should return to the department
Funding Strategies					
1	2	1	0	3	Limit percentage
2	2	0	0	4	
3	1	0	0	5	
4	1	1	0	4	
5	0	1	0	5	

Committee name: _____

6	0	4	0	2	set limit no higher than 15%	
7	1	0	0	5		
8	0	0	6	0		
9	0	0	4	2	do not understand fully	
Research						
1	1	0	0	5		
2	1	0	0	5		
3	1	0	0	5		
4	1	0	0	5		
5	1	0	0	5		
Additional comments and general observations						

Level of interest: 1.4 Medium to High

Graduate students are our future.

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)
Agree Conditionally Agree X Disagree No Comment

Level of interest: 1.4 Medium to High

This already happens (Cal institutes, transportation, CalIt2) and should be continued. While we agree that these are beneficial, we can't afford to create additional initiatives now, with the funding problems.

UCI GC emphasizes that such effort should be generated by interested faculty. It would help to edit the wording of the condensed statement of recommendation 3 to include mention of faculty initiative.

The UCI Assembly discussion (but without a quorum) revealed a negative opinion about any new initiatives.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)
Agree X Conditionally Agree Disagree No Comment

Level of interest: .77 Medium to Low

We are overburdened by compliance issues because the university is risk averse. There are far too many procedures, both for accounting and IRB. The IRB application should be all electronic. UC should work to decrease our administrative burden by streamlining procedures for safety training, animal and human studies, etc.

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)
Agree X Conditionally Agree Disagree No Comment

Level of interest: 1.33 Medium to High

We should do this by giving attention to the entire spectrum of UC research, and showing how the UC benefits the California economy and the state's teaching mission.

Additional Comments and General Observations

See preamble at the beginning of this document

UNIVERSITY OF CALIFORNIA, MERCED

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SANTA BARBARA • SANTA CRUZ

OFFICE OF THE ACADEMIC SENATE
MARTHA CONKLIN, CHAIR
mconklin@ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-7954; fax (209) 228-7955

Henry Powell, Academic Council Chair
Dan Simmons, Academic Council Vice Chair

RE: UC Merced Senate Review of the UC Commission on the Future

Dear Harry and Dan,

The Merced Division welcomes this opportunity to comment on the first round of the working groups recommendations. The request for comments and the template were distributed to the standing committees and schools. The Divisional Council (DivCo), the Undergraduate Council and the Graduate and Research Council added comments to the template. In addition, EVC Alley reviewed DivCo's comments with Vice Chair Heit and suggested minor modifications.

In general Merced favors the recommendations that increase revenues and improve efficiencies (e.g., Size and Shape recommendations 1-3, 5, Funding Strategies recommendations 2-4, 6, 7 and, conditionally, 5, Research Strategies 1 and 4). We are enthusiastic on system-wide efforts to insure research excellence (Research Strategies recommendations 2 and 5) and commend the vision of university initiatives, with the caveat that these initiatives are designed to work for multiple fields and should not evolve into entitlement programs (Research Strategies recommendation 3) .

We conditionally agree on recommendations that treated education as a "throughput" rather than a process (e.g. Education and Curriculum recommendations 1-4), however we do agree that a broad definition of UC quality should be developed. For the most part, we agree with providing access to California students to UC and making the fees more comprehensible (e.g. Access and Affordability recommendations 1-3 and 6).

We have grave concerns about locking into a multi-year fee schedule given the "unreliability" of the State as a partner (e.g. Access and Affordability recommendation 5).

We disapprove of the differential fees and the tiering of campuses recommendations (Funding Strategies recommendation 9). T his is also embedded in other recommendations in the ways fees will be returned to campuses.

In addition to detailed comments on each recommendation, we make the following general points. These comments concern Merced, since we are still not self-sufficient with only 2000 permanent student places:

(1) Merced is in a unique position—unlike any other campus, we need to add students, faculty, staff, and buildings just to survive.

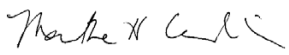
(2) With 100% over-enrollment (4000 students, only 2000 permanent places) as of fall 2010, Merced bears the brunt of uncertainties in the State budget. Merced needs permanent state-funded student places.

(3) Merced is in the fastest-growing region of the State. The success of Merced brings political support to UC.

(4) Merced has shown promising signs in its early years, in terms of student access and success, quality of faculty hires, and innovative research and teaching programs. UC is known for its endemic excellence across large and small campuses. Just as six UC campuses started from modest means and became AAU members (recently it has taken over 30 years to achieve that membership), the UC system needs to ask what will facilitate the building of quality at the smallest and newest campus, which has the same potential as did more established campuses when they were founded.

(5) With any proposals to reduce the role of ladder-rank faculty and increase the role of lecturers, it must be kept in mind that Merced already has the lowest percentage of ladder-rank faculty (compared to instructors and lecturers) in the system, and the lowest number of ladder-rank faculty per major (or graduate program), and in general Merced is on course to having the most unfavorable student to ladder-rank faculty ratio in the history of the UC system. So Merced would be differentially impacted by proposals to further increase the role of non-ladder-rank faculty.

Sincerely,



Martha H. Conklin, Chair

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

x	Agree		Conditionally Agree		Disagree		No Comment

Yes, but the recent policy to keep all NRT at the campus level raises concerns, as there are systemwide priorities as well. Because different campuses will have different levels of non-resident students, increasing non-resident numbers could lead to or reinforcement stratification of campuses. With regard to Merced, the campus will be 100% over-enrolled in fall 2010—there needs to be a strategy to increase the number of permanent, state-funded places at Merced.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

x	Agree		Conditionally Agree		Disagree		No Comment

Yes, but often upper division courses are the more expensive to deliver;.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

x	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

	Agree		Conditionally Agree		Disagree	x	No Comment

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

x	Agree		Conditionally Agree		Disagree		No Comment

Systemwide, growth in senior managers has outpaced the growth in student numbers. Ladder-rank faculty numbers have not kept up with student numbers—this is a systemwide issue, but it is particularly serious problem at Merced.

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree	x	Conditionally Agree		Disagree		No Comment

Although there are some good ideas here, this recommendation focuses on "throughput" rather than quality. Faculty already work a full load in terms of teaching, research, and service. If faculty teach more, then they will have to do less of something else. This recommendation suggests relying more on non-ladder-rank faculty, but reliance on instructors is already unacceptably high at Merced. This recommendation suggests that "unnecessary course taking" should be avoided, but that is part of the nature of going to college. We want to make sure that the focus is on ensuring that students are educated, and in that sense rushing through in three years is not necessarily the best idea.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree	x	Conditionally Agree		Disagree		No Comment

Online and hybrid instruction is already used at UC, and it makes sense to continue this development. However, this recommendation seems overly optimistic about cost savings or revenues. Also, this recommendation seems treat online education as a substitute for hiring ladder-rank faculty. At UC Merced, this would be detrimental to building UC quality, as we need ladder-rank faculty to establish research quality. While online education could be a useful adjunct to undergraduate instruction, it is important to note that for at risk students, and those from underrepresented minorities, online classes often fail to provide adequate support. Furthermore, all campuses must receive resources to develop robust instructional technology groups in order to support such classes. Otherwise UC Merced will be left behind

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree	x	Conditionally Agree		Disagree		No Comment

Provided they actually are money-making.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree	x	Conditionally Agree		Disagree		No Comment

In general, more systemwide discussion is good, but this recommendation also includes the possibility of closing down "redundant" programs—or not even starting them. We have heard senior UC administrators wonder aloud whether UC really needs 9 English departments. UC needs to be thought of as a system of world class research universities, each serving a large number of students. So it is concerning to think about closing down programs simply because they appear on other campuses, and it the case of Merced, it would probably be distorted into a weird and unappealing shape if it could only open new programs that do not duplicate successful programs on other campuses. If not applied properly, this could seriously disadvantage UC Merced, as our programs are not fully developed. We need to be able to develop the full range of academic programs expected in a research university.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

x	Agree		Conditionally Agree		Disagree		No Comment

We encourage the working group to broaden the question to what is quality in terms of a department, campus, or university, rather than just what is educational quality—as quality refers not just to teaching but to research and service as well. Central to UC quality is exposure to faculty engaged in research in the field of instruction. That is, it is vital that ladder faculty continue to teach a significant number of courses, particularly at the upper level.

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

X	Agree		Conditionally Agree		Disagree		No Comment

Yes, keeping in mind that Merced will be 100% over-enrolled in fall 2010 (2000 permanent state-funded places and 4000 students).

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

X	Agree		Conditionally Agree		Disagree		No Comment

Yes, keeping in mind that some campuses are more successful than others in enrolling low-income students. Financial aid needs to be a systemwide priority, otherwise the students who go to campuses with many low-income students will find that less money is available to spend on their educations.

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

X	Agree		Conditionally Agree		Disagree		No Comment

Yes, keeping in mind that for UC's three non-AAU general campuses to join AAU, they will need to increase graduate student numbers.

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

	Agree		Conditionally Agree		Disagree	X	No Comment

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

	Agree	X	Conditionally Agree		Disagree		No Comment

Given the wide swings in State funding for UC, and the lack of a multi-year commitment from the Legislature, this seems impractical.

Access and Affordability Continued

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as “tuition.” (pp. 70-72)

X	Agree		Conditionally Agree		Disagree		No Comment

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

X	Agree		Conditionally Agree		Disagree		No Comment

Yes, keeping in mind that Merced is very understaffed relative to student and staff numbers, and cannot realistically cut staff numbers.

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

	Agree	X	Conditionally Agree		Disagree		No Comment

There may be advantages in keeping reg fees separated as these are used for different purposes than ed fees.

Funding Strategies Continued

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

X	Agree		Conditionally Agree		Disagree		No Comment

Yes, but the recent policy to keep all NRT at the campus level raises concerns, as there are systemwide priorities as well. Becase different campuses will have different levels of non-resident students, increasining non-resident numbers could lead to or reinforcement stratification of campuses. With regard to Merced, the campus will be 100% over-enrolled in fall 2010—there needs to be a strategy to increase the number of permanent, state-funded places at Merced.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree	X	Conditionally Agree		Disagree		No Comment

It is worth examining, but the Senate supports realistic salary scales for all faculty, and the use of the merit review system for setting salaries.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	X	Disagree		No Comment

Merced disapproves of this recommendation in strongest possible terms. First of all, there is still room to raise tuition on all campuses. Ultimately, differential fees would lead to tiering of campuses, in terms of perceptions and in terms of how much each campus could spend to recruit and support each faculty member, and to educate each student. This would require different versions of the APM for upper- versus lower-tier campuses, and different educational standards. The more diverse campuses would have less money per student—raises legal questions.

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

x	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree	x	Conditionally Agree		Disagree		No Comment

Yes, but note that large-team research is common in some fields and sole authorship is the norm in others. So grand challenges may apply better to some fields than others.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

x	Agree		Conditionally Agree		Disagree		No Comment

Research Strategies Continued

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

x	Agree		Conditionally Agree		Disagree		No Comment

WORKING GROUP FIRST ROUND RECOMMENDATIONS
FROM UCR ACADEMIC SENATE

UNIVERSITY OF CALIFORNIA
UCRIVERSIDE
ACADEMIC SENATE

Harry Powell, Chair, Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

May 24, 2010

RE: Senate Review of the UC Commission on the Future UC Working Group Recommendations

Dear Harry,

I am writing to forward the UCR Academic Senate's collective evaluations and responses to the UC Commission on the future UC Working Group Recommendations. Approximately 9 of our Senate committees carried out an analysis from the perspective of each committee. I am forwarding seven Reports, most of which use the Template created by Vice Chair Simmons. They are attached sequentially to this letter in the following order.

Committee on Undergraduate Admissions
Faculty Welfare
Executive Committee of the College of Natural & Agricultural Sciences
Committee on Educational Policy
Planning & Budget Committee
Graduate Council
Committee on Research

I may submit an Appendix of 2-3 additional committees tomorrow May 24th.

Our Senate spent many hours debating, worrying and working to provide our best advice and insights from our UC-Riverside perspective.

Anthony W. Norman, Chair
Riverside Division

UCR UNDERGRADUATE ADMISSIONS COMMITTEE

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree	X	Conditionally Agree		Disagree		No Comment

Conditional Agreement: The UGA agrees but is concerned about any possible negative impact on the number of California residents attending a particular campus

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree	X	Conditionally Agree		Disagree		No Comment

- Conditional Agreement: The UGA is concerned about real 1:1 correspondence between lower division courses taken elsewhere and those required at UC.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

X	Agree		Conditionally Agree		Disagree		No Comment

- Agreement: But the UGA asks where the funding is expected to come from?

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

	Agree	X	Conditionally Agree		Disagree	X	No Comment

- Some on the UGA expressed conditional agreement but others offered no comment, wishing to have greater specificity and definition of “practice” doctorates.

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

	Agree	X	Conditionally Agree		Disagree		No Comment

- Conditional Agreement: Admirable goal but the UGA expressed skepticism that this would be possible or sustainable; after years of talk, haven't these been eliminated already?

UCR UNDERGRADUATE ADMISSIONS COMMITTEE

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree	X	Conditionally Agree		Disagree		No Comment

- Conditional Agreement: with the following observations about subpoints:
  - (1) UGA sees this goal as impossible without more funding for needed faculty hires and for lecturers;
  - (2) UGA members expressed concern that students are often still immature and unprepared for the workforce after three years; UGA members with experience teaching in European universities note that such degrees are gaining popularity there but that students enter much better prepared than typical UC freshmen;
  - (3) Committee members were divided, with some suggesting faculty do more upper division advising in the major, but others making the point that faculty are already overstressed;
  - (4) This is an excellent idea and can be enhanced by greater faculty/student interaction, but this requires better faculty/student ratios, which returns the discussion to point (1) re: funding.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree		Conditionally Agree	X	Disagree		No Comment

- Disagree: In the words of one UGA member, "We are not the University of Phoenix. The difference of a UC schools is, good or bad, the interaction of students both with each

other and with the faculty that are responsible for the quality research being conducted in this university." Another UGA member wished to separate online instruction from self-supporting graduate degrees (presumably, Executive MBAs or certificate programs?) and Extension Programs. The undergraduate mission remains at the core of the UC and its quality must be carefully overseen.

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Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree	X	Conditionally Agree		Disagree		No Comment

- Conditional Agreement: At least one UGA member felt that such students are not committed to higher education in a way that matches UC faculty expectations and standards. Another member asserted that formalized part-time degree pathways for working students could be beneficial, particularly if they are not shut out of financial aid.
- **UCR UNDERGRADUATE ADMISSIONS COMMITTEE**

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree		Conditionally Agree	X	Disagree		No Comment

- Disagree: UGA members thought, perhaps erroneously?, that this is what we already do. The Committee is concerned that campuses be allowed to maintain their own authority and set their own directions for what they do; campuses—not UCOP—are in the best position to know how to define and meet their goals.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

	Agree		Conditionally Agree		Disagree	X	No Comment

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

X	Agree		Conditionally Agree		Disagree		No Comment

Agreement, although one member expressed conditional agreement predicated on a lack of specificity for point 1, concerning the timeline and stipulations for later admission for students offered a place at a UC campus though not necessarily in the term for which they applied.

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

X	Agree		Conditionally Agree		Disagree		No Comment

- Agreement, although two Committee members tempered their agreement by noting that it would have been useful to have data on costs of fees, living expenses, and educational supplies so that the full picture would be clear.
-

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

X	Agree		Conditionally Agree		Disagree		No Comment

- Agreement. The UGA recommends that the University support access in the sciences to both lower level (MSc) and higher level (PhD) degrees, just as it does in humanities and social science areas. Holders of both degrees are needed in the workforce and the present situation, wherein PhDs are the target degree and MSc degrees are seen as a backup plan in the event of failure, is a disservice to both students and researchers.
- Editorial note for Commission members: Page 61 states that UC offers are, on average, $1,000 lower than top choice non-UC institutions. Page 62 states that the gap between UC support and that of other institutions is $3,000.
-
- **UCR UNDERGRADUATE ADMISSIONS COMMITTEE**

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

	Agree	**X**	Conditionally Agree		Disagree		No Comment

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- There was no consensus among UGA members on this recommendation. One committee member who agreed suggested that UC should not only re-establish financial aid eligibility for these students but also consider abandoning international student fees for international students with either a UC scholarship or who are employed during their research degree; the committee member cited the potential benefit for faculty researchers and an increase in diversity, especially in Latin American countries. Those committee members who expressed Conditional Agreement or Disagreement offered no additional comment.

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

	Agree	X	Conditionally Agree		Disagree		No Comment

- There was no consensus on the Committee, with members evenly divided between those who expressed conditional agreement and those who disagreed. Those who offered conditional support for the recommendation suggested that a cap be placed on annual "tuition" increases, e.g., of 5%, or that a two-tiered cap, determined by family income be put in place. Those who disagreed argued against differential treatment of students in the same degree programs. One member noted that a multiyear cost-of-living increase will mean that "we have a cohort of students that are divested from any interest in fee increases that do not impact them but rather only the in-coming cohort." Such a tactic reduces the incentive for students to be concerned about fee increases and thus lessens resistance; the plan is "in administration's best interest."
- Whether in agreement or not, UGA members noted that continued large fee increases (needed until a full four-year cohort is built) will lessen the attractiveness of UC, undermine confidence in its future, and drive students out-of-state.

Access and Affordability Continued

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)

X	Agree		Conditionally Agree		Disagree		No Comment

- General agreement: Call it what students call it already.

UCR UNDERGRADUATE ADMISSIONS COMMITTEE

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

X	Agree		Conditionally Agree		Disagree		No Comment

- Agreement: Such advocacy seems to be working to UC's advantage thus far and we need to maintain the strategy.

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

	Agree	**X**	Conditionally Agree		Disagree		No Comment

- As with Size and Shape #5: Agreement but tempered with the pragmatic observation that it's admirable but likely to prove impossible. One member noted "in 1954, administrative costs were 11% of the UC budget; now they are 25-30%, and they will more than likely grow. Cost effectiveness is an issue that administrators are not willing to face. Just look at the number of (and support for) extra higher administrative positions developed in response to the budget crisis!"

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

- Disagree: UC is a land grant institution with a responsibility to its constituents. In the words of one UGA member, "indirect costs are costs, not taxes," and these policies cannot be revisited every time more money is needed.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

Disagree: Only one UGA member had an opinion on this, noting "We have a fair and comparable cost recovery system at the moment.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

X	Agree		Conditionally Agree		Disagree		No Comment

- Agreement: It's a foregone conclusion that "fees" will be renamed "tuition," but where will the new revenue come from?

UCR UNDERGRADUATE ADMISSIONS COMMITTEE

Funding Strategies Continued

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

	Agree	X	Conditionally Agree		Disagree		No Comment

- Conditional Agreement: The UGA endorses increases that yield levels that serve California residents adequately and do not promote unacceptable campus variations, e.g., UCB accepting more non-residents and thus shifting UC-eligible students to other campuses.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

X	Agree		Conditionally Agree		Disagree		No Comment

- Agree: facilitating higher education access is a shared responsibility and a shared benefit

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree		Conditionally Agree	X	Disagree		No Comment

- Disagree: UC already benefits from use of a 9 month appointment for a 12 month performance expectation. We already have merit-based promotions. If any realignments are in order, one committee member suggested that the disparate use of over scale salaries should be examined.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	X	Disagree		No Comment

- Disagree (strongly): This will perpetuate the perception of differential quality and value among campuses; one possible effect might be a negative impact on students from families that cannot afford to send their children to the school of their choice. In all funding strategy decisions, systemwide need must be assessed.

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree	X	Conditionally Agree		Disagree		No Comment

- Conditional Agreement: Reservations were expressed by committee members about the ever-increasing grab of research funds for indirect cost "recovery"; agreement was clear about the need to maintain and/or enhance transparency.

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

X	Agree		Conditionally Agree		Disagree		No Comment

- Agree: who wouldn't?

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree	X	Conditionally Agree		Disagree		No Comment

- Conditional Agreement: Great vision but where will internal funds to develop these collaborations come from?

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

	Agree		Conditionally Agree		Disagree	X	No Comment

In principle, No Comment. In the words of one UGA member, "This sounds great, but in practice, administration has increased and their intervention as additional layers of 'middle man' activities has only increased the burden on the researcher."

Research Strategies Continued

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

X	Agree		Conditionally Agree		Disagree		No Comment

- Agree (strongly)

The END from Undergraduate Admissions Committee

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Continued on the next page

UC Riverside Committee on Faculty Welfare

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree	6	Conditionally Agree	1	Disagree		No Comment

Concerns about displacing qualified residents with non-residents.
"Just a ploy."
The University may need to "do what it has to do."
UCB and UCLA are already at >10% nonresidents. Will students pay extra tuition to attend the other UCs?

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

3	Agree	3	Conditionally Agree	1	Disagree		No Comment

From experience, I am skeptical that much improvement can be made.
This is the way that the Master Plan was supposed to work.
Given the different missions and clienteles of the CCs and Cal States, it may be naïve to expect all CC and lower-division Cal State courses to be directly transferable to UC.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

6	Agree	1	Conditionally Agree		Disagree		No Comment

Students at the CC level do not focus on a major early enough for this to help much.
In favor but doesn't expect much impact.

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

4	Agree	1	Conditionally Agree		Disagree	2	No Comment

Agrees that more study is needed.
Agrees with the "go slow" recommendation.
UC needs to be proactive or lose this clientele to the Cal States.

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

1	Agree	5	Conditionally Agree		Disagree	1	No Comment

Skeptical of savings if the redundancies start at the lower rather than the upper levels.
A "mom & apple pie" recommendation with potential unanticipated consequences.
Concerns were raised about the "cost" to users resulting from longer delays between placing order and receipt of delivery and is skeptical of the magnitude of savings.
Concerned about the implications for Campus autonomy

UC Riverside Committee on Faculty Welfare

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

1	Agree	3	Conditionally Agree	3	Disagree		No Comment

Skeptical of 3-yr plan and speed vs. quality,
3-yr option is wishful thinking. Better strategy is to "force" all students to take 15 units and graduate in 4 yrs, contingent upon impact of part-time students.
OK except for the 3-year recommendation.
Concerns were raised with the ability of the campuses to teach a sufficient number of upper-division classes during the summer, as well as the expected "savings" to students and their families. 12 quarters is still 12 quarters.
Strongly in favor of (1) and (4) but strongly disagree with (2) and (3)

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

1	Agree	2	Conditionally Agree	4	Disagree		No Comment

Skeptical of quality; OK if identified as on-line degrees via UNEX.
May be OK for extension and professional students, not for BA/BS students.
Could make UC a degree mill.
Agrees with "timely exploration," even when skeptical of the outcome.
Disfavors anything that further isolates students from faculty at the undergrad level.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

1	Agree	4	Conditionally Agree	2	Disagree		No Comment

Probably is necessary, but UC must retain quality.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

2	Agree	3	Conditionally Agree	1	Disagree	1	No Comment

Weakens Senate and Campus autonomy, increases bureaucracy at the cost of quality.
Leery and skeptical of "what this could mean."
Is necessary; UCR must not be outmaneuvered.

UC Riverside Committee on Faculty Welfare UC Riverside Committee on Faculty Welfare

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

1	Agree		Conditionally Agree		Disagree	4	No Comment

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

7	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

7	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

7	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

5	Agree	1	Conditionally Agree		Disagree	1	No Comment

There may be political difficulties UC vs. State vs. Feds.
UC may be Involves picking a fight.

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

3	Agree	2	Conditionally Agree	2	Disagree		No Comment

Provides financial predictability to each cohort
A good idea if accompanied by a multi-year commitment from the State.
Impossible without multi-year budgeting by the State Legislature.

Access and Affordability Continued

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)

4	Agree	3	Conditionally Agree		Disagree		No Comment

Note the political fall-out

UC Riverside Committee on Faculty Welfare

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

6	Agree	1	Conditionally Agree		Disagree		No Comment

Concerns were raised about the cost for the PR.

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

4	Agree	2	Conditionally Agree		Disagree	1	No Comment

Is what is best for the system best for a campus?

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree	4	Conditionally Agree		Disagree	2	No Comment

Challenges regarding equity across disciplines.
Concerns were raised that the agencies not currently paying indirect costs will increase their budgets to do so without reducing the size of direct costs or the number of grants. Beware of unintended consequences.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

1	Agree	2	Conditionally Agree	2	Disagree	1	No Comment

Raises issues with local ORA.
The pie is fixed. More indirect costs mean fewer grants and lower direct costs.
Beware of unintended consequences.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

2	Agree	2	Conditionally Agree	1	Disagree	1	No Comment

Challenge is in the details
Only if the Legislature goes to multiyear budgeting first.

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UC Riverside Committee on Faculty Welfare
Funding Strategies Continued

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

	Agree	4	Conditionally Agree	2	Disagree		No Comment

How to do this while serving California students?

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

5	Agree		Conditionally Agree		Disagree	1	No Comment

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree	2	Conditionally Agree	5	Disagree		No Comment

Augmentation is fine, replacement is not.
Concerns are raised that this may compromise the University's research integrity and with the assumption that lots of funds for salary actually are available.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	7	Disagree		No Comment

This recommendation threatens the idea of a single university system.

The END from Faculty Welfare

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FROM UCR College of Natural & Agricultural Sciences Executive Committee May 10, 2010

The CNAS Executive Committee reviewed and discussed two sections of the Gould Commission.
Overall, the Committee found this to be a frustrating document to review. The charge to the working groups is not provided, and there is little or no context for the recommendations. The report from the Education & Curriculum group, for example, has no introductory information whatsoever. The assumptions used in formulating the recommendations are not provided. In addition, it is difficult to indicate agreement or disagreement with a recommendation that contains several parts and sub-parts. The lack of an economic analysis to support many of the recommendations made it difficult to assess the magnitude of the recommendation's potential impact. Of particular concern to the Committee was the focus on cost-savings, with little true regard for the quality of the students' education, or of their experience while at the University of California.

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

 Unless UC increases the number of students it enrolls, how could one increase the number of non-resident students without displacing California residents? The political fallout from this is already happening.
 If we decide to make this a strategy, it needs to be carefully considered from all angles,
as one can't easily reverse course once a decision has been made. Funding from the state will be decreased to compensate for the decrease in enrollment of California residents. Do we want to become a "state-located" university, rather than a 'state funded"
university?
 This strategy may work for some campuses, but certainly not all. We don't believe that it
could be implemented at UCR without having a significant impact on our students.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

X	Agree		Conditionally Agree		Disagree		No Comment

FROM UCR College of Natural & Agricultural Sciences Executive Committee May 10, 2010

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

X	Agree		Conditionally Agree		Disagree		No Comment

3. The more "efficient" use of course buy-out has the very real danger of producing a two-tier system, among the faculty. This will create friction between disciplines and inside departments, will decrease the degree of cohesion of programs, and will negatively affect faculty morale. It should also be taken into account that the monetary savings obtained by using less expensive instructors will be accompanied by a loss of teaching quality and of prestige of the University.

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

	Agree		Conditionally Agree		Disagree	**X**	No Comment

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

	Agree		Conditionally Agree		Disagree	**X**	No Comment

This is a rather obvious recommendation, but without specifics, it is not possible to make any useful comments.

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree	**X**	Conditionally Agree	**X**	Disagree		No Comment

Higher-achieving students will presumably be the most likely to utilize the 3-year degreepath. This option is already available, so it is not clear why a "pathway" needs to be created.

- More emphasis on 3-year programs could facilitate the development of 3+2 BS/MS degrees. Many students need 4 years to complete a degree, considering the need to work, family responsibilities, etc. Thus, the 3-year degree should not be viewed as the goal for all students.
- There are concerns about heavy reliance on summer sessions when the funding of those sessions is uncertain. In addition, it is not clear how it is more economical for the students to attend classes in the summer – this limits their ability to work, and the fees are essentially the same.
- The report is advocating what could be dramatic reductions in instruction by ladder-rank faculty through course buyouts and the use of non-ladder-rank faculty as instructors. Teaching is an essential part of our mission as faculty. Care needs to be taken to ensure that there is a balance in courses taught by ladder-rank vs. non-ladder-rank faculty.
- What is meant by "excessive upper-division classes? It is in the upper-division classes that the students have more interaction with the faculty, and where much of the important learning occurs. Perhaps more attention should be given to the general education requirements.

There are concerns over the mechanisms by which cross-campus enrollment would be handled at a large scale. In addition, it was not clear how this would achieve cost savings.

FROM UCR College of Natural & Agricultural Sciences Executive Committee May 10, 2010

Recomendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

Exploration of online instruction should be broadened to include other forms of distanc elearning. There are many other universities that have been doing this for years and have excellent programs. It may be too late to establish UC as a competitor in this arena.

- Faculty have been under increasing pressure to adopt a more interactive style of teaching, and to not just "lecture at" the students. Care would need to be taken to ensure that on-line courses required some interactive activities and real-time interactions, whether face-to-face or online.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
FROM UCR ACADEMIC SENATE

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree		Conditionally Agree		Disagree		No Comment
				X			

It is not clear that we are not already meeting the needs of the community through part time and self-supporting programs.

- Allowing student to obtain a UC degree through Extension programs would blur the distinction between students who meet admission criteria to the University and are regularly matriculated and those individuals who can earn a UC degree by paying money to Extension.
- Allowing increased access to “regular” courses to Extension students could result in regular, UC-admitted students being displaced from courses to enable departments to earn extra money from the Extension students.
- Blurring the distinction between certificate programs and continuing education courses at Extension and the “regular” UC courses causes one to ask what the difference between UC and CSU or the community colleges would be?

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree		Conditionally Agree		Disagree	X	No Comment

It is difficult enough to do academic planning at the college level, much less at the campus or system-wide level. Much of the difficulty is due to an antiquated system for enrollment and student record maintenance.

- There is a high degree of concern that this would just result in more administration, when what is needed is more faculty to teach our students.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

	Agree		Conditionally Agree		Disagree		No Comment

END OF UCR College of Natural & Agricultural Sciences Executive Committee

From UCR Committee on Educational Policy

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree		Conditionally Agree		Disagree		No Comment
				x			

Size and Shape, Recommendation 2.
The intent of this recommendation is to make lower division requirements uniform so that transfer students know what courses they need to take before coming to UC, which would insure they can finish their major in a timely manner. The Committee, while supporting this idea, is concerned about the statement “The value-added dimension of the UC degree is the differentiation that occurs in the upper-division course work.” This seems to imply that the quality of lower division offerings at UC is no different from that in the Community College and Cal State systems. If this is the intention, the CEP rejects that claim. Many lower division courses at UC are taught by professors engaged in advanced research in their disciplines, and because of that are not comparable to lower division courses in other systems.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

	Agree		Conditionally Agree		Disagree		No Comment

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree	**X**	Conditionally Agree		Disagree		No Comment

1. The CEP was concerned about the methods to be used to increase the number of students graduating in 4 years. A large number of students at UCR come from disadvantaged backgrounds, and this will make it especially problematic for us to deal with one-size-fits-all measures. Also in connection with this, the Committee would like to suggest that the plan also includes conversations with the local school districts, aimed at insuring better preparation of incoming students.

2. The Committee was open to the idea of creating a 3-year plan for graduation, but was concerned about the implementation details: is the intention to offer a full set of courses during the summer quarter? Is the intention for these to be taught by regular faculty? If not, how will we insure that quality of instruction is maintained? What kind of supervision will the Senate exert on these courses? On the other hand, if summer courses will be taught by regular faculty, is this to be voluntary or mandated? The plan must also deal with the fact that many faculty use the summer for research, and this will come into conflict with required instruction at that period.

3. The more "efficient" use of course buy-out has the very real danger of producing a two-tier system, among the faculty. This will create friction between disciplines and inside departments, will decrease the degree of cohesion of programs, and will negatively affect faculty morale. It should also be taken into account that the monetary savings obtained by using less expensive instructors will be accompanied by a loss of teaching quality and of prestige of the University.

4. This recommendation also opens the possibility of increasing class size, but before this can be seriously considered there must be clear evidence that the campuses have the type classrooms needed for this

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

The use of online education often surfaces as a cost-saving device, but this is not necessarily the case, and when it is, it is not often consistent with maintaining the high quality of instruction that is expected at the UC. Therefore, the Committee was concerned about the emphasis given in this section to the fiscal implications of online education, especially when compared to the cavalier attitude given to its impact on quality. While it is true that hybrid online courses can be very effective, it is also true that these are expensive to develop and to maintain; simply stating that "… research demonstrates that online education can be effective … " is misleading, it is not true for all approaches, and has not been tested for all disciplines.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree	**X**	Conditionally Agree		Disagree		No Comment

The Committee supports the idea of devising a planning framework for the campuses and the University as a whole, however, we are concerned with the manner in which this is to be implemented. Developing goals for the campus should be a bottom-up process, rooted in the faculty; the possibility of having the administration develop a

number of goals and then asking the faculty to comply with them is unlikely to have any other effect than generating faculty dissatisfaction.

FROM UCR EDUCATIONAL POLICY COMMITTEE

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

	Agree	X	Conditionally Agree		Disagree		No Comment

This section of the Report discusses several aspects of the need of defining and maintaining educational quality at the UC. The CEP considers essential that quality be defined locally by each department/program in each campus, and that each department/program also implement a set of measures that can determine whether quality education is being imparted, and the manner in which it can be improved. The implementation of these goals and measures is already part of the WASC process, so this can be simply used in defining and insuring quality of instruction at the UC, without the need of reinventing the wheel, as this preliminary recommendation seems to suggest.

Funding Strategies Continued

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree		Conditionally Agree		Disagree		No Comment
				X			

The Committee was very concerned about the use of non-core funding to pay any part of a faculty member's salary. There are well-known discipline-specific differences in the types and availability of funding, and in the constraints imposed by the funding agencies in the use of such monies. Course buyouts will mostly benefit faculty supported by NIH grants, so this will favor a particular area of research rather than excellence in scholarship. This proposal has the danger of generating a de-facto tiered faculty body, stratified according to the amount and type of extramural funding.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree		Disagree		No Comment
				X			

Allowing differential fees by Campus will be very likely to create a tiered system. This proposal is inconsistent with the stated overarching principle of having a "unique structure as a coherent collection of ten campuses, each with its own vision and character" (pg. 12). The Committee believes that implementing differential fees will lead to the Orwellian situation of having all ten campuses equal, but some more equal than others; this should be avoided at all costs.

The END from UCR Educational Policy

WORKING GROUP FIRST ROUND RECOMMENDATIONS
FROM UCR ACADEMIC SENATE

UCR PLANNING & BUDGET COMMITTEE

Size and Shape

SOME OF THE MOST IMPORTANT ISSUES RAISED BY THE COTF REPORT ARE REFLECTED IN ASSUMPTIONS THAT FALL OUTSIDE THE SCOPE OF THE PARTICULAR RECOMMENDATIONS TO WHICH WE HAVE BEEN ASKED TO RESPOND. ONE OF THE MORE DISTURBING STATEMENTS IN THE ENTIRE REPORT IS THE FOLLOWING FOUND IN THE SECTION ON SIZE AND SHAPE ON PAGE 19: "THE VALUE ADDED DIMENSION OF THE UC DEGREE IS THE DIFFERENTIATION THAT OCCURS IN THE UPPER DIVISION COURSEWORK." IT IS OUR BELIEF THAT THIS STATEMENT IS FALSE AND, MOREOVER, THAT IT SHOULD REMAIN FALSE. WE THINK IT IS ESSENTIAL TO THE UC'S STATUS AS THE PREMIER PUBLIC UNIVERSITY IN THE WORLD THAT IT RETAIN ITS COMMITMENT TO LOWER DIVISION TEACHING. WE ARE DEEPLY CONCERNED THAT THIS UNSUPPORTED AND UNJUSTIFIED STATEMENT WILL BE USED AS A RATIONALE TO DIVERT LADDER RANK FACULTY FROM LOWER DIVISION INSTRUCTION AND TO RELY MORE ON LECTURERS AND GRADUATE STUDENTS OR TO PROMOTE EXTREMELY LARGE ONLINE INTRODUCTORY COURSES SERVING MULTIPLE CAMPUSES IN ORDER TO CUT COSTS (PP. 36-8). INDEED THIS SORT OF STATEMENT COULD BE OFFERED UP AS A JUSTIFICATION FOR OFFLOADING ALL LOWER DIVISION INSTRUCTION ONTO THE COMMUNITY COLLEGE SYSTEM AND RESTRICTING UC INSTRUCTION TO THE UPPER DIVISION AND GRADUATE LEVEL.

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree		Conditionally Agree		Disagree		No Comment

UCR'S PLANNING AND BUDGET COMMITTEE IS ON RECORD (FEBRUARY 17 2010, MEMO TO A. NORMAN, CHAIR OF THE RIVERSIDE DIVISION, RE: REVIEW OF UCPB POSITION PAPER ON DIFFERENTIAL FEES AND NON-RESIDENT TUITION) AS SUPPORTING THE INCREASED ENROLLMENT OF NON-RESIDENTS BY CAMPUS, WITH THE CAVEATS THAT (1) NON-RESIDENT STUDENTS NEVER DISPLACE FUNDED RESIDENT STUDENTS, (2) THE NUMBER OF NON-RESIDENT STUDENTS ENROLLED IS A LOW PROPORTION OF A CAMPUS' TOTAL ENROLLMENT, AND (3) A SIGNIFICANT PORTION OF THE FUNDS GENERATED BE RETURNED TO THE UC GENERAL FUND FOR ENHANCING THE QUALITY OF INSTRUCTION ON ALL CAMPUSES. A MINIMUM TARGET OF 5% NON-RESIDENT STUDENTS PER CAMPUS WITH A MAXIMUM OF 15%-20% FOR THE SYSTEM SEEMS REASONABLE, GIVEN THE LARGE NUMBER OF UNFUNDED RESIDENT STUDENTS. WE ALSO ENDORSE THE USE OF A "REFERRAL POOL" MECHANISM TO ENSURE THAT TARGET ENROLLMENTS FOR NON-RESIDENT STUDENTS CAN BE MET AT THE YOUNGER CAMPUSES. P&B SUPPORTS THESE RECOMMENDATION FOR THREE REASONS: (1) AS LONG AS THE INCREASED ENROLLMENT OF NON-RESIDENT STUDENTS DOES NOT DISPLACE FUNDED RESIDENT STUDENTS, IT WILL HAVE NO IMPACT ON THE MASTER PLAN; (2) GIVEN OUR GLOBAL SOCIETY AND ECONOMY, INCREASING THE ENROLLMENT OF STUDENTS FROM OTHER STATES AND COUNTRIES ENHANCES THE EDUCATIONAL EXPERIENCE OF ALL UC STUDENTS; AND (3) THE HIGHER QUALIFICATIONS FOR ADMISSION REQUIRED OF NON-RESIDENT STUDENTS WILL NOT DETRACT FROM BUT LIKELY CONTRIBUTE TO ENERGIZING THE CLASSROOM AND LABORATORY EXPERIENCES OF ALL STUDENTS AND TO INVIGORATING CALIFORNIA'S WORKFORCE, ECONOMY AND POLITICAL-SOCIAL DEVELOPMENT SINCE HISTORICALLY MANY STUDENTS REMAIN IN THE STATE IN WHICH THEY ARE EDUCATED.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree		Conditionally		Disagree		No Comment

			Agree				

This is recommendation is not new and a systemwide solution is long overdue.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

	Agree		Conditionally Agree		Disagree		No Comment

THIS RECOMMENDATION NOT ONLY BENEFITS STUDENTS, BUT ALSO BENEFITS ALL SEGMENTS OF THE MASTER PLAN, I.E., THE CALIFORNIA COMMUNITY COLLEGE, CALIFORNIA STATE UNIVERSITY AND UNIVERSITY OF CALIFORNIA SYSTEMS. IMPLEMENTATION OF THE NEXT GENERATION OF ASSIST IS PROJECTED TO COST BETWEEN $2-3 MILLION OVER THE NEXT FEW YEARS BUT WILL GENERATE SAVINGS BY IMPROVING TIME TO DEGREE FOR STUDENTS IN EACH SEGMENT AND MAY PROVIDE SAVINGS BY REDUCING THE NEED FOR COURSE-TO-COURSE ARTICULATION AGREEMENTS. P&B SUPPORTS THE PROPOSED NEXT STEP FOR IMPLEMENTATION – THE AUTHORIZATION OF FUNDING FOR THE PROPOSED REDESIGN OF ASSIST THROUGH THE NEXT GENERATION PROJECT, WHICH INCLUDES DEVELOPING A BUSINESS PLAN, TECHNOLOGY SOLUTIONS AND CONSULTATION ACROSS SEGMENTS, BUT ONLY WITH THE FULL COMMITMENT OF AND JOINT FUNDING FROM THE CCC AND CSU SYSTEMS AND THE STATE.

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

	Agree		Conditionally Agree		Disagree		No Comment

THIS RECOMMENDATION HAS THREE PARTS: 1) A CALL FOR A NATIONAL STUDY; 2) A REVIEW OF RECENT RECOMMENDATIONS; AND 3) A STATEWIDE SUMMIT OF MASTER PLAN PARTNERS ON THE ISSUE.

P&B AGREES WITH THE INTENT OF THE RECOMMENDATIONS: THAT IS, WE AGREE THAT THE FUTURE NEED FOR PRACTICE DOCTORATE EDUCATION SHOULD BE EXAMINED AND A PLAN BE DEVELOPED. BUT WE FIND THE RECOMMENDATION FOR A NATIONAL STUDY TO BE IMPRACTICAL GIVEN THE CURRENT BUDGET CRISIS, AND QUESTION THE WISDOM OF A STATEWIDE SUMMIT, GIVEN THE EXPENSE INVOLVED IN SUCH A MEETING. WE RECOMMEND INSTEAD THAT UCOP'S DIVISION OF HEALTH SCIENCES AND SERVICES (1) REVIEW CURRENT RECOMMENDATIONS AND ALL AVAILABLE STUDIES, (2) DISSEMINATE THEIR FINDINGS, (3) POLL ALL MASTER PLAN PARTNERS ON THE ISSUE, AND (4) BASED ON THAT POLLING, MAKE RECOMMENDATIONS TO THE PARTNERS, COMPLETE WITH FINANCIAL PROJECTIONS AND PLANS FOR THE IMPLEMENTATION OF THOSE RECOMMENDATIONS.

HOWEVER, P&B HAS ADDITIONAL CONCERNS. ADEQUATE FUNDING MUST BE PROVIDED TO ENSURE HIGH QUALITY INSTRUCTION FOR THESE NEW PROGRAMS. THE FRONT-END COSTS OF ESTABLISHING PRACTICE DOCTORATES IN THE ALLIED HEALTH PROFESSIONS MIGHT, THEREFORE, BE AN UNWISE USE OF LIMITED RESOURCES. UC SHOULD NOT BE TEMPTED TO ESTABLISH HIGH THROUGHPUT MONEY GENERATING PROGRAMS.

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

	Agree		Conditionally Agree		Disagree		No Comment

P&B FINDS THESE RECOMMENDATIONS VAGUE ENOUGH TO AGREE WITH WHOLEHEARTEDLY AND TOO VAGUE TO OTHERWISE ENDORSE.

UCR PLANNING & BUDGET COMMITTEE

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree		Conditionally Agree		Disagree		No Comment

RECOMMENDATION 1: MANAGE EDUCATIONAL RESOURCES MORE EFFECTIVELY AND EFFICIENTLY TO (1) INCREASE THE PROPORTION OF UNDERGRADUATE STUDENTS GRADUATING IN FOUR YEARS, (2) CREATE A PATHWAY FOR UNDERGRADUATE STUDENTS TO COMPLETE DEGREES IN THREE YEARS, (3) MAKE MORE EFFECTIVE USE OF FACULTY RESOURCES, AND (4) MAINTAIN OR IMPROVE THE UNDERGRADUATE STUDENT EXPERIENCE. (PP. 29-35)

THIS RECOMMENDATION IS LAUDABLE. INITIATIVES DESIGNED TO MANAGE RESOURCES MORE EFFECTIVELY, TO HELP STUDENTS GRADUATE ON SCHEDULE, AND TO GENERALLY IMPROVE THE UNDERGRADUATE EXPERIENCE DEMAND SUPPORT. CAMPUSES HAVE BEEN PROACTIVE IN IMPLEMENTING STRATEGIES TO SHORTEN THE TIME TO GRADUATION AND MORE CAN BE DONE.

NEVERTHELESS, SOME CONCERNS MUST BE EXPRESSED REGARDING FISCAL CHALLENGES FACING OUR UNDERGRADUATE STUDENTS. DELAYS IN GRADUATION ARE INFLUENCED NOT ONLY BY SYSTEM INEFFICIENCIES (E.G. INSUFFICIENT COURSE OFFERINGS), BUT ALSO BY RISING STUDENT FEES THAT NECESSITATE FULL-TIME STUDENTS TO WORK FULL-TIME IN ORDER TO PAY THEIR BILLS. RAISING AVERAGE UNIT LOADS TO 15 QUARTER/SEMESTER CREDITS POSES FURTHER CHALLENGES FOR WORKING STUDENTS. DEVELOPMENT OF STRATEGIES THAT WOULD INCREASE FINANCIAL AID SHOULD ALSO BE ADDRESSED IF TIME TO DEGREE IS TO BE SHORTENED. THIS WOULD OFFSET THE REQUIREMENT FOR OUTSIDE WORK AND ALLOW FOR GREATER FOCUS ON ACADEMIC PURSUITS.

ADDITIONAL CONCERNS RELATE TO THE PROPOSED AUGMENTATION OF SUMMER SESSIONS TO PROMOTE GRADUATION IN FOUR YEARS OR EVEN SOONER. CHALLENGES INCLUDE THE FACT THAT OVERALL COURSE EXPERIENCES MAY SUFFER BECAUSE OF THE CONDENSED NATURE OF SUMMER COURSES (E.G., 10-WEEK COURSES OFFERED IN 5 WEEKS). IT ALSO SHOULD BE

REALIZED THAT MANY SUMMER SESSION INSTRUCTORS MAY HAVE LIMITED EXPERIENCE OR BE TEACHING FOR THE FIRST TIME (GRADUATE STUDENTS OR LECTURERS) AND MAY NOT BE ABLE TO OFFER COURSES AT THE SAME HIGH LEVEL AS LADDER-RANK FACULTY MEMBERS. THE UNIVERSITY OF CALIFORNIA IS THE FACULTY, AND INITIATIVES THAT REDUCE STUDENT-FACULTY INTERACTIONS DETRACT FROM THE QUALITY OF THE STUDENTS' LEARNING EXPERIENCE.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree	x	Conditionally Agree		Disagree		No Comment

CONTINUE TIMELY EXPLORATION OF ONLINE INSTRUCTION IN THE UNDERGRADUATE CURRICULUM, AS WELL AS IN SELF-SUPPORTING GRADUATE DEGREES AND EXTENSION PROGRAMS. (PP. 36-39)

P&B ENDORSES CONTINUED EXAMINATION OF ONLINE EDUCATIONAL OPPORTUNITIES, BUT CAUTIONS THAT ONLINE COURSES, SINCE THEY OFFER A FUNDAMENTALLY DIFFERENT KIND OF EDUCATIONAL EXPERIENCE, CANNOT SIMPLY REPLACE EXISTING COURSES WITHIN A CURRICULUM. ANY EXTENSIVE USE OF ONLINE COURSES BY A DEPARTMENT WILL NEED TO BE CONSIDERED IN RELATION TO THE FULL CURRICULUM, AND IN RELATION TO THE LOSS OF SOCIAL INTERACTION (AGAIN, NOT SOMETHING REPLACED IN A SYMMETRICAL FASHION BY SOCIAL NETWORKING TECHNOLOGIES) AFFORDED BY TRADITIONAL COURSES. WE ALSO NOTE THAT "HYBRID" CLASSES ARE NOW THE NORM, WITH MOST CLASSES HAVING SOME ELECTRONIC (ILEARN) COMPONENT, AND THUS THE CLAIMS MADE FOR THE INNOVATIONS MADE POSSIBLE BY ONLINE COURSES ARE IN FACT ALREADY IN PLACE IN THE EVOLVING TRADITIONAL CLASSROOM. THE AVAILABLE "WORKLOAD EFFICIENCIES" (AND THUS BUDGETARY ADVANTAGES) SEEM TO BE CONCENTRATED IN THE DELIVERY OF LARGE, HIGH DEMAND GATEWAYS, GENERAL EDUCATION, AND DEVELOPMENTAL COURSES, AND WE WORRY THAT IT IS PRECISELY IN THESE COURSES THAT INDIVIDUAL ATTENTION AND STUDENT SOCIALIZATION ARE MOST IMPORTANT. THE USE OF ELECTRONICALLY AIDED DISTANCE LEARNING AT THE GRADUATE SEMINAR LEVEL SEEMS MOST PROMISING AND LEAST PROBLEMATIC, AND YET OFFERS LITTLE IN THE WAY OF WORKLOAD EFFICIENCY.

DUE TO THE SIGNIFICANT UP-FRONT COSTS OF IMPLEMENTING LARGE-SCALE ONLINE LEARNING PROGRAMS AND THE POTENTIAL FOR PEDAGOGY TO BE SACRIFICED FOR PROFIT UNDER THE CURRENT ECONOMIC CLIMATE, THIS RECOMMENDATION SHOULD BE A LOW PRIORITY UNTIL SUFFICIENT FUNDS ARE AVAILABLE TO DEVELOP A HIGH QUALITY EDUCATION PROGRAM. IN THE MEAN TIME, FACULTY EFFORTS TO EXPAND ONLINE LEARNING SHOULD BE ENCOURAGED AND SUPPORTED.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

x	Agree		Conditionally Agree		Disagree		No Comment

P&B FINDS THE DISCUSSION OF DELIVERY OPTIONS AND EXPANSIONS HERE TO BE FAIRLY COMPLETE, AND AGREES WITH THE GOAL OF EXPANDING ACCESS. THE MISSING CONSIDERATION IN THIS DISCUSSION IS THE DELETERIOUS EFFECT THE PROFIT MOTIVE CAN HAVE ON ACADEMIC DECISION-MAKING IN SELF-SUPPORTING PROGRAMS—TO THE EXTENT THAT A FACULTY OR ADMINISTRATIVE POSITION IS DEPENDENT ON SUCH PROGRAMS MAKING A PROFIT, THERE IS A STRONG INCENTIVE TO MAKE DECISIONS BASED ON FINANCIAL RATHER THAN PEDAGOGICAL GROUNDS, WITH A CORRESPONDING DECAY OF QUALITY. IN FUTURE DOCUMENTS, P&B RECOMMENDS SEPARATING THIS SET OF CONCERNS INTO TWO DIFFERENT ACTION ITEMS, WITH SELF-SUPPORTING PROGRAMS CONSIDERED AS DISTINCT FROM NON-SELF-SUPPORTING PART-TIME PROGRAMS OR EXTENSION CONCURRENT REGISTRATIONS. GIVEN THAT THE IMPLEMENTATION RECOMMENDED IS SIMPLY TO STUDY ALREADY EXISTING PROGRAMS, HOWEVER, P&B CAN ENDORSE THAT RECOMMENDED STEP.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree	**x**	Conditionally Agree		Disagree		No Comment

ADEQUATE PLANNING IS, OF COURSE, ESSENTIAL TO EFFECTIVE AND EFFICIENT USE OF RESOURCES. AS THE FIRST RECOMMENDED ACTION UNDER THE RECOMMENDATION TO EMPHASIZE SYSTEMWIDE RATHER THAN LOCAL PLANNING CLEARLY RECOGNIZES, HOWEVER, PLANNING CAN ONLY BE AS GOOD AS THE INFORMATION ON WHICH IT IS BASED. IT IS ESSENTIAL THAT DECISION MAKING RESPONSIBILITY BE APPROPRIATELY DISTRIBUTED SO AS TO BE LOCATED AT THE POINTS IN THE SYSTEM WHERE THE BEST INFORMATION TO GUIDE DECISIONS CAN BE ECONOMICALLY GATHERED AND APPROPRIATELY ANALYZED. CERTAINLY THERE ARE SOME PLANNING DECISIONS THAT NEED TO BE MADE AT A SYSTEMWIDE LEVEL. IT IS EASY TO RECOGNIZE THAT SYSTEMWIDE DECISION MAKING IS APPROPRIATE WHEN IT COMES TO THE LOCATION OF A UNIVERSITY CAMPUS OR WHEN APPROACHING THE GOVERNOR AND THE LEGISLATURE REGARDING OVERALL LEVELS OF FINANCIAL SUPPORT FOR THE UNIVERSITY. WHEN IT COMES TO EVALUATING AND REDEFINING EDUCATION AND CURRICULAR PROGRAMS AND PRACTICES, HOWEVER, IT IS DOUBTFUL THAT ACQUISITION AND ANALYSIS OF NEEDED INFORMATION CAN BE REALISTICALLY HANDLED AT A SYSTEMWIDE LEVEL. IN MANY ENTERPRISES, CERTAINLY IN THE UNIVERSITY OF CALIFORNIA, NURTURING AND MAINTAINING QUALITY PROGRAMS REQUIRES RICH TEXTURED AWARENESS OF LOCAL CONDITIONS, LOCAL OPPORTUNITIES AND THE POTENTIAL USES OF LOCALLY AVAILABLE TALENT AND RESOURCES. JUST AS PROFESSIONAL ATHLETIC TEAMS NEED TO REDESIGN THEIR GAME PLANS BASED ON AN ASSESSMENT OF THE TALENT POOL AND PLAYING FIELD CONDITIONS AVAILABLE AT ANY GIVEN TIME OR LOCATION, UC CAMPUSES, DEPARTMENTS AND PROGRAMS MUST BE ADJUSTED ON THE BASIS OF A REAL-TIME ASSESSMENT OF NEEDS, OPPORTUNITIES, FACULTY AND STAFF TALENTS AND A VARIETY OF OTHER SUBTLE BUT IMPORTANT PARAMETERS. RATHER, THEREFORE, THAN EMPHASIZING THE PRIMACY OF CENTRALIZED SYSTEMWIDE PLANNING, IT IS IMPORTANT TO FOCUS ON ALLOCATING EDUCATIONAL PROGRAM PLANNING TO THE POINTS IN THE SYSTEM WHERE THE BEST INFORMATION CAN BE ASSEMBLED AND UTILIZED. IT IS IMPORTANT THAT SYSTEMWIDE PRIORITIES AND LIMITATIONS BE FORMULATED INTO PLANNING GUIDELINES, BUT IT IS EQUALLY IMPORTANT TO PROVIDE ADEQUATE AUTHORITY AND RESPONSIBILITY FOR PLANNING TO CAMPUSES AND TO ACADEMIC UNITS ON EACH CAMPUS. SYSTEMWIDE STANDARDIZATION OF EDUCATIONAL PROGRAMS HAS AS MUCH CHANCE OF EXPANDING AND REPLICATING WEAK PROGRAMS AS IMPROVING ALL PROGRAMS IF THE INFORMATION

NEEDED TO MAKE SOUND DECISIONS IS NOT AVAILABLE TO SYSTEM PLANNERS – AND IT IS ABUNDANTLY CLEAR THAT THAT INFORMATION IS NOT NOW AVAILABLE, AND NOT LIKELY TO BECOME AVAILABLE ANY TIME SOON.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

	Agree		Conditionally Agree		Disagree		No Comment

P&B WOULD LIKE TO NOTE THE FOLLOWING. (1) THE QUALITY OF A RESEARCH INSTITUTION HAS TRADITIONALLY BEEN MEASURED BY THE QUALITY OF ITS FACULTY. (2) THE SECOND LONG-STANDING MEASURE OF THE QUALITY OF INSTRUCTION HAS BEEN THE STUDENT-FACULTY RATIO, AND P&B URGES THAT ATTEMPTS TO ACCOMPLISH "WORKLOAD EFFICIENCIES" SHOULD NOT TRUMP THIS STANDARD MEASURE OF QUALITY. THIS SECTION (PP. 49-54) AGREES WITH THESE GENERAL UNDERSTANDINGS, AND OFFERS A SERIES OF COROLLARIES TO THEM. THUS P&B AGREES IN GENERAL WITH EACH OF THE STATEMENTS, INCLUDING THE CHALLENGES NOTED ON P. 54. HOWEVER, "OUTCOME ASSESSMENT" IS A FRAUGHT SUBJECT, AND THERE IS VERY LITTLE AGREEMENT NATIONWIDE ABOUT THE USE OF VARIOUS METRICS, ABOUT WHICH METRICS ARE APPROPRIATE, ABOUT WHETHER THE ATTEMPT TO DETERMINE DEPARTMENT-SPECIFIC METRICS IS ALREADY TOO BROAD, AND WHETHER ANY COMBINATION OF METRICS COULD POSSIBLY COVER THE GROUND SUCH QUALITY ASSESSMENT IS DESIGNED TO COVER. DURING TIMES OF GREAT BUDGETARY STRESS AND EXPANDED DEMANDS ON FACULTY AND STAFF TIME, P&B BELIEVES THAT EXPERIMENTS IN "OUTCOME ASSESSMENT" SHOULD BE A VERY LOW PRIORITY, THAT EXPENDING FACULTY AND STAFF TIME TO DETERMINE AND IMPLEMENT SUCH METRICS SHOULD BE VERY LOW ON THE FUNDING HIERARCHY, AND THAT THEY SHOULD PERHAPS BE SUSPENDED UNTIL SUCH TIME AS THE THINGS WE ALREADY KNOW ABOUT EDUCATIONAL EFFECTIVENESS—I.E., PUTTING THE BEST FACULTY IN CONTACT WITH AN OPTIMAL NUMBER OF STUDENTS—CAN BE SAFELY ACCOMPLISHED WITH AVAILABLE FUNDS.

UCR PLANNING & BUDGET COMMITTEE

Access and Affordability

THIS SERIES OF RECOMMENDATIONS TRIES, BUT FAILS, TO STRIKE A BALANCE BETWEEN TWO CLASHING GOALS. THE COMMISSION ON THE FUTURE SEEKS TO PRESERVE THE UNIVERSITY OF CALIFORNIA'S HISTORIC COMMITMENT TO ASSURE THAT ***ALL*** CALIFORNIA CITIZENS HAVE ACCESS TO AS MUCH HIGH QUALITY EDUCATION AS THEY NEED TO PARTICIPATE IN, AND PROVIDE THE LEADERSHIP NEEDED TO SUSTAIN, THE ECONOMIC AND CULTURAL LEGACY OF THIS STATE. AT THE SAME TIME, THE COTF TRIES TO ACCEPT THE DRAMATIC REDUCTIONS IN STATE SUPPORT FOR THIS MISSION AND MAKE POLICY RECOMMENDATIONS THAT MINIMIZE THE DAMAGE. THE SIMPLE TRUTH IS THAT THE FISCAL DAMAGE TO THE UNIVERSITY'S CAPACITY TO MEET IT HISTORIC OBLIGATIONS HAS ALREADY PASSED THE POINT WHERE THEY CAN BE MET WITHOUT SERIOUSLY UNDERMINING THE QUALITY THAT HAS BEEN THE HALLMARK OF UNIVERSITY OF CALIFORNIA'S EDUCATIONAL PROGRAM SINCE ITS FOUNDING. NOT ONLY HAS THE DAMAGE ALREADY BEGUN TO ERODE PROGRAM QUALITY, WITHOUT INCREASED STATE INVESTMENTS IN THE UNIVERSITY WE WILL BE FACED WITH THE UNPALATABLE CHOICE OF RESTRICTING ACCESS OR LOWERING EDUCATIONAL QUALITY. FROM THE PERSPECTIVE OF THE FACULTY, IT IS ESSENTIAL THAT THE UNIVERSITY OF CALIFORNIA SET WORLD STANDARDS FOR EDUCATIONAL QUALITY – THAT, AND THAT ALONE, JUSTIFIES OUR POSITION AS THE FINEST PUBLIC UNIVERSITY IN THE WORLD.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
FROM UCR ACADEMIC SENATE

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

x	Agree		Conditionally Agree		Disagree		No Comment

REAFFIRMING THE UC MISSION UNDER THE MASTER PLAN AND REGENTS POLICIES IS A LAUDABLE ASPIRATION. INDEED, PROVIDING A UNIVERSITY OF CALIFORNIA EDUCATION TO CHILDREN FROM LOW-INCOME FAMILIES, FIRST GENERATION COLLEGE GOERS, UNDERREPRESENTED MINORITIES AND THOSE WHOSE FIRST LANGUAGE IS NOT ENGLISH IS ESSENTIAL IF CALIFORNIA'S SOCIAL, CULTURAL AND ECONOMIC FUTURE IS TO BE SECURED. THE LEADERSHIP OF THE UNIVERSITY – THE REGENTS, OUR EXECUTIVE ADMINISTRATORS, AND OUR FACULTY – MUST AGGRESSIVELY AFFIRM TO POLICY MAKERS AND THE PUBLIC AT LARGE THAT OUR SUPPORT FOR EDUCATING A DIVERSE STUDENT BODY IS ESSENTIAL TO THE FUTURE OF THE STATE. NOT JUST A MORAL AND SOCIAL COMMITMENT, THIS MISSION IS ESSENTIAL TO THE STATE'S ECONOMIC, SOCIAL AND POLITICAL FUTURE.

IT IS IMPORTANT TO RECOGNIZE THAT MAKING THIS POLICY "REVENUE NEUTRAL" (P. 57) IS NOT GOOD ENOUGH; THE REVENUE NEEDED FOR THIS MISSION HAS BEEN SUFFERING SERIOUS EROSION FOR THE LAST TWO DECADES.

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

	Agree	**x**	Conditionally Agree		Disagree		No Comment

HERE AGAIN, THE CHOICES ARE CLEAR: (1) WE MUST RAISE THE REVENUE NECESSARY TO ENSURE FINANCIAL ACCESSIBILITY FOR ALL UNDERGRADUATE STUDENTS ADMITTED TO UC; (2) LIMIT THE NUMBER OF STUDENTS TO WHOM WE MAKE THIS COMMITMENT; OR (3) LOWER THE QUALITY OF UC PROGRAMS SO AS TO DIVERT RESOURCES TO THIS PURPOSE. THE COMMITMENT IS LAUDABLE, BUT THE UNIVERSITY NEEDS TO MAKE IT CLEAR THAT WE WILL SEEK EVERY EFFICIENCY WE CAN DISCOVER, BUT WE WILL NOT DESTROY THE EDUCATIONAL QUALITY OF THE UNIVERSITY IN ORDER TO MAKE A SECOND RATE EDUCATION MORE AFFORDABLE.

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

x	Agree		Conditionally Agree		Disagree		No Comment

THIS IS A VERY IMPORTANT RECOMMENDATION. CALIFORNIANS NEED TO RELEARN THE LESSON THAT THE UNIVERSITY OF CALIFORNIA IS ONE OF THE STATE'S MOST POWERFUL ENGINES FOR ECONOMIC AND SOCIAL DEVELOPMENT. UC RESEARCH POWERS TECHNICAL, SOCIAL AND CULTURAL INNOVATIONS THAT WILL BE IMPOSSIBLE TO SUSTAIN WITHOUT ADEQUATE SUPPORT FOR GRADUATE EDUCATION AND SCHOLARLY RESEARCH. RISING UC FEES IN PARTICULAR JEOPARDIZE OUR ABILITY

TO ATTRACT AND SUPPORT THE NUMBER AND DIVERSITY OF GRADUATE STUDENTS NEEDED TO BRING ALL PARTS OF OUR STATE INTO THE NEW ECONOMY AND MAINTAIN A DEMOCRATIC POLITY.

P&B ENTHUSIASTICALLY ENDORSES THIS RECOMMENDATION AND THE THREE KEY IMPLICATIONS OF THIS COMMITMENT. HOWEVER, A PLAN FOR ACQUIRING THE FINANCIAL RESOURCES TO MAKE THIS RECOMMENDATION A REALITY IS TOTALLY LACKING. IT IS CLEAR THAT THIS RECOMMENDATION MUST BE ONE OF THE UNIVERSITY'S HIGHER PRIORITIES. THE QUALITY OF INSTRUCTION AND RESEARCH OF UC IS INTRICATELY CONNECTED TO THE NUMBER OF TOP QUALITY GRADUATE STUDENTS IT ENROLLS. COMPETITIVE MULTI-YEAR FINANCIAL SUPPORT PACKAGES ARE CRITICAL FOR RECRUITING THE BEST AND BRIGHTEST GRADUATE STUDENTS. WITH A SIGNIFICANT AND INCREASING PORTION OF GRADUATE STUDENT SUPPORT BEING PROVIDED BY FEDERAL, STATE AND PRIVATE FOUNDATION GRANTS, IT IS IMPERATIVE THAT WE GIVE BROAD CONSIDERATION TO RECOMMENDATIONS (1) TO REJECT FUNDS THAT DO NOT PROVIDE FULL OR PARTIAL ICR AND (2) TO CHARGE AN EVER-INCREASING NUMBER OF EXPENSES TO THESE KEY SOURCES OF GRADUATE STUDENT SUPPORT.

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

x	Agree		Conditionally Agree		Disagree		No Comment

THIS IS IN KEEPING WITH UC'S COMMITMENT TO DIVERSITY AND ACCESSIBILITY. FAR TOO FEW MEMBERS OF THIS SOCIAL GROUP ARE BEING EDUCATED FOR LEADERSHIP. WE CERTAINLY NEED TO KEEP IN MIND THAT THIS POPULATION GROUP WILL HAVE A VERY HARD TIME TAKING ON THE LEVEL OF DEBT THAT IS ACCESSIBLE TO CHILDREN FROM MORE ADVANTAGED FAMILIES. RESTORING OUR COMMITMENT TO UNDOCUMENTED STUDENTS, LIKE OUR COMMITMENTS TO LOW INCOME FAMILIES, FIRST GENERATION COLLEGE STUDENTS, UNDERREPRESENTED MINORITIES AND CHILDREN FROM NON-ENGLISH SPEAKING HOMES IS WHAT IT MEANS FOR UC TO BE SERVING CALIFORNIA'S FUTURE. CALIFORNIA LEADERS NEED TO UNDERSTAND THAT THE ALTERNATIVES ARE MORE POVERTY, MORE CRIME AND MORE SOCIETAL DISSATISFACTION WITH OUR POLITICAL SYSTEM. ACCESS TO THE UNIVERSITY OF CALIFORNIA IS ACCESS TO BETTER FUTURES FOR BOTH OUR STUDENTS AND OUR STATE.

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

X	Agree		Conditionally Agree		Disagree		No Comment

WE SUPPORT THE PROPOSAL TO MAKE STUDENT FEES PREDICTABLE FOR THE LIFE SPAN OF STUDENT NORMATIVE TIME TO DEGREE. HOWEVER, IF THE REGENTS ARE UNABLE TO PERSUADE THE LEGISLATURE AND THE GOVERNOR TO RENEW THEIR SUPPORT FOR THE UNIVERSITY AND DECIDE, INSTEAD, TO RELY ON SETTING STUDENT FEES (OR TUITION, SEE RECOMMENDATION 6 BELOW) TO BACKFILL STATE BUDGET CUTS, THIS RECOMMENDATION IS MUCH TOO TIMID. THE GAP BETWEEN UNIVERSITY NEEDS AND STATE SUPPORT IS MUCH GREATER THAN CAN BE "BACKFILLED" BY CURRENT FEE INCREASES. UC NEEDS TO RAISE REVENUE OR CURTAIL ACCESS IMMEDIATELY. IF FEE INCREASES ARE THE PRIMARY MEANS OF BUDGET BALANCING, THE UNIVERSITY SHOULD MOVE AS QUICKLY AS POSSIBLE TO PRICING ACCESS TO THE UNIVERSITY AT A LEVEL THAT COMES MUCH CLOSER TO MATCHING OUR COMPETITION THAN IS CURRENTLY THE CASE. WE BELIEVE, HOWEVER, THAT THE REGENTS SHOULD MAKE AN ALL OUT EFFORT TO PERSUADE THE GOVERNOR AND THE LEGISLATURE THAT DAMAGING THE UNIVERSITY'S CAPACITY FOR QUALITY RESEARCH AND TEACHING WILL BRING FURTHER DECLINE TO THE

STATE'S ECONOMY AND THAT SUPPORT NOW WILL BRING ECONOMIC BENEFITS THAT MORE THAN COMPENSATE FOR THEIR COSTS.

P&B ENDORSES IMPLEMENTATION OF A MULTI-YEAR FEE SCHEDULE FOR INCOMING COHORTS OF UNDERGRADUATE STUDENTS. DURING THIS SCHEDULED PERIOD, FEES WOULD INCREASE ANNUALLY AT A MODERATE FIXED RATE OR ACCORDING TO A RELATIVELY STABLE ANNUAL ADJUSTER (E.G., THE INFLATION RATE). ALTHOUGH IT WOULD REQUIRE SOME INTELLIGENT FORECASTING AND PERHAPS A SYSTEMWIDE RESERVE ACCOUNT, A TUITION ***GUARANTEE*** PROGRAM, SIMILAR TO THOSE THAT HAVE BEEN PILOTED AT SEVERAL UNIVERSITIES IN THE NATION (MICHIGAN STATE UNIVERSITY AND UNIVERSITY OF KENTUCKY AND SOUTH CAROLINA MEDICAL SCHOOLS). SOME HAVE THE ADVANTAGE THAT THE FEES ARE "PREPAID"; OTHER PROGRAMS DO NOT REQUIRE ADVANCED PAYMENT. SUCH A PROGRAM WOULD GUARANTEE EACH ENTERING CLASS A SET TUITION THAT WOULD REMAIN CONSTANT FOR THE FOUR (OR FIVE) YEARS THE STUDENTS ARE ENROLLED IN THE UC. THIS WOULD BE A MUCH MORE SIGNIFICANT STEP TOWARD MAINTAINING THE AFFORDABILITY OF A UC UNDERGRADUATE EDUCATION.

UCR PLANNING & BUDGET COMMITTEE
Access and Affordability Continued

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

THIS IS NOT THE APPROPRIATE TIME TO CONSIDER THIS PROPOSAL. WHILE IT MAY, AT SOME TIME IN THE FUTURE, BE REASONABLE TO GIVE FORMAL RECOGNITION TO THE WAYS IN WHICH THE COST OF EDUCATION HAVE BEEN SHIFTING FROM THE STATE TO THE UNIVERSITY'S STUDENTS AND THEIR FAMILIES, WE BELIEVE THAT THE "NEGATIVE REACTION" DESCRIBED IN THIS RECOMMENDATION IS LIKELY TO AFFECT NOT ONLY TRADITIONAL UC SUPPORTERS AND THE PUBLIC, BUT WILL ALSO SERVE AS A SIGNAL TO THE LEGISLATURE AND THE GOVERNOR THAT UC IS GIVING UP ON THE STATE'S COMMITMENT TO FINANCING THE MASTER PLAN. A CHANGE IN TERMINOLOGY MAY BE APPROPRIATE WHEN IT IS AGAIN CLEAR THAT THE STATE IS COMMITTED TO CONTINUING UNIVERSITY SUPPORT, BUT NOT WHEN STATE POLICY MAKERS ARE SEEKING WAYS TO FURTHER CUT STATE INVESTMENTS IN THE UNIVERSITY.

UCR PLANNING & BUDGET COMMITTEE
Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

X	Agree		Conditionally Agree		Disagree		No Comment

WE STRONGLY SUPPORT THE MANY GRASS ROOTS ADVOCACY METHODS OUTLINED IN THE COTF REPORT, INVOLVING FACULTY, STUDENTS AND ALUMNI, AND DIRECTED TOWARDS THE STATE'S CITIZENS AND ELECTED OFFICIALS, TO UNDERSCORE THE IMPORTANCE OF UC TO THE CALIFORNIA ECONOMY. TO MAKE THESE GRASS ROOTS METHODS POSSIBLE,

UC FACULTY, STUDENTS AND STAFF FIRST NEED TO BE WELL EDUCATED ABOUT THE VITAL CONTRIBUTIONS THE UNIVERSITY MAKES TO CALIFORNIA'S ECONOMY.

IN ADDITION, OTHER ACTIVITIES THAT HIGHLIGHT THE COMBINED TEACHING-RESEARCH MISSION OF UC NEED TO BE DEVELOPED. AN EXAMPLE OF ONE SUCH ACTIVITY WOULD BE PUBLIC "OPEN HOUSES" IN THE SCIENCE AND ENGINEERING SCHOOLS, WHERE VISITORS FROM THE LOCAL COMMUNITY ARE INTRODUCED TO ONGOING RESEARCH ACTIVITIES ON CAMPUS THROUGH SIMPLE DEMONSTRATIONS OR LECTURES. THESE OPEN HOUSES WOULD SERVE TO EDUCATE THE PUBLIC ABOUT THE BENEFITS THAT ACCRUE TO THE COMMUNITY FROM THIS RESEARCH AND ABOUT THE ECONOMIC IMPACT OF DERIVATIVE TECHNOLOGIES. FACULTY IN THE HUMANITIES, EDUCATION, PUBLIC POLICY AND BUSINESS COULD GIVE PUBLIC LECTURES ON CURRENT TOPICS (E.G. THE FINANCIAL CRISIS) OR STAGE PRODUCTIONS OF INTEREST. THESE EVENTS SHOULD BE WELL ADVERTISED AND ESPECIALLY MADE KNOWN TO ELECTED OFFICIALS. SOME OF THESE ACTIVITIES SHOULD BE DONE OFFSITE, FOR EXAMPLE, AT LOCAL AREA HIGH SCHOOLS.

IN BUILDING GRASS ROOTS SUPPORT IT IS ALSO IMPORTANT TO EMPHASIZE THE CONTRIBUTION OF UC TO THE EDUCATION OF UNDERREPRESENTED MINORITIES, PARTICULARLY THOSE WHO ARE FIRST IN THEIR FAMILIES TO SEEK A COLLEGE EDUCATION. STUDENTS COMING FROM ECONOMICALLY DEPRESSED SCHOOL DISTRICTS ARE BEING GIVEN AN EDUCATION ON PAR WITH THE MOST ELITE AND EXPENSIVE PRIVATE SCHOOLS IN THE COUNTRY. THIS IS DONE LOCALLY, IN PROXIMITY TO THE STUDENTS' HOMES, AND THUS AT A FRACTION OF THE COST THAT WOULD OTHERWISE BE INCURRED.

CURRENT ADVOCACY EFFORTS ARE MANAGED BOTH SYSTEMWIDE AND ON CAMPUSES AND ARE MAINLY DIRECTED TOWARDS LEGISLATIVE DECISION-MAKERS. IN ADDITION, BOTH SYSTEMWIDE AND CAMPUSES HAVE MEDIA ORIENTED PUBLIC RELATIONS DEPARTMENTS. GIVEN OUR PREDICAMENT, THESE HAVE NOT NECESSARILY BEEN AS EFFECTIVE AS ENVISIONED. WE WOULD LIKE A REAPPORTIONMENT OF FUNDS FROM THESE ORGANIZATIONS TO THE GRASS ROOTS ADVOCACY EFFORTS OUTLINED BOTH IN THE COTF RECOMMENDATIONS AND ABOVE.

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

	Agree		Conditionally Agree		Disagree		No Comment

P&B AGREES; IT IS TIME TO STOP REVIEWING, ANALYZING AND PROPOSING AND TO BEGIN IMPLEMENTING THE MANY VIABLE RECOMMENDATIONS PUT FORTH IN NUMEROUS UC WHITE PAPERS.

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree	X	Conditionally Agree		Disagree		No Comment

THE FACULTY UNDERSTAND FULLY THE EXTENT TO WHICH RESEARCH ACTIVITIES MAY ENCROACH ON CORE UNIVERSITY FUNDING. P&B RECOGNIZES THAT STEPS NEED TO BE TAKEN TO REDRESS THIS ENCROACHMENT, ESPECIALLY DURING THIS PERIOD OF SEVERE BUDGETARY SHORTFALLS THAT THREATEN THE INTEGRITY OF INSTRUCTIONAL, AS WELL AS RESEARCH,

MISSIONS OF THE UNIVERSITY. THE STRATEGY PROPOSED IN THIS RECOMMENDATION OF DEMANDING THAT ALL PROJECTS PROVIDE INDIRECT COST FUNDING AT THE SAME RATE AS THAT NEGOTIATED WITH THE FEDERAL GOVERNMENT IS NOT THE ONLY WAY TO APPROACH THIS PROBLEM. MANY FOUNDATIONS AND GOVERNMENTAL AGENCIES HAVE POLICY CONSTRAINTS ON INDIRECT COSTS THAT CANNOT BE EASILY OVERTURNED OR AVOIDED. FOR THESE AGENCIES, PRINCIPAL INVESTIGATORS SHOULD BE EMPOWERED AND ENCOURAGED TO BUILD IMPORTANT COST ITEMS THAT ARE ORDINARILY COVERED UNDER INDIRECT COSTS INTO THE DIRECT COST BUDGET. THUS, FOR EXAMPLE, THE HOURLY COSTS OF PROJECT ACCOUNTING TIME, INFORMATION TECHNOLOGY UTILIZATION AND LIBRARY SERVICES COULD CERTAINLY BE DETERMINED AND PIS COULD BE EXPECTED TO ESTIMATE THE HOURS TO BE USED FOR THESE SERVICES AND TO INCLUDE THOSE DIRECT COSTS WHENEVER SUBMITTING RESEARCH PROPOSALS TO AGENCIES WITH POLICIES THAT PREVENT THEM FROM FUNDING A FIXED INDIRECT COST RATE. FOR EXAMPLE, BEFORE PERSONAL COMPUTERS TOOK OVER MOST OF INFORMATION MANAGEMENT AND ANALYSIS FUNCTIONS, PIS ROUTINELY INCORPORATED AN HOURLY CHARGE FOR CAMPUS MAINFRAME COMPUTER USE INTO THEIR RESEARCH PROJECTS. MORE RECENTLY, A UCR RESEARCH PROJECT TRACKED THE COSTS ASSOCIATED WITH ACQUIRING AND MAINTAINING A PERSONAL COMPUTER POOL IN SUPPORT OF MULTIPLE PROJECTS AND ASSIGNED AN HOURLY RATE FOR ACCESS TO THIS POOL OF STAFF SUPPORTED EQUIPMENT.

WHILE MANY INDIRECT COSTS PROBABLY CAN NOT BE PRECISELY ESTIMATED, THE STRATEGY OF MOVING IMPORTANT INDIRECT COST ELEMENTS INTO THE DIRECT COST BUDGET WOULD ALLOW PIS TO WORK WITH AGENCIES THAT HAVE MUCH SMALLER INDIRECT COST ALLOWANCES THAN THAT NEGOTIATED WITH THE FEDERAL GOVERNMENT.

WE NEED TO BE CLEAR, HOWEVER, THAT ADDING TO THE DIRECT AND/OR INDIRECT COSTS IN RESEARCH PROPOSAL BUDGETS HAS TWO SERIOUS NEGATIVE CONSEQUENCES: (1) IT LOWERS FACULTY ABILITY TO SUBMIT COMPETITIVE PROPOSALS FOR SCARCE RESEARCH DOLLARS; AND (2) THE MORE COST ELEMENTS ARE MOVED TO EITHER PREVIOUSLY UNCOVERED DIRECT COSTS OR INTO INCREASED INDIRECT COST RECOVERY, THE LESS MONEY WILL BE AVAILABLE FOR GRADUATE STUDENT SUPPORT AND OTHER DIRECT RESEARCH EXPENDITURES. MAINTAINING UNIVERSITY INFRASTRUCTURE IS VITAL, BUT IT ONLY NEEDS TO BE MAINTAINED *IF* WE CAN ALSO AFFORD TO SUPPORT GRADUATE STUDENT EDUCATION AND TO COVER THE DIRECT COSTS OF THE FUNDED RESEARCH ACTIVITIES.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

X	Agree		Conditionally Agree		Disagree		No Comment

P&B, IN GENERAL, ENDORSES THIS RECOMMENDATION. IT IS CRITICAL THAT THE UNIVERSITY OF CALIFORNIA MAXIMIZE THE RECOVERY OF THE COSTS OF CONDUCTING RESEARCH SPONSORED BY OUTSIDE AGENCIES IN ORDER TO SUSTAIN ITS ROLE AS THE STATE'S PRIMARY ACADEMIC RESEARCH INSTITUTION AS PUT FORTH IN THE MASTER PLAN. INDIRECT COST RECOVERY (ICR) FUNDS ARE INCREASINGLY BEING USED TO MAKE UP FOR SHORTFALLS IN THE UC BUDGET. BLENDING OF ICR DOLLARS WITH GENERAL FUNDS AND OPPORTUNITY FUNDS AT UCOP AND USE OF THESE FUNDS FOR NON-RESEARCH PURPOSES, INCLUDING DEBT SERVICE ON NEW BUILDING CONSTRUCTION, DECREASES THE AMOUNT OF FUNDS AVAILABILITY TO SUPPORT THE RESEARCH FOR WHICH THE ICR WAS OBTAINED. AT THE CAMPUS LEVEL, ICR FUNDS MAKE UP AN INCREASINGLY SIGNIFICANT PERCENTAGE OF A CHANCELLOR'S DISCRETIONARY FUNDS, WHICH FURTHER REDUCES THE DOLLAR AMOUNT RETURNED TO SUPPORT RESEARCH. FACULTY ARE INCREASINGLY DISSATISFIED WITH THE LACK OF TRANSPARENCY OF THE PROCESS BY WHICH ICR FUNDS ARE DISTRIBUTED AND IT IS INCREASINGLY CLEAR THAT THE RESEARCH INFRASTRUCTURE IS NOT BEING ADEQUATELY SUPPORTED. TRANSPARENT ACCOUNTING OF ICR FUNDS IS NECESSARY THROUGHOUT THE UC SYSTEM IN ORDER TO ASCERTAIN TO WHAT DEGREE ICR FUNDS ACTUALLY SUPPORT

THE RESEARCH ENTERPRISE, TO EVALUATE THE SUCCESS OF EFFORTS TO IMPROVE THE RECOVERY OF RESEARCH-ASSOCIATED COSTS AND TO DOCUMENT THE BENEFITS TO THE RESEARCHERS OR UNITS GENERATING ICR.

OUR GENERAL SUPPORT OF MAXIMIZING THE RECOVERY OF THE COSTS OF CONDUCTING RESEARCH IS TEMPERED BY THE FOLLOWING CONCERNS. WHEREAS THE NATIONAL INSTITUTES OF HEALTH ADDS THE AMOUNT OF THE INDIRECT COSTS ON TOP OF THE FUNDS AWARDED FOR THE RESEARCH, OTHER FEDERAL FUNDING AGENCIES (DOE, DOD, NASA, NSF AND USD AND MANY MAJOR FUNDING SOURCES IN THE ARTS, HUMANITIES AND SOCIAL SCIENCES) CAP THE TOTAL AMOUNT OF THE AWARD, I.E., INDIRECT COSTS PLUS DIRECT COSTS CANNOT EXCEED THAT CAP. HENCE, INCREASING THE INDIRECT COST RECOVERY RATE PROPORTIONALLY REDUCES THE AMOUNT OF THE AWARD THAT COVERS THE DIRECT COSTS OF THE RESEARCH. ADD TO THIS THE INCREASING COST OF GRADUATE STUDENTS SALARIES AND FEES, INCLUDING NRT, WHICH ARE NOW ALMOST EXCLUSIVELY COVERED BY GRANTS, INCREASED POST-DOCTORATE SALARIES (AND OTHER COSTS RESULTING FROM UNIONIZATION), FACULTY SUMMER SALARY, FACULTY FURLOUGHS THIS YEAR, AND POSSIBLY SOME PORTION OF OFF-SCALE SALARY AND INCREASING CONTRIBUTIONS TO UCRP AND IT IS EASY TO SEE THAT THE FUNDS AVAILABLE TO CONDUCT THE RESEARCH FOR WHICH THEY WERE AWARDED ARE GRAVELY DIMINISHED AS THE UNIVERSITY SHIFTS MORE OF THE EXPENSES PREVIOUSLY COVERED BY THE STATE TO THE PI. THE DOLLAR AMOUNTS OF GRANTS AWARDED BY FEDERAL AND OTHER AGENCIES HAVE NOT KEPT PACE WITH WHAT UC AND OTHER UNIVERSITIES EXPECT THEM TO COVER AND ARE NOT LIKELY TO CATCH UP IN THE NEAR FUTURE.

P&B MEMBERS ARE GRAVELY CONCERNED BY THE POSSIBILITY THAT UC WILL REJECT AWARDS FROM FOUNDATIONS AND OTHER AGENCIES THAT BY POLICY DO NOT PAY FULL OR ANY ICR. THESE FUNDS MAKE AN IMPORTANT CONTRIBUTION TO SUPPORTING UNDERGRADUATE AND GRADUATE STUDENT RESEARCHERS AND ADVANCING THE MISSION OF THE UNIVERSITY. WE ENCOURAGE UC TO ATTEMPT TO NEGOTIATE AN INDIRECT COST RECOVERY RATE WITH THESE AGENCIES. IN LIEU OF THIS, P&B ASKS THE UNIVERSITY TO CONSIDER P&B'S RECOMMENDATION (SEE RECOMMENDATION 3 IMMEDIATELY ABOVE) TO DEVELOP A MEANS TO BUILD IMPORTANT COST ITEMS THAT ARE ORDINARILY COVERED UNDER INDIRECT COSTS INTO THE DIRECT COST BUDGET.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

	Agree		Conditionally Agree		Disagree		No Comment

PLEASE SEE P&B'S RESPONSES UNDER ACCESS AND AFFORDABILITY, RECOMMENDATION 5 AND P&B'S OPPOSITION TO CHANGING STUDENT "FEES" TO "TUITION" UNDER ACCESS AND AFFORDABILITY, RECOMMENDATION 6.

UCR PLANNING & BUDGET COMMITTEE
Funding Strategies Continued

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

	Agree		Conditionally		Disagree		No

			Agree				Comment

INCREASE ENROLLMENT OF NONRESIDENT UNDERGRADUATES. (PP. 92-94) (SIMILAR TO SIZE AND SHAPE REC. #1, PP. 14-18)

PLEASE REFER TO P&B'S RESPONSE TO SIZE AND SHAPE, RECOMMENDATION 1.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

X	Agree		Conditionally Agree		Disagree		No Comment

P&B ENTHUSIASTICALLY ENDORSES THIS RECOMMENDATION. WE ENCOURAGE UC TO ADVOCATE FOR A PELL AUGMENTATION GRANT PROGRAM SIMILAR TO THE ONE OUTLINED BY PRESIDENT YUDOFF IN "EXPLORING A NEW ROLE FOR FEDERAL GOVERNMENT IN HIGHER EDUCATION." LOW-INCOME FAMILIES, FIRST GENERATION COLLEGE STUDENTS, UNDERREPRESENTED MINORITIES, AND THOSE WHOSE FIRST LANGUAGE IS NOT ENGLISH WILL BE THE BENEFACTORS AS WILL CALIFORNIA'S SOCIAL, CULTURAL AND ECONOMIC FUTURE.

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

SUCH ALTERNATIVE FACULTY COMPENSATION PLANS. THE RECOMMENDATION TARGETS AND IS APPLICABLE TO FACULTY WITH APPROPRIATE SOURCES OF FUNDING, PREDOMINANTLY THOSE IN THE BIOLOGICAL AND HEALTH SCIENCES. WITH REGARD TO RECOMMENDING USE OF CONTRACT AND GRANT MONEY TO PAY SOME PORTION OF THE OFF-SCALE COMPONENT OF FACULTY SALARIES, IT REMAINS UNKNOWN WHICH AGENCIES WOULD ALLOW THIS USE OF FUNDS. FURTHER, OFF-SCALE SALARIES ARE USED HEAVILY FOR RECRUITING AND RETENTION. IF A FACULTY MEMBER HAS TO GENERATE HIS/HER OWN OFF-SCALE SALARY FROM GRANTS, THE OFFER OF AN OFF-SCALE SALARY WOULD NOT BE MUCH INCENTIVE TO JOIN OR STAY AT UC. WITH REGARD TO THE USE OF CONTRACTS AND GRANTS TO PAY BASE SALARY, NEARLY ALL FACULTY HAVE NINE MONTH APPOINTMENTS AND ALREADY GENERATE 1/3 OF THEIR SALARY, INCLUDING THE OFF-SCALE PORTION, FROM GRANTS. MOREOVER, CONTRACTS AND GRANTS WILL HAVE TO PAY SUBSTANTIAL CONTRIBUTIONS TO UCRP, I.E., EMPLOYER CONTRIBUTIONS FOR EMPLOYEES WHOSE SALARIES ARE FUNDED FROM GRANTS. PAYING ADDITIONAL COSTS TO COVER THE PI'S FTE WILL FURTHER REDUCE FUNDS SPENT DIRECTLY ON RESEARCH EXPENDITURES. MEMBERS OF P&B ARE HIGHLY CONCERNED THAT THE TREND TO SHIFT MORE CORE BUDGET ITEMS TO GRANTS WILL EVENTUALLY LEAD FUNDING AGENCIES TO CONCLUDE THAT THEIR RESEARCH DOLLARS GO FURTHER AT OTHER INSTITUTIONS. WITH REGARD TO COURSE BUY-OUT, A PIVOTAL CLAIM IS THAT UC, AS THE STATE'S PRIMARY ACADEMIC RESEARCH INSTITUTION, OFFERS AN UNDERGRADUATE EDUCATION BY WORLD-CLASS RESEARCHERS. THIS CLAIM IS UNDERMINED WHEN THOSE RESEARCHERS ARE BUYING OUT THEIR CLASSES. COURSE BUY-OUT HAS BEEN OPPOSED BY A MAJORITY OF FACULTY IN THE SCIENCES BECAUSE IT DOOMS FACULTY WITHOUT A GRANT TO TEACHING THE COURSES OF THOSE WHO HAVE THEM,

MAKING IT DIFFICULT FOR THOSE WITHOUT A GRANT TO FIND THE TIME TO WRITE SUCCESSFUL GRANTS IN THE FUTURE. IT IS TO THE BENEFIT OF ALL UNITS TO HAVE EVERYONE WRITING SUCCESSFUL GRANTS. ACADEMIC MERIT MUST REMAIN THE PRIMARY CRITERION FOR ADVANCEMENT AND REMUNERATION AT UC.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

UCR'S PLANNING AND BUDGET COMMITTEE IS ON RECORD (FEBRUARY 17 2010, MEMO TO A. NORMAN, CHAIR OF THE RIVERSIDE DIVISION, RE: REVIEW OF UCPB POSITION PAPER ON DIFFERENTIAL FEES AND NON-RESIDENT TUITION) AS OPPOSED TO CHARGING DIFFERENTIAL FEES (TUITION) BY CAMPUS. CHARGING DIFFERENTIAL FEES BY CAMPUS WILL SUGGEST TO THE PUBLIC THAT CAMPUSES WITH LOWER FEES ARE OF "LOWER QUALITY", THAT THE EDUCATION THEY PROVIDE IS "LESS VALUABLE", THAT PER STUDENT SPENDING ON THESE CAMPUSES IS LESS, AND COMMENSURATELY FACULTY SALARIES AND, HENCE, FACULTY QUALITY IS INFERIOR TO THAT OF CAMPUSES CHARGING HIGHER FEES. INITIAL PERCEPTIONS MIGHT BECOME REALITY. FOR THESE REASONS, NO CAMPUS IS GOING TO WILLINGLY TO CHARGE LESS THAN THE OTHERS. SINCE ALL CAMPUSES ARE OVERENROLLED, THERE IS LIKELY ROOM TO RAISE FEES ON ALL CAMPUSES. HOWEVER, MEMBERS OF UCR'S B&P CONSIDER PRESERVATION OF THE MASTER PLAN A HIGH PRIORITY AND, THUS, RESERVE ADDITIONAL FEE INCREASES ACROSS THE SYSTEM AS AN ACTION TO BE TAKEN (*I*) ONLY WHEN THE SURVIVAL OF THE SYSTEM IS AT STAKE, WHICH IT MAY WELL BE WITH THIS NEXT STATE BUDGET, AND (*II*) THEN ONLY IN COMPARISON WITH UC COMPARABLE PUBLIC AND PRIVATE INSTITUTIONS AND WITH A 33% RETURN TO AID. FURTHER, MEMBERS OF UCR'S P&B COMMITTEE URGE THAT HISTORICAL INEQUITIES IN THE CAMPUS FUNDING MODELS THAT RESULT IN TIERING *DE FACTO* AMONG CAMPUSES BE REBALANCED, SO THAT BEYOND FIXED COSTS, AVERAGE FUNDING FOR INSTRUCTION PER STUDENT WOULD BE THE SAME AT EACH CAMPUS. THIS REBALANCING IS LONG OVERDUE AND SHOULD BE CARRIED OUT INDEPENDENT OF THE QUESTION OF DIFFERENTIAL FEES, BUT MUST BE AN INVIOLATE PRECONDITION TO CHARGING ANY DIFFERENTIAL FEE BY CAMPUS, EVEN IN SETTING DIFFERENTIAL NO-RESIDENT STUDENT ENROLLMENT TARGETS BY CAMPUS.

UCR PLANNING & BUDGET COMMITTEE

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree		Conditionally Agree		Disagree		No Comment

PLEASE SEE FUNDING STRATEGIES RECOMMENDATION 4 ABOVE.

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

	Agree	**X**	Conditionally Agree		Disagree		No Comment

UC MUST ENSURE CONTINUED EXCELLENCE ACROSS A BROAD SPECTRUM OF CUTTING-EDGE RESEARCH. TO AID IN THIS EFFORT, UC SHOULD (1) PRIORITIZE INTERNAL FUNDS TO SUPPORT WORLD-CLASS RESEARCH IN DISCIPLINES WHERE EXTRAMURAL FUNDING OPTIONS ARE LIMITED; (2) MOTIVATE THE DEVELOPMENT OF LARGE-SCALE, INTERDISCIPLINARY, COLLABORATIVE RESEARCH PROJECTS TO CAPTURE NEW FUNDING STREAMS; AND (3) AUGMENT AND ENHANCE OPPORTUNITIES FOR GRADUATE STUDENT RESEARCH AND SUPPORT WHEREVER POSSIBLE. (PP. 117-121)

P&B ENDORSES ITEM NUMBER 3 UNDER RECOMMENDATION 2; IT IS MOTHERHOOD AND APPLE PIE. THE PROBLEM WILL BE IN COMING UP WITH THE FUNDS FOR IMPLEMENTING THE THREE COMPETING PRIORITIES IDENTIFIED IN RECOMMENDATION 2. WITH THE CURRENT AND PROJECTED BUDGET SHORTFALLS, P&B OPPOSES A ONE-SIZE-FITS-ALL APPROACH TO ITEMS NUMBER 1 AND 2, PREFERRING INSTEAD THAT THE PROPOSALS, INCLUDING BUDGETS, BE REVIEWED ON A CASE-BY-CASE BASIS.

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

X	Agree		Conditionally Agree		Disagree		No Comment

P&B CONCURS WITH CONTENTION THAT UC IS UNIQUELY POISED TO TAKE THE LEADERSHIP ROLE IN ADDRESSING THE MAJOR PROBLEMS CHALLENGING THE STATE AND NATION IN THE 21ST CENTURY. WE BELIEVE THAT UC HAS A MORAL OBLIGATION TO FULFILL THIS ROLE. THE DIFFICULTY WILL BE IN FINDING THE FUNDS FOR THE INITIAL INVESTMENT NECESSARY TO "CAPTURE" NEW FUNDING STREAMS. TO BE SUCCESSFUL FINANCIALLY, THIS RECOMMENDATION REQUIRES PUBLIC AND PRIVATE BACKING THROUGH THE PROPOSED PUBLIC ADVOCACY CAMPAIGN. AT THE SAME TIME, UC SHOULD DISESTABLISH MRUS AND ORUS THAT ARE NO LONGER COST-EFFECTIVE.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

	Agree		Conditionally Agree		Disagree		No Comment

P&B ENTHUSIASTICALLY ENDORSES THIS RECOMMENDATION. TOO OFTEN FACULTY AND ACADEMIC PERSONNEL REPORT THAT REGULATORY EFFORTS FAR OUTWEIGH SUPPORT AND FACILITATION OF THE RESEARCH ENTERPRISE. A RELATED

CONCERN IS THE NUMBER OF PEOPLE OR ADMINISTRATIVE LAYERS THAT CHECK AND RECHECK THE SAME REGULATORY AND POLICY ITEMS WITH RESPECT TO GENERATION AND SUBMISSION OF RESEARCH PROPOSALS AND ADMINISTRATION OF AWARDED FUNDS. REDUCING THE BURDEN PLACED ON FACULTY BY PROVIDING BETTER TRAINED SUPPORT STAFF WILL INCREASE THE AMOUNT OF TIME THAT FACULTY CAN DEVOTE TO GRANTSMANSHIP, INSTRUCTION AND PUBLIC SERVICE.

UCR PLANNING & BUDGET COMMITTEE

Research Strategies Continued

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

	Agree		Conditionally Agree		Disagree		No Comment

UC RESEARCH POWERS TECHNICAL, SOCIAL AND CULTURAL INNOVATIONS THAT WILL BE IMPOSSIBLE TO SUSTAIN WITHOUT ADEQUATE AND SUSTAINED INVESTMENT. UC NEEDS TO EDUCATE CALIFORNIANS AND THE NATION THAT THE UNIVERSITY OF CALIFORNIA IS ONE OF THE MOST POWERFUL ENGINES FOR ECONOMIC AND SOCIAL DEVELOPMENT. P&B BELIEVES THAT UC'S 184,700 FACULTY, STAFF AND STUDENTS COULD ALSO SERVE AS POWERFUL ADVOCATES, IF THEY SIMPLY HAD THE FACTS. IN EDUCATING THE STATE AND THE NATION ABOUT UC'S CONTRIBUTIONS TO THE STATE AND NATIONAL ECONOMY, LET'S ALSO ARM UC PERSONNEL WITH THE FACTS. IMAGINE THE IMPACT THIS KNOWLEDGE WOULD HAVE ON OUR PRIDE AND MORAL IN THESE DIFFICULT TIMES, NOT MENTION ON DISSEMINATING THE INFORMATION WHERE IT IS NEEDED -- TO THE LOCAL VOTERS -- OUR RELATIVES, FRIENDS, NEIGHBORS AND EVEN CASUAL ACQUAINTANCES.

CONCLUDING COMMENTS. FROM UCR PLANNING & BUDGET COMMITTEE

THE FIRST ROUND RECOMMENDATIONS FROM THE WORKING GROUPS OF THE UC COMMISSION ON THE FUTURE WERE BROAD AND FAR REACHING. THEY ENERGIZED DISCUSSION AND FORCED US TO REVIEW UC'S MISSION, CORE VALUES AND ASPIRATIONS AS THE WORLD'S FINEST PUBLIC UNIVERSITY AND CALIFORNIA'S PREMIER RESEARCH INSTITUTION. AS INDIVIDUALS AND AS A COMMITTEE, UCR'S P&B GAVE CAREFUL AND DELIBERATE CONSIDERATION TO EACH RECOMMENDATION IN ORDER TO GUIDE THE THINKING AND EFFORTS OF THE WORKING GROUPS AS THEY DEVELOP THE SECOND ROUND OF RECOMMENDATIONS. SEVERAL INESCAPABLE CONCLUSIONS EMERGED. AS THE STATE'S MOST POWERFUL ENGINE FOR ECONOMIC GROWTH AND SOCIAL DEVELOPMENT, IT IS IMPERATIVE THAT UC CONTINUE TO TAKE THE LEAD IN PROVIDING THE STATE WITH ITS NEXT GENERATION OF WORLD-CLASS RESEARCHERS, TECHNOLOGICAL INNOVATIONS AND FUTURE LEADERS. TO THIS END, EDUCATING THE STATE'S LOW-INCOME AND UNDERREPRESENTED MINORITY STUDENTS MUST BE A HIGH PRIORITY, WHICH INESCAPABLY MAKES STUDENT FINANCIAL AID A HIGH PRIORITY. THE HIGHEST QUALITY INSTRUCTION MUST CONTINUE TO BE THE HALLMARK OF A UC EDUCATION. RECRUITING AND RETAINING TOP QUALITY FACULTY IS ESSENTIAL TO THIS GOAL, WHICH INESCAPABLY MAKES THE NEED FOR COMPETITIVE TOTAL REMUNERATION FOR FACULTY A HIGH PRIORITY. GIVEN THE IMPORTANCE OF GRADUATE STUDENTS TO THE TEACHING AND RESEARCH MISSION OF THE UNIVERSITY, COMPETITIVE GRADUATE STUDENT SUPPORT PACKAGES MUST SIMILARLY BE A HIGH PRIORITY. UNDERGRADUATE STUDENT FEES WILL NEED TO BE INCREASED, CONCOMITANTLY IMPLEMENTATION OF NEW PROGRAMS MUST BE MINIMAL AND NEW BUILDING CONSTRUCTION CURTAILED UNTIL SUCH TIME THAT THERE ARE FUNDS SUFFICIENT TO SUPPORT BOTH UC'S CORE MISSION AND ITS ASPIRATIONS. FOR THIS EFFORT WE ARE WISER AND BETTER PREPARED TO FACE AND MAKE THE DIFFICULT CHOICES AHEAD. WE, THEREFORE, LOOK FORWARD TO THE OPPORTUNITY TO REVIEW THE SECOND ROUND OF RECOMMENDATIONS FROM THE COTF WORKING GROUPS.

THE END FROM UCR PLANNING & BUDGET

WORKING GROUP FIRST ROUND RECOMMENDATIONS
FROM UCR ACADEMIC SENATE

FROM: UCR'S COMMITTEE ON RESEARCH

SIZE AND SHAPE

RECOMMENDATION 1: INCREASE THE NUMBER AND PROPORTION OF NON-RESIDENT STUDENTS AT THE UNDERGRADUATE LEVEL. (PP. 14-18) (SIMILAR TO FUNDING STRATEGIES REC. # 6, PP. 92-94)

	AGREE	5	CONDITIONALLY AGREE		DISAGREE		NO COMMENT

ONE AREA OF CONCERN IS THE ISSUE OF LOCAL STUDENT ACCESS TO A UC EDUCATION. WILL THE NEW LOCAL STUDENTS BE CROWDED OUT OR DISPLACED? ALSO, HOW WILL THE FUNDING OF THE NON-RESIDENT STUDENT BE DISTRIBUTED? THIS PLAN WOULD NEED A FEASIBLE PLAN FOR GROWTH TO ENSURE ACCESSIBILITY TO A UC EDUCATION.

RECOMMENDATION 2: IMPROVE THE STUDENT TRANSFER FUNCTION BY DEVELOPING MORE COMPLETE LOWER-DIVISION TRANSFER PATHWAYS IN HIGH-DEMAND MAJORS. (PP. 19-21)

5	AGREE		CONDITIONALLY AGREE		DISAGREE		NO COMMENT

RECOMMENDATION 3: TO IMPROVE THE STUDENT TRANSFER FUNCTION, ENHANCE THE ASSIST WEBSITE FOR GREATER USER-FRIENDLINESS AND IMPROVED CAPABILITIES. (PP. 22-23)

5	AGREE		CONDITIONALLY AGREE		DISAGREE		NO COMMENT

RECOMMENDATION 4: EXAMINE THE UTILITY OF PRACTICE DOCTORATES FOR ALLIED HEALTH PROFESSIONS IN TERMS OF NATIONAL HEALTHCARE QUALITY AND COSTS, UC AND CSU MISSIONS, AND THE FUTURE NEEDS OF CALIFORNIA RESIDENTS. (PP. 24-26)

3	AGREE	1	CONDITIONALLY AGREE	1	DISAGREE		NO COMMENT

Opposition here is based on a belief that the resources required to equip UC campuses for these types of clinical or non-research doctorates should be used for research-based degrees, in keeping with the division between UC and CSU.

RECOMMENDATION 5: ELIMINATE ADMINISTRATIVE REDUNDANCIES ACROSS THE UC SYSTEM AND PROMOTE EFFICIENCIES WHERE POSSIBLE. (PP. 27-28) (SIMILAR TO FUNDING STRATEGIES REC. # 2, PP. 80-83)

1	AGREE		CONDITIONALLY AGREE	4	DISAGREE		NO COMMENT

centralization rarely results in real cost savings or practical efficiencies. The recommendation does not specify what systems should be centralized or how efficiencies achieved, which are crucial details; thus most committee members could not endorse this recommendation.

General note: all the important decisions or recommendations regarding Size and Shape have been deferred, e.g. growth, proportion of undergraduate and graduate enrollments, allocation of resources, priorities for new schools and departments, etc. This set of recommendations addresses few of the real issues about the size and shape of UC. Will more controversial recommendations be issued during the summer?

WORKING GROUP FIRST ROUND RECOMMENDATIONS
FROM UCR ACADEMIC SENATE

UCR COMMITTEE ON RESEARCH

RESEARCH STRATEGIES

RECOMMENDATION 1: THE UNIVERSITY OF CALIFORNIA MUST RECOVER A GREATER SHARE OF THE COSTS OF RESEARCH SPONSORED BY OUTSIDE AGENCIES AND MAKE ITS MANAGEMENT OF THOSE FUNDS MORE TRANSPARENT TO ENSURE ACCOUNTABILITY TO ITS SPONSORS AND ITS RESEARCHERS. (PP. 111-116)

	AGREE	X	CONDITIONALLY AGREE		DISAGREE		NO COMMENT

The thinking here is that ICR funds should be directed initially to the campuses that generate them, and the academic and administrative leadership of each campus should be responsible for the allocation of the funds.

There was also some thought concerning a system-wide indirect cost distribution formula that would be recommended across campuses as a template. This would make it more likely that some of the funds would filter down to individual researchers and departments rather than be siphoned off by deans and other administrators.

RECOMMENDATION 2: UC MUST ENSURE CONTINUED EXCELLENCE ACROSS A BROAD SPECTRUM OF CUTTING-EDGE RESEARCH. TO AID IN THIS EFFORT, UC SHOULD (1) PRIORITIZE INTERNAL FUNDS TO SUPPORT WORLD-CLASS RESEARCH IN DISCIPLINES WHERE EXTRAMURAL FUNDING OPTIONS ARE LIMITED; (2) MOTIVATE THE DEVELOPMENT OF LARGE-SCALE, INTERDISCIPLINARY, COLLABORATIVE RESEARCH PROJECTS TO CAPTURE NEW FUNDING STREAMS; AND (3) AUGMENT AND ENHANCE OPPORTUNITIES FOR GRADUATE STUDENT RESEARCH AND SUPPORT WHEREVER POSSIBLE. (PP. 117-121)

	AGREE		CONDITIONALLY AGREE		DISAGREE		NO COMMENT

“I am Chair of the UCR Committee on Research. One of the Committee's responsibilities is the allocation of internal research funds. I personally would like to award these funds preferentially to faculty in the arts and humanities, but the Committee's mandate is to award funds to the best proposals, which means that a significant proportion go to faculty members in sciences and engineering, and the near sciences of economics and psychology. I recommend that there be two separate pools of internal research funds, one for arts and humanities, the other for the rest.”

RECOMMENDATION 3: CREATE MULTICAMPUS, INTERDISCIPLINARY "UC GRAND CHALLENGE RESEARCH INITIATIVES" TO REALIZE THE ENORMOUS POTENTIAL OF UC'S TEN CAMPUSES AND THREE NATIONAL LABORATORIES ON BEHALF OF THE STATE AND THE NATION. (PP. 122-125)

	AGREE		CONDITIONALLY AGREE		DISAGREE		NO COMMENT

NO COMMENT.

RECOMMENDATION 4: STREAMLINE RISK MANAGEMENT PRACTICES TO INCREASE THE EFFICIENCY OF THE RESEARCH ENTERPRISE, MAKING OPTIMAL USE OF FACULTY RESEARCHERS AND ADMINISTRATIVE STAFF SUPPORT. (PP. 126-129)

	AGREE		CONDITIONALLY AGREE		DISAGREE		NO COMMENT

NO COMMENT.

RESEARCH STRATEGIES CONTINUED

RECOMMENDATION 5: PROACTIVELY DEMONSTRATE THE SIGNIFICANT AND LONG-LASTING BENEFITS THAT UC RESEARCH PROVIDES TO CALIFORNIA AND THE NATION AND ADVOCATE AT THE NATIONAL LEVEL FOR INCREASED AND SUSTAINED INVESTMENT IN RESEARCH. (PP. 130-131)

END OF UCR COMMITTEE ON RESEARCH

UCR GRADUATE COUNCIL

RE: Commission on the Future Recommendations

An *ad hoc* subcommittee of the Graduate Council consisting of myself and Alan Williams, The council noted that, overall, the Commission on the Future Recommendations document does not specifically address graduate student needs and plans very well, although the importance of graduate education to the mission of UC was affirmed, and recommendations for graduate education will be forthcoming in the final report (p. 13). However, the Council endorses the recommendations that are relevant to graduate education, with specific comments below.

Education and Curriculum

WORKING GROUP FIRST ROUND RECOMMENDATIONS
FROM UCR ACADEMIC SENATE

1. “Identify ways to involve advanced graduate students more effectively in regular and summer session teaching efforts.” (p. 30, point 3.c., as part of recommendations to make use of faculty resources): Council members expressed concerns that graduate students might be viewed as ‘cheap labor’ and that assurances need to be made that the quality of instruction was of UC quality. As well, such teaching might lengthen the time to degree, but this might be acceptable if teaching was viewed as a training opportunity for the student or if the summer instruction fulfilled a requirement of the student’s graduate program.

2. “Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs.” (p. 36, Recommendation 2): The UCR Graduate Council has not yet had the opportunity to explore issues of maintenance of quality and rigor in graduate programs that might be delivered entirely (or almost entirely) online. Hence, we remain apprehensive about the potential rapid development of such programs until these concerns are addressed. (As these types of programs present the opportunity to generate much-needed revenue that can further help graduate students, the Council recognizes that it will ultimately need to deal with these issues.)

Access and Affordability

3. “Reaffirm the University’s commitment to fulfilling graduate education’s role in serving UC’s research enterprise, UC’s teaching mission, and the diverse knowledge and workforce demands of the State and beyond.” (p. 61, Recommendation 3) The UCR GraduateCouncil strongly endorses this recommendation, and stresses that this commitment should be made as public as possible so that voters and legislators fully appreciate the value of graduate education to the State.

Funding Strategies

4. “Allow for the possibility of charging differential tuition by campus…” (p. 11 and 103-106, Recommendation 9) The Council expressed concerns that this policy will almost certainly lead to a tiered system, which would impact UCR's trajectory toward a top research institution, and will certainly impact our graduate students (future and current).

The END of the UCR Graduate Council remarks.

The end of remarks on the GOULD Commission from UCR ! !

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

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ACADEMIC SENATE
Santa Barbara Division
1233 Girvetz Hall
Santa Barbara, CA 93106-3050

senate.reception@senate.ucsb.edu
(805) 893-2885
http://www.senate.ucsb.edu

Joel Michaelsen, Chair
Deborah Karoff, Executive Director

May 20, 2010

Henry Powell, Chair
Academic Senate

RE: UC Commission on the Future-Recommendations from Working Groups

Dear Henry,

Last fall, the UCSB Division passed a resolution calling for adequate and reasonable consultation on the final recommendations of the UC Commission on the Future. As we begin to discuss the first set of recommendations, the UCSB Division insists that the consultation process continue to the end of the current calendar year to allow for adequate and full consultation.

In the UCSB Division, there was widespread consultation about the Recommendations from the Working Groups of the UC Commission on the Future among the following groups: Graduate Council (GC), Undergraduate Council (UgC), Council on Planning and Budget (CPB), Council on Research and Instructional Resources (CRIR), Committee on Academic Personnel (CAP), Council on Faculty Issues and Awards (CFIA), Diversity and Equity Committee (D&E), and the Faculty Executive Committees from the College of Letters and Science (L&S FEC)and the Graduate School of Education (GGSE FEC). We have appended all of the responses from each of the reviewing groups to provide the full perspective of ideas, concerns, and questions. At the same time, using bullet points, we've tried to summarize below some of the major points of agreement or critical concerns that came out of the discussions of the reviewing groups.

Several groups commented that some recommendations seemed largely driven by fiscal considerations rather than pedagogical ones. Reviewing groups caution that all decisions about future actions must stay true to the tripartite mission of teaching, research and service that represent core values of UC. Concern was expressed among several groups that the Recommendations fell short of addressing Graduate Education which is a core component of the UC mission. As GC states, "our graduate programs are supported primarily by teaching assistantship s and research assistantships, both of which are crucial to the quality of the undergraduate experience and to undergraduates abilities to move quickly and smoothly through the pipeline." Additionally, several groups commented that a competitive salary structure for faculty was imperative to sustaining the quality of a UC education over the long term. The quality of an educational institution rests on the faculty and UC will remain a top tier institution only if there is adequate faculty compensation; many groups consider faculty compensation to be one of the most critical issues facing UC.

Recommendations from the Size and Shape Working Group

1. Increase number of non-resident students at the undergraduate level:

- General support to increase the number of non-resident students at the undergraduate level with the implementation of a plan that encourages campuses to take non-resident students up to an agreed-upon minimum and maximum percentage, the same range for all campuses. Over a predetermined maximum, the funds should be pooled and redistributed equitably to the other campuses.
- Concerned about access for California students and political fallout
- Formulas for distribution of tuition funds need to be transparent and equitable

2. Improve transfer student pathways

- Conditional agreement, but concerned and skeptical due to complexities and lack of standardization between UC campuses, as well as serious and widespread concerns about lack of readiness common among transfer students

3. Enhance ASSIST website

- Generally agree with suggestion that cost benefit analysis of ASSIST improvements be conducted

5. Eliminate administrative redundancies

- Agree with this principle as long as ***proven*** methods of best practice are utilized and a prioritized list is developed of revisions to administrative practice along with start-up cost and savings estimates

Education and Curriculum Working Group

1. Manage educational resources more effectively to: (1) increase proportion of undergrads finishing on time; (2) create three year degree pathways; (3) make more effective use of faculty resources; (4) maintain and improve undergraduate student experience

- Agree with (1) but many believe we are already doing this
- Generally disagree on 2 as a three year option is available to many students already; concern about rushing students through
- Strongly opposed to (3) and very suspicious of possible implications; course buy-outs disrupt balance between teaching and research and place greater burden on lecturers and younger faculty or faculty with limited research funding (e.g., Humanities), sets up greater division among faculty with research funding and those with limited research funding

2. Continue exploring use of online instruction, particularly in undergraduate curriculum

- Disagree, particularly with suggestion that it could save money while maintaining quality, see discussion in UCPB Choices Report, question ability of campus computing infrastructures to handle substantial increases in online instruction, note that final form of recommendation does not match cautious statements in earlier drafts
- The UCSB Faculty Legislature passed a resolution last November calling on the members of the Education and Curriculum Working Group to avail themselves of campus expertise in computer assisted education especially with faculty experts in digital arts and humanities, social computing, and the use of computers for advanced research and pedagogy. The resolution speaks to the responsibility of the faculty to guide curriculum and states that “the Gould Commission interest in computer assisted education is explicitly tied to fiscal rather than pedagogical imperatives. “

3. Expand use of self-supporting and part-time programs

- Disagree, don't believe such programs truly are self-supporting, and concern about diverting resources from core missions; system is already challenged serving undergraduate and graduate students

4. Develop systemwide academic planning framework

- Generally disagree; current planning mechanisms work and that additional centralization would not be productive

5. Input on quality

- Quality at the University of California is driven by the quality of faculty that it can recruit and retain. All other aspects follow from this element: highly qualified students, talented staff, and research funds and gifts. Quality of the faculty is determined by each faculty member's ability to develop thorough, ground-breaking research, and the ability to deliver the results and context of this original research to UC students in concert with challenging and informed curriculum plans

Access and Affordability

1. Access for California students

- Strong agreement

2. Reaffirm commitment to be financially accessible for all undergraduate students

- Agreement of stated principle but concern about ongoing financial aid resources and about middle income families

3. Reaffirm commitment to fulfilling graduate education's role in support of research and teaching

- Strong agreement and great concern that the current proportion of graduate enrollments relative to undergraduate enrollments is not adequate to support the research and teaching mission of the university

3. Reestablish UC financial aid for undocumented California high school graduates

- Wide range of responses from belief that UC should be the leader in this effort to belief that this idea goes beyond what UC should be concerned about; legal issues need to be settled; concern about possible political and/or public backlash

4. Adopt multi-year fee schedule for entering undergraduate cohorts

- General agreement with concept but concern about reliability of state and other funding sources over multi-year cycle
- Consider sliding scale fee schedule for middle income students and families

5. Rename Education Fee and Professional Degree Fees as "tuition"

- Agreement with caveat about additional costs incurred in changing name in financial aid, registration, billing systems, etc.; would seem to require coordination with other segments (CC's and CSU's)

Funding Strategies

1. Develop multiyear advocacy campaign

- Strongly agree

2. Improve administrative efficiencies

- See Size and Shape #5

3. Revise policies on charging indirect cost on non-federal grants

- Conditional agreement, along with concerns about impacts in areas (Humanities) that rely on funding from foundations that typically refuse to pay overhead

4. Improve indirect cost recovery rates from federal agencies

- Conditional agreement, but acknowledgement that higher indirect costs may result in lower funding for direct costs, favor negotiating as system with federal government

8. Examine alternate faculty compensation plans

- Disagree strongly; creates divisions among faculty, undermines teaching mission and teaching responsibility, limits course availability for students, external funding sources are not reliable or predictable

9. Allow for differential fees by campus

- Strongly disagree, see UCPB's Choices Report

Research Strategies

1. Increase proportion of research costs recovered from extramural funding sources

- See Funding Strategies #3 and #4

2. Ensure continued excellence in cutting edge research by: (1) prioritizing internal funds to support research in disciplines that have limited extramural funding opportunities; (2) encourage multidisciplinary, collaborative research projects to capture new sources of extramural funds; (3) increase opportunities for graduate students research and support

- Conditional agreement with all, although concerned about source of funds; wary of prioritizing funding based on external factors such as extramural funding; emphasis should be on maintaining excellence across UC's broad spectrum of research

3. Create multicampus UC Grand Challenge Research Initiatives

- Generally skeptical, due to already existing multicampus research programs and concern that top-down development research initiatives would not be effective

4. Streamline risk management practices

- Agree

5. Improved campaign to demonstrate benefits of UC research to state and nation and advocate at national level for increased investment in research

- Strongly agree

Attached please find the responses from each of the reviewing groups. Some sections have been highlighted to call attention to a particular idea or concern. Thank you for the opportunity to comment.

Sincerely,

Joel Michaelsen, Chair
UCSB Division

UC COMMISSION ON THE FUTURE – FIRST ROUND OF RECOMMENDATIONS

COMMENTS FROM UCSB SENATE COUNCILS AND COMMITTEES
(May 20, 2010)

GRADUATE COUNCIL (GC)

General Response:

UCSB Graduate Council applauds the insights of both the Access and Affordability Subcommittee and the Research subcommittee that Graduate Education is a key component of the UC's standing as a tier one research institution and that it is essential for California's knowledge based community; we agree completely with the Funding Strategies committee that the UC needs to put more effort into informing the public about the fundamental role that our research and our role in educating the next generation of researchers plays in generating a healthy economy for the state. We agree 100% with the Access and Affordability subcommittee that excellent graduate students follow the funding, and that graduate funding packages in the UC system are no longer competitive with those of comparable institutions. If we want to hang on to our standing as a tier 1 research institution, indeed, if we want to hang on to our excellent faculty – which are our most important resource -- we must make every effort to bring more funding support to our graduate programs.

We would add that a well-funded graduate program is a key component to the quality of undergraduate education in a public research university – thus the Education and Curriculum Subcommittee needs to direct its attention to issues of graduate education and the funding of graduate students: our graduate programs are supported primarily by teaching assistantships and research assistantships, both of which are crucial to the quality of the undergraduate experience and to undergraduates' abilities to move quickly and smoothly through the pipeline. At the lower division level, graduate student instructors provide the intensive instructional labor that helps to transform UC's undergraduates into the articulate, creative, critical leaders that our economy and society need. In recent decades the percentage of graduate students on our campuses has fallen relative to the number of undergraduates, and in the past year, especially, funding lines for graduate teaching assistants and research assistants have been cut dramatically – creating chaos in our lower division classrooms and high levels of anger and stress among our undergraduate constituents and their parents. Every dollar invested in graduate teaching assistantships and research assistantships constitutes an inexpensive way of enhancing the quality of undergraduate education right NOW while simultaneously investing in the next generation of innovative researchers and professors. There is no question that graduate education -- and not online learning – is the best bet for the future of the UC system.

Specific Responses:

Size and Shape
Admitting more out-of-state undergraduate students may indeed provide badly needed funds for the UC system, but at the cost of further eroding state support for the UC. Already, well-qualified high school graduates are being turned away from the UC campuses of their choice, and the perception among them and their parents is that UC spots that should have gone to them are going to high-paying out-of-state students instead. If we have to go this route, there should be a very firm system-wide cap on the percentage of out-of-state students any given campus can enroll – and it should be made clear to the public that campuses are increasing the numbers of out-of-state students only because the state's failure to fund the university has forced them to turn to this source of funding in order to maintain the quality of instruction and research.

GRADUATE COUNCIL (continued)

Concerning administrative costs: while streamlining may be in order, it needs to be approached with care. Already, under the weight of the current budget cuts, department chairs are doing the work of MSOs who took early retirement, scientists are not given enough support for grant writing, faculty and staff feel that they are doing more work for less pay and with less clerical and technical support, and library resources are diminishing.

Nevertheless – the issue of administrative costs and growth does warrant further investigation: as the recent UCPB "Choices" report underscores, between 1997-8 and 2008-9 student FTEs in the UC system increased by 33%, ladder faculty by only 25%, and top level administrators by 125%. Clearly, this disproportionate growth raises important questions about size and shape.

Education and Curriculum

The E and C committee should take a long hard look at the discussion of online learning in the UCPB "Choices" report – which suggests that online learning programs are not likely to save money for our university. California and the U.S. in general are now littered with the virtual graveyards of failed online university programs that were supposed to generate income, but merely ate up funds instead. In the meantime, moreover, we've learned a lot about failed learning outcomes and drop out rates in such systems. This is not an appropriate direction for a tier-1 university with a mandate to educate the future leaders of the state.

We endorse the goal of enhancing the efficiency of the pipeline – more funding for graduate teaching assistants is essential to achieving this goal.

We have our doubts about 3-year degree plans: anyone who spends any time providing critical feedback for undergraduates' written work knows that our students are entering the UC system with weak preparation in expository writing and clear, critical thinking. Moreover, it takes time for them to decide on a major. Finally, there is already a great deal of emotional stress among undergraduates – pushing them to finish in 3 years would only enhance those stress levels.

The subcommittee has made a number of suggestions for expanding our endeavors into areas (for-profit extension programs, etc.) that would, in theory, generate more resources. We are understaffed in our core mission areas of teaching and research – this is where we need to focus our creative energies.

Funding Strategies

We are opposed to differential fees by campus and by major, which would undermine our very nature as a public institution. We suggest that the funding subcommittee as well as the entire UCCOF, take a close look at the UCPB's articulate discussion of these issues in its "Choices" position paper. However, we would be in favor of reducing tuition and fees for academic graduate programs: recent increases in fees for academic graduate programs have constituted nothing less than the university eating its own young.

UNDERGRADUATE COUNCIL (UgC)

Education and Curriculum Working Group Recommendations:

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree		Conditionally Agree		Disagree		No Comment

1.1 As long as the intent is to eliminate inefficiencies and restrictions to the timely progress of students within four-year programs, UgC supports this recommendation. Our primary concern is that this straightforward recommendation is nested within a larger framing rhetoric that suggests less discriminate cutting. In other words, UgC is primarily concerned with maintaining UC quality, even if it requires pedagogically justifiable inefficiencies.

1.2 Greatest concern is that this is not directed at increasing or maintaining UC educational quality. Especially in a resource-starved environment, the facilitation of three-year degrees for some students means an increase in the difficulty for other students to make degree progress. We might, in fact, find that the increase in students able to finish in three would not be off-set by the number of students displaced to take more than the normative four years. Furthermore, there is a concern that including summer sessions in the three-year plans would also result in these students taking fewer courses from ladder-rank faculty. We see this as an erosion of UC quality—students come to take courses from UC ladder-rank faculty, which also accords with parents' expectations. While there might be some marketing gain for the UC with those families interested in the 3-year plan, UgC is again not convinced that the gains would be sufficient to outweigh the incurred costs. Finally, to the extent that this proposal would only require removing roadblocks from students otherwise logistically able to complete their degrees in three years, UgC might support it. One final note is that if the focus is on the recommendations of Recommendation 1.1, there would likely be gains in the number of students able to complete in three years as well.

1.3 UgC does not agree with this recommendation. We are concerned that an increase in buyouts would result in an increase in very temporary hiring practices of Unit 18 lecturers, leading to very difficult working conditions for this segment of the teaching staff. We are further concerned that the faculty members with the option to buyout their own courses are generally those who have the lowest teaching loads on campus. Setting up this option—as happened with the furloughs—will increase disparities across disciplinary lines.

1.4 UgC agrees that the undergraduate experience should be maintained of the highest quality regardless of the adjustments made for fiscal purposes.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree		Conditionally Agree		Disagree		No Comment

UgC's is concerned that all of the studies referenced by the Working Group (and by the OI Task Force led by Provost D. Greenstein), make it clear that there are differentiable forms of OI—hybrid forms wherein on-line materials are combined with traditional face-to-face, "synchronous," instruction versus "asynchronous" forms or those that are centered on instructional materials that can/should be accessed by the student independently. The latter of these forms do appear to offer cost-savings (as exploited by for-profit educational institutions) and are often the source of efficiency claims. These have not, however, been shown to maintain the quality of traditionally offered courses.

UNDERGRADUATE COUNCIL (continued)

Hybrid courses are cited as either maintaining or increasing educational quality, but they are invariably more resource (i.e. cost) intensive. The Work Group recommendation appears to conflate these differentiable forms without justification. UgC does, therefore support the exploration of effective (hybrid) OI, but readily acknowledges that it will likely not produce cost savings.

UgC is further concerned that the move to OI, if not engaged carefully, might easily erode the overall higher education experience, forsaking the types of learning that occur with frequent direct faculty-student and peer-peer interactions in an educational environment. The case, we suspect, would be particularly egregious at a research institution.

Finally, UgC notes that the final form of the recommendation on OI does not seem to follow linearly from the draft versions of the Working Group's recommendations. While previous versions were measured in their assessments of the potential role of OI in the UC, the latest version advocates strongly for it, as noted above, without explicit rationale.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree		Conditionally Agree		Disagree		No Comment

UgC did not have the opportunity to discuss this recommendation explicitly.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree		Conditionally Agree		Disagree		No Comment

UgC did not address this recommendation explicitly, but is generally skeptical of academic planning models that move the decision-making process away from the individual campuses.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

	Agree		Conditionally Agree		Disagree		No Comment

UgC considered the draft of the statement on UC quality when it was circulated by UCEP earlier this academic year. UgC supports the definition as a guide by which to measure the potential ramifications of other Working Group recommendations on educational quality.

COMMITTEE ON ADMISSIONS, ENROLLMENT, AND RELATIONS WITH SCHOOLS (CAERS) (sub-committee of Undergraduate Council)

Access and Affordability Recommendations:

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

	Agree		Conditionally Agree		Disagree		No Comment

CAERS members agreed with this recommendation.

Members disagreed over one point in this recommendation. Some members thought this recommendation contradicted an argument made throughout the rest of the document to increase the number of out-of-state students. Other members thought this recommendation appropriately recognized the need to balance access for California and out-of-state students.

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

	Agree		Conditionally Agree		Disagree		No Comment

CAERS members were split between agree and conditionally agree for this recommendation.

This recommendation seems to be made in a vacuum. Is the rising cost of a UC education truly a "misperception" by students and their families? Members thought that the "true cost" to attend UC had indeed risen as well. They wondered if any research had been done to answer the following questions: Have students had to work progressively more hours to meet their fees and living expenses? Have more students dropped out because they can no longer afford to attend? How many incoming freshman decided not to attend UC because of increases in fees? How many continuing students have decided not to return because of fee increases? Is a UC education really more affordable than that offered at other public universities?

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

	Agree		Conditionally Agree		Disagree		No Comment

CAERS members agreed with this recommendation.

Graduate education is both directly and indirectly tied to the undergraduate experience because of the role graduate students play in undergraduate teaching. Further, robust graduate programs are key to UC's reputation as the foremost public university in the U.S. If we lose our reputation, undergraduates will inevitably suffer.

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

	Agree		Conditionally Agree		Disagree		No Comment

Members of CAERS were split across agree, disagree, and no comment for Recommendation 4.

Those who disagreed thought it up to the elected representatives of California or California's voters to make such a decision. They agreed with the end goal of providing financial support for undocumented undergraduates, but did not think UC should take the lead on such a politically charged issue. UC should reflect the policies and decisions of the State it serves.

Those who agreed with this recommendation thought UC should indeed take the lead on this issue. Undocumented California high school graduates are still students of California. Their circumstances are not of their own making; they should not be penalized for something outside of their control. Such students received aid before the law changed in 1996; it worked well then. UC should both take leadership and respond to any backlash it receives for granting aid to undocumented students.

Both groups were concerned with potential backlash from California voters and legislators.

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

	Agree		Conditionally Agree		Disagree		No Comment

Those CAERS members who responded to this recommendation either conditionally agreed or disagreed with it.

The proposal seems difficult to manage and implement. Further, it creates unfairness among students, since two different students could pay different amounts of money for exactly the same courses and services depending on when they entered. Finally, it means that transfer students would be charged more for the UC portion of their education, since they would enter two years later than members of their age-cohort who entered as freshmen.

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as “tuition.” (pp. 70-72)

	Agree		Conditionally Agree		Disagree		No Comment

Those CAERS members who responded to this recommendation agreed with it.

We should call these “fees” what they really are: tuition.

COUNCIL ON PLANNING AND BUDGET (CPB)

General Comments:

The Council on Planning and Budget has concentrated its efforts on topics that most apply to the charge of the Council in its response to the Commission's initial report. The scope of the issues at hand is vast and the Council commends the collaborative efforts undertaken by all involved. A few overall responses emerged after our discussions that have guided us through writing our responses. The first and perhaps most important comment that we can make is that UC needs to develop a set of principles first from which all other decisions will follow. If UC is going to successfully negotiate the changing times, it is imperative to get in front of the issues in order to shape the outcome rather than continue in a reactive state. We understand that this is the Commission's opinion and approach as well. We would like to see the texts written by the Commission to reflect this approach more closely. Although we understand the need to ask difficult questions, many of the suggestions in this document run the risk of damaging the University in fundamental ways, so we caution the use of ill-considered language in describing the future of UC. COTF provides a framework for identifying and thinking about issues, but there is a pervasive vagueness - manifested in a contentless criteria - that persists throughout.

Council also cautions that UC already has profoundly important principles in place. This is an opportunity to revisit them in such a way that we better communicate with the public of California about UC's origins and the threat that severe budget cuts are making to the quality of education that we provide to California, the United States, and the world. The influence of the generation that developed UC's plan is quickly losing prominence in public life. We need to invest in ongoing promotion of UC's purpose and values for future generations.

The following additional points have emerged:

ON SIZE
1) The University of California needs to shrink to a size that is manageable in order to continue to excel in terms of quality. The decisions that make up the most opportune size considerations should remain, for the most part, on each campus as long as the direction of the changes is toward a smaller, more efficient administration and a nimble, finely-tuned research and pedagogical mission. Council acknowledges that there needs to be some coordination for the system as a whole, but it is mainly from the bottom up that UC builds its excellent research, teaching, and service.

ON UC QUALITY
2) The Education and Curriculum sub-group requests Academic Senate input on the nature of quality at UC. This is a very central question and needs to be defined before any changes are made to UC. For this Council, quality at the University of California is driven by the quality of faculty that it can recruit and retain. All other aspects follow from this element: highly qualified students, talented staff, and research funds and gifts. Quality of the faculty is determined by each faculty member's ability to develop thorough, ground-breaking research, and the ability to deliver the results and context of this original research to UC students in concert with challenging and informed curriculum plans. As leaders in their fields, UC faculty are role models in the pursuit of knowledge and service to multiple communities. With this in mind, competitive total remuneration of our faculty needs to be a dominant guiding force for the future of UC.

*ON SEMANTICS*3) UC needs to acknowledge the changing times by calling it like it is. If, for example, the promise of providing a free education to the higher education students of California is not possible and has not occurred for decades, then it is very appropriate to rename education and professional degree fees as "tuition", while excluding the registration fee and Student Association fees. Similarly,

COUNCIL ON PLANNING AND BUDGET (continued)

the drop in state support for higher education means that other areas need to be redefined: negotiations with state and county granting agencies' ICR rates need to be reworked, our communication with the general public needs to clearly outline the results of changes necessary, changes that may include a reduction in the number of resident students that UC can enroll.

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

X	Agree		Conditionally Agree		Disagree		No Comment

Council agrees and has developed four distinct guidelines: (same as Rec. 6, Funding Strategies)

1) Non-resident students benefit the University of California by introducing greater geographical and ethnic diversity as well as helping to maintain or increase quality of education and research. Each campus will benefit equally from this diversity so UC should strive toward a population of non-resident students at each campus with a system-wide minimum and maximum percentage. (UC should continue to serve qualified *resident* students proportionate to funding received from the State of California.)

2) Non-resident students are not California tax-payers so they should pay for the full cost of education at the University of California, tuition remission not recommended.

3) Non-resident students should continue to meet substantially superior qualification standards in order to be accepted to UC.

4) Healthy and equitable funding for all of our campuses is critical. For this reason, the origins and the final destination of funds derived from non-resident tuition need careful consideration. Past inequities of general fund distribution per student needs to be corrected first. Council suggests a non-resident fund plan that encourages campuses to take non-resident students up to an agreed-upon minimum and maximum percentage, the same range for all campuses. Over a predetermined maximum, the funds should be pooled and redistributed equitably to the other campuses. Council acknowledges that some campuses may not be able to attract non-resident and overseas students at the same scale as other campuses. This specific difference should not result in punitive under-funding.

5) Transparency regarding the number of resident and non-resident students selected for UC needs to become more rigorous and widespread. Yearly projections need to be made clear that enunciate the economic choices at hand in relation to the State budget allocations to UC through discourse with the Regents, State legislators, and to the general public.

a) The university needs to develop a model that relates the state level of budget support to both resident and non-resident tuition levels. Council feels that this ratio should be guided by the principle of keeping in-state tuition rates as reasonable as possible. Market predictions could help determine the tuition rates for non-residents, which would in turn, help determine in-state and vice versa. The results of applying this model should be provided to every legislator each year so that they can see what the consequences of their budget decisions will be, and also made public so that transparency educates state voters about this critical ratio.

COUNCIL ON PLANNING AND BUDGET (continued)

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree	X	Conditionally Agree		Disagree		No Comment

Council agrees with some conditions. In principle, Council thinks that providing a clear method for transfer that increases the quality of the educational experience and depth of understanding for transfer students is a positive idea. This recommendation may have a positive budgetary impact as it may decrease the time required for graduation of transfer students and thereby open spaces for additional students. However, there is a potential for significant start-up costs associated with the further development of system-wide UC agreements due to faculty and staff time and potential travel requirements.

The existing agreements between California State Universities as well as the Community Colleges need improvement but the issues are very complex. One step, likely to require a decade of effort, would be to identify a small number of high transfer majors on which to focus and test whether or not agreement could be reached on the undergraduate major requirements. One facet of the challenge is that UC departments do not have a sufficiently robust system wide agreement on preparation, another is that students are admitted to the UC in these majors without having met these requirements and, a third is the substantial failure rate in many initial upper-division major courses. In addition, there is simply too little flexibility available to them due to the high number of units they transfer and the unfulfilled requirements they face at UC. Council agrees conditionally to this recommendation if the methods for achieving this laudable goal are succinct and focused on quality.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

X	Agree		Conditionally Agree		Disagree		No Comment

Council agrees. In connection with Recommendation 2, this is an obvious step to rationalizing the transfer of students to UC. It will not, however, "solve" the problem. It is merely one resource that may help address the complexities of transfer to UC.

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

	Agree	X	Conditionally Agree		Disagree		No Comment

This is a topic with potential cost implications for the UC system, particularly for UC medical schools. Council agrees to the examination of these doctorates if it involves the kind of coordination that will ideally decrease duplication and increase quality of practice doctorates across the state.

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

	Agree	X	Conditionally Agree		Disagree		No Comment

Council agrees with this principle as long as ***proven*** methods of best practice are utilized and a prioritized list is developed of revisions to administrative practice along with start-up cost and savings estimates. We don't need to conduct additional lengthy studies, pursue experimental practices, or

report in inefficient ways. Streamlining procurement is one of the most obvious proven and cost effective best practices. Council believes that handpicking exact system success stories would provide the ideal framework rather than starting with a broad all-encompassing approach to best practices.

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree		Conditionally Agree		Disagree		No Comment

1) Conditionally agree - the principle is laudable but if you look at the details one must ask where the resources for the additional monitoring are going to come from. Don't we have the infrastructure to do this already?
2) Conditionally agree - some disciplines may not be able to conform to this idea if quality of the degree is in danger, so this should only apply to degrees that can offer equal levels of excellence in a streamlined form.
3) Council strongly disagrees with the notion of creating a policy for course buy-outs to back-fill for instruction. Council is wary of an initiative that may suggest more time spent on checking and reporting on effective use of faculty resources, in effect, creating a circuitous, inefficient paper jam.
4) Conditionally agree as long as costs are kept in check; the goal of the student experience is to be intellectually challenging.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

Disagree. If online instruction can be supported at the faculty level, by the individual campus, in supplementing pre-existing courses, then there is a greater chance of efficient use of resources for a continued UC-quality education. If, however, online instruction is developed from the top down, UC may not be able to insure continued excellence in entirely online coursework. An infusion of capital would be needed to launch a large-scale program. Does UC find this to be the opportune moment to channel large sums into an online program whose quality and economic future is tenuous at best? 'For profit' education in the United States is currently under intense scrutiny. Many university online programs in higher education have been scrapped over the years, so this council frowns upon paying too much time and attention to this diversion. If online instruction can be developed with very specific goals in mind, for example, supplementing overenrolled prerequisite courses, (Chem 1, Writing 1, Math 1), then there is a better chance for improving time to degree while maintaining quality. For many faculty, even this suggestion is questionable.

Self-supporting graduate degree and extension programs rely on pre-existing capital resources that are maintained by state general funds and research dollars, but these same programs do not necessarily replenish the maintenance of this overhead. Council stresses that in a time of necessary contraction, the addition of 'for profit' programs can be counterproductive to retaining UC quality.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

COUNCIL ON PLANNING AND BUDGET (continued)

Disagree. Although this is a noble cause with real consequences for the State of California, California State and community colleges are already working well in this arena and are therefore better equipped to expand their services. UC should not overextend its resources in this way but rather focus its program on core teaching, research and service programs that are the hallmark of the University of California.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree	X	Conditionally Agree	X	Disagree		No Comment

We already have an academic planning framework that functions well, so if this means that we add a new layer of planning, council disagrees. If, however, this means that we will briefly revisit and reconfirm our pre-existing planning framework, correct methods where necessary, and communicate this process better to the general public and the State Legislative Analyst's office, then council can agree conditionally.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

As stated in beginning comments: This is a very central question and needs to be defined before any changes are made to UC. For this Council, quality at the University of California is driven by the quality of faculty that it can recruit and retain. All other aspects follow from this element: highly qualified students, talented staff, and research funds and gifts. Quality of the faculty is determined by each faculty member's ability to develop thorough, ground-breaking research, and the ability to deliver the results and context of this original research to UC students in concert with challenging and informed curriculum plans. As leaders in their fields, UC faculty are role models in the pursuit of knowledge and service to multiple communities. With this in mind, competitive total remuneration of our faculty needs to be a dominant guiding force for the future of UC.

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

X	Agree		Conditionally Agree		Disagree		No Comment

Agreed, of course, in principle. Diversity of students, including family income and degree of familiarity with higher education are extremely important. The argument that non-CA residents diversify the University of California is a positive one, and strategies must be in place to ensure a balance of non-residents and their "tuition" across the UC campuses; the report notes that more information is needed. K-14 outreach and preparation deserves ample support.

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

X	Agree		Conditionally Agree		Disagree		No Comment

COUNCIL ON PLANNING AND BUDGET (continued)

Council agrees. It is extremely important during a time of economic contraction to continue to communicate UC's commitment to helping all qualified students attend UC. Financial aid needs to remain a central component of budgetary considerations. (This applies to resident students, in our opinion, rather than to non-resident students).

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

X	Agree		Conditionally Agree		Disagree		No Comment

Council agrees and has seen the detrimental effects of budget cuts on graduate student enrollment and retention, especially in the humanities and social sciences. (Grad students have fallen from 1/3 to 1/5 of overall enrollment.) Graduate student support is severely lacking, and this indeed needs to be prioritized, all the while upholding UC's commitment to diversity.

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

	Agree		Conditionally Agree		Disagree	**X**	No Comment

No Comment.

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

Council disagrees. Given the unpredictable commitment of state support for UC, committing to a fee schedule could mean that in poor economic climates, an incoming freshman class may have to bear the brunt of a major drop in funding. Council thinks that the only way this statement can be made is with the condition that the state provide *its* 3-5 year plan for investment in higher education.

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)

	Agree	**X**	Conditionally Agree		Disagree		No Comment

Council agrees as long as Student fees are excluded.

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

X	Agree		Conditionally Agree		Disagree		No Comment

Agreed. A multiyear advocacy campaign is badly needed and long overdue. There was some concern expressed regarding costs, however, funds spent here would have more immediate and long-lasting effect than funding other initiatives right now. Council concurs with focusing on reaching local opinion leaders by working outwards from UC students and alumni. This approach might be effective. UC should capitalize on faculty who specialize in media campaigns, public opinion, grass roots advocacy,

COUNCIL ON PLANNING AND BUDGET (continued)

and campaign messaging for guidance with grants made available to faculty and graduate students. Partnering with stakeholders seems like a wise solution (alumni who own and operate media and political campaign companies should be added to this list).

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

	Agree	X	Conditionally Agree		Disagree		No Comment

Council agrees with this principle as long as ***proven*** methods of best practice are utilized and a prioritized list is developed of revisions to administrative practice along with start-up cost and savings estimates. We don't need to conduct additional lengthy studies, pursue experimental practices, or report in inefficient ways. Streamlining procurement is one of the most obvious proven and cost effective best practices. Council believes that handpicking exact system success stories would provide the ideal framework rather than starting with a broad all-encompassing approach to best practices.

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree	X	Conditionally Agree		Disagree		No Comment

Council conditionally agrees that revising our policies for charging indirect costs for non-federally funded research is an imperative. Funding for these negotiations will be necessary in order to impress on private foundations and county and state funding bodies that UC is no longer supported by the State of California as it used to be. Former assumptions made regarding UC's ability to absorb administrative costs associated with processing awards and grants are no longer valid. There may be examples in the future in which individual campuses decide not to accept certain awards if the overhead costs will be prohibitive and the funding source is unwilling to help. Council agrees on the condition that in a select number of disciplines or special circumstances, each award be evaluated on a case-by-case basis in order to avoid starving campuses of much needed funds.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

	Agree	X	Conditionally Agree		Disagree		No Comment

Council conditionally agrees that UC may benefit from bargaining together for a higher percentage ICR rate but that there are many details to consider. Council acknowledges that many faculty who are PIs worry about the added costs to their grants and the consequent decrease in fungible grant dollars.

This recommendation assumes that the negotiated indirect cost recovery rate, which ranges from ~51% to ~55% at UC campuses, is too low and does not cover the actual indirect costs of sponsored research. The claim is that the current gap is ~5 to ~18 percentage points short. Most UC extramural research funding support is from the Federal government, and the conclusion is that the ICR for such work should be increased to capture additional funds Systemwide. What is missing in the report is justification for the recommendation. Are not ICR rates (re)-negotiated periodically with the Federal government, and the agreed upon rate justified by actual costs? If justification exits for a higher rate, why has this not been negotiated already?
How can a higher Federal ICR rate be justified, when the Federal rate already appears substantially higher than what is recovered, with the implication that ICR rates paid by other (non Federal) funding sources is low and should be increased? If ICR rates are increased, ultimately this strategy will likely result in reduced DC dollars, both from government and private sponsors, and hence fewer awards.

COUNCIL ON PLANNING AND BUDGET (continued)

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

	Agree		Conditionally Agree		Disagree		No Comment

This recommendation is one of many in this document that begs a founding principle to precede a policy. We would prefer an approach that follows from a principled argument rather than from a purely economic viewpoint.

Council differentiates between the listed points. Council agrees with renaming student fees as 'tuition,' however, council strongly disagrees with a multiyear tuition strategy due to the fact that the primary source of funding, from the state, is unpredictable. If the state could commit to a funding plan, then UC could consider such a strategy.

On the other hand, if we are talking about creating modest reserves (that will hopefully not be raided by the State Legislature), to buffer operating costs from the volatility of the California State budget, we could potentially smooth out UC's budget. If the system is able to raise the funds through tuition and new revenue sources, the question for council members becomes an issue of philosophical and political candor. What is the rationale behind the change of orientation for UC? The rationale needs to lead the changes rather than the other way around. CPB understands fully the practical need for a new approach, but UC's change needs to be intrinsic to its makeup rather than an oddly-fitted attachment of guidance by market forces. Parallel discussions need to take place with the Regents and the State, who need to decide whether or not UC is a public or private good. Council is firmly on the side of UC as a public good.

CPB would also appreciate further clarification of the registration and education fee differences in order to protect current student financial aid, etc., as well as projected scenarios for a multi-year strategy for tuition in addition to potential new revenue.

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

	Agree		Conditionally Agree		Disagree		No Comment
X							

(same response as Rec. 1, Size and Shape)

Council agrees and has developed four distinct guidelines:

1) Non-resident students benefit the University of California by introducing greater geographical and ethnic diversity as well as helping to maintain or increase quality of education and research. Each campus will benefit equally from this diversity so UC should strive toward a population of non-resident students at each campus with a system-wide minimum and maximum percentage. (UC should continue to serve qualified *resident* students to the correct proportion of funding from the State of California.) (first and foremost) continue to accept student who meet superior standards.

2) Non-resident students are not California tax-payers so they should pay for the full cost of education at the University of California, tuition remission not recommended.

3) Non-resident students should continue to meet superior qualification standards in order to be accepted to UC.

COUNCIL ON PLANNING AND BUDGET (continued)

4) Healthy and equitable funding for all of our campuses is critical. For this reason, the origins and the final destination of funds derived from non-resident tuition need careful consideration. Past inequities of general fund distribution per student needs to be corrected first. Council suggests a non-resident fund plan that encourages campuses to take non-resident students up to an agreed-upon minimum and maximum percentage, the same range for all campuses. Over a predetermined maximum, the funds should be pooled and redistributed equitably to the other campuses. Council acknowledges that some campuses may not be able to attract non-resident and overseas students at the same scale as other campuses. This specific difference should not result in punitive under-funding.

5) Transparency regarding the number of resident and non-resident students selected for UC needs to become more rigorous and widespread. Yearly projections need to be made clear that enunciate the economic choices at hand in relation to the State budget allocations to UC through discourse with the Regents, State legislators, and to the general public.

a) The university needs to develop a model that relates the state level of budget support to both resident and non-resident tuition levels. Council feels that this ratio should be guided by the principle of keeping in-state tuition rates as reasonable as possible. Market predictions could help determine the tuition rates for non-residents, which would in turn, help determine in-state and vice versa. The results of applying this model should be provided to every legislator each year so that they can see what the consequences of their budget decisions will be, and also made public so that transparency educates state voters about this critical ratio.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

X	Agree		Conditionally Agree		Disagree		No Comment

Agreed, but what happens to the campuses that do not yet qualify for Pell Grants?

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

Highly problematic. Council disagrees with the idea of replacing salaries with external sources. In most cases, external sourcing will have no guarantees of permanence. If the external funds dry up, UC would be obligated to pay the difference.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	**X**	Disagree		No Comment

Strongly disagree. This policy would stratify the University of California in such a way that the total strength of the combined campuses would be severely diminished. It would also preclude growth in

stature of at least half the campuses by affecting quality in all areas: faculty recruitment, contract and grant awards, staff and student recruitment. Despite the economic panic that we are in, we need to hold onto previous 'best practices,' one of which is non-differential fees by campus.

COUNCIL ON PLANNING AND BUDGET (continued)

Research Strategies Forward Scholarly research excellence is a cornerstone of the University of California, and the Research Strategies Working Group thoughtfully considered several aspects of the research mission and how the
research enterprise might be fueled in the future during a period of likely decreased support from the State.

The five key elements identified that need to be preserved are important, but consideration should be given to adjust the order of presentation of the five points, to separate philosophical points from funding points. The revised suggested order is:

1. Research excellence in all fields of scholarship;
2. Training of students in research to pass on to the next generation the ability to create new knowledge and innovation;
3. Translating new knowledge into new economic opportunities, thereby driving economic development;
4. Support for emerging areas of research with seed funding;
5. Support for research areas in which extramural funding is insufficient.

Five recommendations are made, designed to maintain research excellence in an environment of reduced State support. The spirit of the recommendations in all cases is fine. However, in some instances, further clarification is needed in order to better justify the recommendation.

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree	**X**	Conditionally Agree		Disagree		No Comment

(see Funding Strategies recs. 3 & 4).
Additional comments: Improved transparency, and accountability, for management of ICR funds is highly desirable and should be implemented in a timely manner independent of whatever actions may occur related to other recommendations in this section.

The thrust of other part of the first recommendation is the claim that the negotiated indirect cost recovery rate, which ranges from ~51% to ~55% at UC campuses, is short and does not cover the actual indirect costs of sponsored research. The claim is that the current gap is ~5 to ~18 percentage points short. Most UC extramural research funding support is from the Federal government, and the conclusion is that the ICR rate for such work should be increased to capture additional funds Systemwide. What is missing in the report is justification for the recommendation. Are not ICR rates (re)-negotiated periodically with the Federal government, and the agreed upon rate justified by actual costs? If justification exits for a higher rate, why has this not been negotiated already? How can a higher Federal ICR rate be justified, when the Federal rate already appears substantially higher than what is recovered, with the implication that ICR rates paid by other (non Federal) funding sources is low and should be increased? If ICR rates are increased, ultimately this strategy will likely result in reduced DC dollars, both from government and private sponsors, and hence fewer awards.

Council notes that there is an apparent difference in the way that UC handles graduate tuition as compared to other institutions. UC grants need to pay higher tuition rates for its grad students, which in turn, effects the total direct costs. Council suggests a reworking of this equation at the same time as working toward a higher ICR percentage so that PIs have as much of the funding as possible for the necessary research.

COUNCIL ON PLANNING AND BUDGET (continued)

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

	Agree	X	Conditionally Agree		Disagree		No Comment

Agree conditionally:
All three ideas all are laudable, but the funding sources have not been defined. Council suggests eliminating the phrase "large-scale" from point 2 of ID collaborative seed efforts. In faculty experiences, most excellent research occurs in grass-roots mode. Points one (world class research in areas of insufficient extramural funding opportunities) and three (graduate student support) are fine.

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree		Conditionally Agree		Disagree		No Comment

Council concurs with UCPB in stating that multicampus and interdisciplinary research is already alive and well without a larger umbrella organization running it. CPB worries that the extra layer of administrators will do more harm than good. Generally, the initiative is positive, but again, the impression of the council is the initiative from the bottom up work better than from the top down.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

X	Agree		Conditionally Agree		Disagree		No Comment

Agree, again, keeping in mind established best practices that are proven solutions.

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

X	Agree		Conditionally Agree		Disagree		No Comment

Council strongly agrees.

COUNCIL ON RESEARCH AND INSTRUCTIONAL RESOURCES (CRIR)

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree	X	Conditionally Agree		Disagree		No Comment

We are troubled by the buy-in language of this discussion which capitulates to the problem of rapidly decreasing funding from the state of California. Californians need to be disabused of the notion that they are paying to send their residents to the UC. However, other than having trouble with the conditional language, we generally agree with this recommendation: increasing the number of non-resident students will increase overall quality (Table 1 demonstrates this interesting fact: the better campuses also have higher non-resident student numbers) and will bring in additional funds to be spent for all students. Geographic diversity is a must for an internationally renowned research university. There should be a standard, for example a 5% minimum and a 20% maximum, which is applied to **every** campus. Applying it to the system as a whole may bring too tough of a competition to smaller campuses.

Regarding one of the stated challenges "A greater reliance on non-resident students could hasten withdrawal of state support if it is perceived that UC is less interested in serving Californians", one member opined that state support has been decreasing no matter what anyway; therefore, we should not put too much emphasis on this challenge. An increase of non-resident students will also increase the overall budget to be spent for Californians.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree	X	Conditionally Agree		Disagree		No Comment

We first note that the proposal does not say what the problem is that would be addressed by this recommendation. We conditionally agree with this recommendation but with some points of disagreement.

A small percentage of transfer students are able, but most are not yet able, to do work at the UC level and we doubt that this will change. However, recommendation 2 seems to be one way to improve the process by which community college students can transfer to four-year colleges, though we see this working for only some departments – those departments that are similar between campuses. While some don't believe that all individual schools and departments should be forced to accept a common set of courses that transfer students are expected to have taken at their community colleges, departments in four-year colleges should be encouraged to work together to come up

with a core curriculum that meets the transfer requirements of all of the schools. All UC campus should at least agree to a standard list of courses that transfer students should take at the community college level. As stated in the proposal, individual schools or departments could add additional requirements. The only significant difficulty that we see in implementing this recommendation is that some community colleges may need to develop additional courses in order to meet the commonly agreed upon curriculum requirements. In terms of improving education quality we believe this is a good thing, but in the current budget environment it will be a challenge to divert funding from other programs in order to expand the curriculum. It is possible that online courses could be developed to help fill the gaps in available courses. An additional requirement for such a program to be most effective, as was stated in the Challenges section of the proposal, is that students will need to decide which major they plan to declare early in their college career. This will require that students

have access to academic counselors to help them with this decision. One cost-effective way to provide this assistance would be to train upper division students at four-year schools to serve as peer advisors for nearby community colleges.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

	Agree	X	Conditionally Agree		Disagree		No Comment

Our primary comment on this recommendation is that it is far too focused and therefore does belong in the overall recommendations characterizing the UC Commission's mission. It is unclear whether this initiative will promise significant savings, something that will be necessary given the preliminary price tag of $2 to $3 million over the next few years. An estimate of overall cost benefits should be included with future recommendations of this kind and improved transfer functions on ASSIST need to be studied further before they can replace course-to-course articulation. With regard to the challenges raised in this recommendation, articulation should be more specific in terms of the study of existing models, so that a plan can be devised to address the complexities of on-line advising.

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

	Agree		Conditionally Agree		Disagree	**X**	No Comment

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

	Agree	X	Conditionally Agree		Disagree		No Comment

The information given for this recommendation is far too vague and there was no substance given for this proposal. We did not feel that there was enough information presented to produce an opinion on this recommendation. We feel strongly that each UC campus should handle these matters individually and this should not be a process directed from the top down. Where this policy is currently being implemented, the pedagogical excellence of some programs, such as EAP, has been severely compromised; we really don't see a downsizing occurring if efficiencies of scale are applied to administrative tasks. This kind of initiative has the distinct possibility of leading to larger bureaucracies that are centralized but no more efficient than current models.

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree		Conditionally Agree	X	Disagree		No Comment

All CRIR members were in strong disagreement with this recommendation, but for different reasons.

The primary concern is that we incentivize mediocrity by producing a structure where tuition is locked in so that a student will finish in three years.

COUNCIL ON RESEARCH AND INSTRUCTIONAL RESOURCES (CRIR)

We feel this recommendation should stress that most students will benefit from 4 years at UC and provide substantive ways to enhance this goal. There currently are pathways for those students who have the desire and ability to complete their degrees in three years, and incentives in those circumstances should be fostered. However, if we put in place incentives without the resources to expand the pathways it doesn't make sense. Curiously, the document makes no mention of the depleted and inadequate resources that have impeded timely graduation in a four-year program. We support the efforts to get students through the four-year degree in a timely fashion. The admissions process should be modified so that students can be accommodated with the available courses and faculty who can make this possible.

We are concerned about "Full use of AP credits". Our concern is that high school AP courses are not equivalent to UC-level classes. These classes do not produce higher performing students and the AP emphasis is not something that is making a substantial difference in educational excellence. Some faculty have become increasing troubled about the level of achievement by UCSB juniors and seniors in classes over the past several years, a situation which merits greater emphasis on university courses rather than AP courses..

There is no pedagogical justification for a 3 year degree program, and it is unclear how this will "improve or maintain undergraduate experience." There is no argument presented to make this goal viable and desirable for anything other than financial expediency. Further, given that many four-year graduates lack skills that should be standard fare for a BA or BS degree, the reasoning for curtailing time is specious. Emphasis should be placed, above all, on the building of meaningful skill sets. We believe that a strong statement should be included that insists on the prioritization of educational goals over financial convenience. This is true in the case of on-line instruction, which, as noted, is in most cases not at all cost-effective.

Replacing ladder faculty with non-ladder faculty threatens to defeat the UC advantage of having excellent researchers teach undergraduates, and undergraduate student opportunities in research will be limited. To "realize savings by using non-ladder faculty to backfill for instruction" is to realize nothing in terms of instructional improvement. There is also the concern that there will be cuts at the T.A. level if this proposal is implemented.

The goal of creating online courses should be conditional on expansion rather than replacement of classroom teaching by ladder rank faculty. Online instruction can be helpful when particular campuses lack a course that is available elsewhere in the system (e.g. Dutch language courses). However, studies produced on the efficacy of on-line instruction have shown that the cost benefits are negligible, if not increasing costs, and educational benefits are inferior to in-class instruction. We urge the Working Group to heed these studies and plan accordingly.

Accelerated degree programs make no significant contributions to the workforce if students are less prepared. The proposals here run counter to the stated goals of academic excellence and the quality of education is never addressed in the proposal for a three-year degree. There is only a tentative, if not speculative claim that "students may have a more positive educational experience" without ever defining what this would mean and how it would be accomplished under the putatively "streamlined" educational program (p. 31). The proposal overlooks one obvious obstacle to achieving this recommendation, namely that the UC will need to have more resources in place to get the students through in less time.

The details of the proposal reveal a shocking shift in thinking. It appears that rather than providing access to a world class institution of learning, enhanced by access to world leaders in research, the

proposal aims to create an efficient pipeline to pump as much "product" through the system in as short a time as possible, while removing valuable research faculty from the equation whenever possible. We would agree that more can, and should, be done to provide students with a clear road-map to their degree goals, and to minimize obstructions to their progress along the way. We object to increasing the number of credit hours per term for which students are responsible, and forcing them to take summer session courses, even before they officially enter as freshmen, as if we are somehow doing them a favor by shortening their time to degree. We insist that this cannot be done without doing harm to the learning process. In addition, while it may be the case that the cost per credit-hour assessed in the summer sessions has traditionally been lower than in the F-W-S sessions, the costs associated with providing those classes remain the same for institution, save for the lower rates at which graduate student teaching associates and lecturers are compensated compared to ladder faculty.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree	X	Conditionally Agree		Disagree		No Comment

While we agree that UC needs to pay more attention to online instruction, we think that a systemwide initiative to develop UC-wide online offerings is not the best way to approach this. Such an initiative is likely to founder on a host of inter-campus technical and administrative issues that have nothing to do with online instruction. Moreover, the additional layer of bureaucracy required adds nothing to the instructional experience. It would be far more efficient and cost effective to make an institutional commitment to aggressively support local (individual campus) experiments and pilot projects in online instruction, tailored to the needs and strengths of each campus. We believe that there are potential benefits to the faculty and to students by strategically pursuing development and deployment of blended learning on campuses, but this must be done based on each campus' resources and faculty needs. Student learning should be enhanced by these initiatives. This is not possible with the one poorly conceived, largely impersonal model of instruction for another (increasing class sizes across the board). The UC pilot, as it was described initially last Fall, and as it appears to have morphed in a recent article in the Chronicle of Higher Education, has been ill-conceived in scope and purpose on many fronts.

We disagree with the following points raised in support of the recommendation. We don't believe that we should be seeking ways to increase the student-faculty ratio, nor that we should move aggressively into domains (e.g. vocational programs) that are better served by the Cal State and community college systems. Online instruction should be used to increase the quality of the UC experience, not dilute it.

We suggest UC carefully monitor the evolution and educational outcomes of purely on-line universities which will surely arise. We think this will provide valuable insights into that end-member of the instructional spectrum.

We would like to see a more detailed analysis of the cost savings likely to be achieved by expanding UC on-line course offerings. We encourage close consultation with those who have training and experience with the technical and logistical challenges of implementing online instructional resources in order to optimize resources and cost
effectiveness. We recommend examining examples of effective blended (face-to-face and online) teaching and learning models from all of our campuses. Similarly, there are some examples of effective, fully online instruction being conducted within the UC system but principally confined to some of the campuses' Extension offerings.

We see the potential for protracted legal battles over intellectual property rights through poaching and re-packaging of UC online classes by other educational institutions and commercial interests.

COUNCIL ON RESEARCH AND INSTRUCTIONAL RESOURCES (CRIR) (continued)

We take issue with the Working Group's understanding of online instruction as it is described in the recommendation. Simply recording faculty lectures for online broadcast, and providing students with online assignments and homework exercises is not effective online instruction. If online modules could be developed to provide some types of self-paced remediation, or to enrich experiences for the students who are at the top of their game, that would improve student experience and learning. If courses could be shared between campuses to help fill gaps in expertise between the campuses, that would improve student learning. It should be noted that online resources have not really revolutionized education because the stakeholders with the control of resources have continually insisted in trying to force old instructional models into the new delivery mechanisms, often at great cost and with meager results. The proposed UC pilot, as currently envisioned, is very much of the same ilk.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree		Conditionally Agree	X	Disagree		No Comment

Part-time and self supporting are two different things. If programs were truly self-supporting, we would conditionally agree. Within certain subject domains, the MBA programs for example, this may work and work well. However, many of the current self-supporting programs, in particular Extension, are not now truly self-supporting and have been running significant deficits for many years. One of the biggest problems is that each campus has its own Extension operation that serves a particular geographic area. Some of those geographic areas simply do not have a large enough target population to consistently fuel demand or cover costs. That can be further exacerbated when within the same geographic area, the Extension operation is competing with community colleges and Cal-State campuses for the same students, offering many of the same courses, but unable to compete on price because of state subsidies for these other established institutions. What would be the strategy for expansion beyond this saturated market? While the model advocated in Recommendation 3 may work well for some operations in some parts of the state, it cannot be effectively implemented for all campuses in all locations. UCSB's Extension program is a case in point.

We question the timing to "expand to serving non-UC students" while we are already struggling to serve the UC student population. Furthermore, the model of charging tuition at rate "approaching a non-resident level" seems off target with the objective to reach working adults and underserved communities.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree	X	Conditionally Agree		Disagree		No Comment

We see this as a very vague proposal and it is not clear at what level the planning is being proposed. We agree that providing easy-access, updated information on priorities for other campuses can optimize planning, but this should not be a top down process. UC systemwide planning should not reduce the autonomy of campuses, but encourage collaboration.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

	Agree		Conditionally Agree		Disagree	X	No Comment

COUNCIL ON RESEARCH AND INSTRUCTIONAL RESOURCES (CRIR) (continued)

This proposal is too vague and there are no substantive recommendations worthy of comment. While this recommendation outlines many of the key challenges, it fails to offer tangible steps to increase efficiency of the UC. Beyond the need for strong leadership and more centralized, coordinated purchasing, there is very little in the way of proposed solutions. It would be helpful to better define and highlight the scope of "administrative redundancies" and offer more targeted goals that we could move toward. The information is presented in such a way that that the obstacles appear to outweigh the value of promoting efficiencies.

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

X	Agree		Conditionally Agree		Disagree		No Comment

This one is a no-brainer and we strongly support it. The discussion makes an excellent case for the new kinds of advocacy needed, and why business-as-usual isn't working anymore.

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

X	Agree		Conditionally Agree		Disagree		No Comment

We agree that this recommendation has merit and produces a thoughtful and convincing case. It will need to be driven by the highest level of UC support in order to be effective. We like the fact that funding models in other schools were investigated, so that there are meaningful comparisons and goals. Developing a best practices sharing plan by June is unworkable.

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree	X	Conditionally Agree		Disagree		No Comment

Members take issue with the argument that research projects should be assessed on the basis of full coverage of IDC. The UC should look at all disciplines as a whole and not expect every program in every discipline to cover all of their costs.

We underscore the importance of UC discussing this issue with non-federal institutions, particularly private foundations, before any decisions are made. We are not optimistic about prospects for success in negotiating with the State of California on this issue.

Our concern about this recommendation is the obvious one: that increasing overhead on grants from non-federal institutions will decrease UC's success rate in obtaining grants from these institutions.

In the experience of some faculty and researchers, funds from private foundations have effectively subsidized the UC teaching mission by providing infrastructure and learning experiences that would otherwise be unavailable. Depending on the amount, in some circumstances the net effect of increasing overhead on grants from private foundations could be negative for UC.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

COUNCIL ON RESEARCH AND INSTRUCTIONAL RESOURCES (CRIR) (continued)

X	Agree		Conditionally Agree		Disagree		No Comment

We favor the idea of a dedicated negotiating team to work with the Federal government in establishing overhead rates for fully recovering research costs. Federal agencies are requiring the research institutions to cover more of the research costs, and in addition the cost of reporting on stimulus funds and the lab facilities requirements are increasing administrative costs. A challenge for UC will be demonstrating that it has an effective overall administrative structure. Better cooperation across campuses seems likely to pay off well in our interactions with federal agencies.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

	Agree	X	Conditionally Agree		Disagree		No Comment

This recommendation has three specific points: (1) replace “education fee” and “registration fee” with “tuition”, (2) develop a multiple year plan for increasing tuition, and (3) integrate the tuition plan with other planning activities.

Generally, the recommendation does make a step forward in improving UC’s ability to make financial plans and cope with difficulties as they arise. However, the following comments reflect some of the rough edges in this recommendation.

The details provided for the first two points are adequate, while the third point is very vague and recommends no clear, specific actions.

As regards the renaming of “fees” to “tuition,” while it is very appropriate to call the “education fee” tuition, it may not be appropriate to include registration fee in the tuition. How this would be considered by a research funding agency needs to be addressed.

We also think that having a multi-year tuition plan is a significant improvement over the current practice and that it is vital to allow the university’s input for multi-year budget planning. On the other hand, the recommendation does not include details of how such multi-year plans for tuition increases may be developed. We express our concern that the UC remain accessible for low income families and affordability be preserved.

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

	Agree	X	Conditionally Agree		Disagree		No Comment

Just as with Size and Shape Recommendation no. 1, we conditionally agree with this. This only works if it adds non-residents as replacements to existing California residents who are enrolled above target, but doesn’t add to the overall student population. We already face the problem of a low teacher / student ratio and accepting non-resident students on top of current numbers will lower this even further. UC has been ignorant of this issue (see recent furloughs, which according to UC officials should not have impacted teaching, but of course they did!). We don’t believe that we will see additional money to hire more faculty etc. because of larger classes. By adding non-residents as replacements we will increase overall quality even further because only those equal or above the median will be accepted.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions (“Pell PLUS”). (pp. 95-100)

X	Agree		Conditionally Agree		Disagree		No Comment

COUNCIL ON RESEARCH AND INSTRUCTIONAL RESOURCES (CRIR) (continued)

Though we have no way of judging whether this idea has any chance of success, we favor the recommendation that the Federal Government should spend more on our students and supporting our university.

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree		Conditionally Agree	X	Disagree		No Comment

This recommendation suggests "more extensive use of contract and grant funds to support some fraction of faculty salary during their regular nine-month appointment," which raises a significant concern. Establishing part of faculty academic salary as externally supported would depreciate the research mission. Research is one of the tripartite missions of UC, but this recommendation risks accounting it as an outside consulting activity. Such a step would likely have serious impact on faculty recruitment and retention and degrade the excellence of UC research.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	X	Disagree		No Comment

Tuition uniformity across campuses is one of the reasons other campuses than UCB or UCLA had a chance to establish their reputation and for some of them reach a remarkable international ranking. Most likely, differential tuition will have a negative effect (listed as "perception issues" under "Challenges"). The elasticity of demand may be an issue in the future but we think that implementing differential tuition is premature and would jeopardize the effort and achievements of campuses without clear evidence of helping UC's budgetary challenges.

Additional Comments and General Observations

We found it surprising that there was no mention of possible actions to increase endowments and alumni donations under funding strategies.

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree	X	Conditionally Agree		Disagree		No Comment

The UC should try to get as much cost recovery from research projects as is possible. It will take time to implement. The downside is that some agencies may decide not to fully fund a project, but this can be phased in to make it less painful for them. Increased transparency of the flow of indirect cost recovery (IDC) funds will also help to get UC researchers on board to accept the increase in cost recovery from sponsors. In principle this is fine, but although we realize that recommendation 1 is meant to deal with small foundations and organizations which tend to offer individual support for research as opposed to support for large scale projects, if we were absolute about

this,a lot of faculty in the humanities and social sciences would not be able to get grants for research trips to archives, etc. because these organizations have no funding to pay for higher indirects. Just saying that other funds will be made available is not adequate.

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) remove any obstacles to the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

	Agree		Conditionally Agree	X	Disagree		No Comment

Though this is difficult to score because it makes three points, we agree with the concept behind this recommendation; the failing state support has particularly impacted researchers with limited extramural funding. However, the specific wording of the recommendation raises concern. It is unwise to "prioritize" our research based on external factors such as extramural funding. Implementation of this recommendation, as worded, implies directing internal funds first to areas that cannot attract extramural funding and leave aside the start-up and other support that has been crucial to build excellence in areas that do attract extramural funding.

If we change our research priorities in response to a crisis, we could quickly lose excellence in some fields, but only slowly gain excellence in other fields. The recommendation would be acceptable if, instead of changing priorities, the emphasis were on striving to maintain excellence across UC's broad spectrum of research, including areas that are particularly threatened by failure of state funding. As funds become available, it should be directed to those areas that have less funding. Sources of funding would need to be identified to make this recommendation implementable.

There is the question of who will be in charge of making these decisions. It would be best to leave it to the campuses and UCOP should provide funds to the campuses to be able to support these activities. The current MRPI establishment process was not ideal, and some good MRUs were disestablished without due process. These decisions should not be top down from the administration, but rather via the Academic Senate and its corresponding committees (e.g. UCORP and the campus research councils/committees).

Recommendation 3: Create multicampus, interdisciplinary “UC Grand Challenge Research Initiatives” to realize the enormous potential of UC’s ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree	X	Conditionally Agree		Disagree		No Comment

Same issues as with Recommendation 2: Who decides? What will be the process? Where will the funds come from? What are the existing structures that could do this, or do they in fact do this? Are there current initiatives that are not being addressed by the current structures? We have had some great examples, like the CNSI competition a few years ago, that have resulted in major research initiatives being started with state and private funding. The recommendation would be strengthened by providing some examples.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

X	Agree		Conditionally Agree		Disagree		No Comment

COUNCIL ON RESEARCH AND INSTRUCTIONAL RESOURCES (CRIR) (continued)

We absolutely agree that this suggestion needs to be supported. Faculty should not be spending as much as 42% of their time on administrative activities. But before adding staff support - an additional expense - streamlining the process and making risk management services accountable to the local campuses should be the first actions. Reviewing research policies to prevent additional restrictions at the department or college level, as well as the campus level, would reduce the complexity of the process.

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

X	Agree		Conditionally Agree		Disagree		No Comment

This is really a no-brainer: Of course we should advocate the benefits of research and as the number 1 public research university in the US we must take an active role. What we find missing here is a suggestion of HOW exactly this can / should be done. How will we communicate this in cooperation with the key partners? We feel strongly that some steps should be taken now to start collecting useful data on alumni such as whether they stay in California.

COMMITTEE ON ACADEMIC PERSONNEL (CAP)

Thank you for the opportunity to comment on the first set of recommendations from the UC Commission on the Future. CAP concentrated on the recommendations that affected academic personnel, which distilled to comments on Recommendation 8 (pp. 101-102) under Funding Strategies. CAP wishes to make one general and one specific point about this recommendation.

1. CAP deems that the maintenance of high quality teaching, research, and outreach at UC that will maintain UC's competitiveness with other leading universities depends critically on adequate compensation for UC faculty. Consequently, UC's faculty salaries need to be adjusted, so that they are comparable to those at UC's comparison group of universities, by increasing both average faculty salaries and the faculty salary ladder. This paramount concern needs to be considered and prioritized, and action plans developed, in any plan for UC's future. UCSB's CAP has discussed and developed a position paper dealing with increasing faculty salaries to competitive levels that it has shared with UCSB's representative to UCAP. This position paper emphasizes that the stalled effort of 2 years ago to elevate the faculty salary ladder was misguided and penalized our most meritorious faculty. Instead, CAP outlines several procedures for fair and equitable adjustment of faculty salaries and the salary ladder so that they are comparable to those at other leading universities. CAP would be happy to share this document with the UC Commission on the Future, and looks forward to continuing our work with other Senate bodies and UC administrators in addressing this critical issue.

2. Recommendation 8 deals specifically with "covering parts of faculty compensation with non-state funding," including contract and grant money. CAP agrees with the contention of the Commission that this complex issue requires a separate task force. Therefore, CAP strongly supports the work of this task force, which will require participation and input by faculty including Senate bodies. This recommendation engenders a host of questions about what funding agencies will allow or accept, the allocation of grant or contract funds between direct research needs and faculty salaries, the view of funding agencies and faculty on the role of the state in supporting the state's research efforts, whether non-state funding would become a required part of the support for particular faculty positions or if non-state funding programs would be voluntary, and the relationship between research and teaching activities of faculty supported, at least partly, by non-state funds. The Commission also notes other issues dealing with equity across disciplines, and cultural shifts and faculty resistance to shifting faculty support to non-state sources.

Although this highlights the many, complex issues surrounding this recommendation, CAP emphasizes that faculty buy-outs of teaching loads with non-state funding will require particularly careful scrutiny. In general, it is very important to clarify if this recommendation implicitly or explicitly includes the use of contract or grant funding for faculty buy-outs of their teaching responsibilities. Recently, CAP commented on limitations to course buy-outs being examined by campus administrators. As part of that commentary, CAP emphasized, "instruction is inherent in the university's mission and that teaching is at the core of any ladder faculty member's role at the University. Indeed, teaching defines what is means to be a faculty member." Consequently, CAP went on record as opposing any diminution in faculty teaching responsibilities and as treating any course buy-outs as rare exceptions. CAP also noted that there was nothing in the APM or Red Binder that supported a buy-out policy. Finally, CAP believes that any course buy-outs would be misguided at a time when course numbers and availability are diminishing, while the University is trying to speed student completion of their degrees. CAP fears that course buy-outs with non-state funding could affect the "maintenance of the quality of teaching, our position as a research university that combines teaching with research, the attitude of the state and tax payers if it becomes widely perceived that UC ladder faculty members teach very small numbers of classes, … teaching loads across campus (and potential inequities), and

COMMITTEE ON ACADEMIC PERSONNEL (continued)

the potential for a two class system of research faculty versus teaching faculty." In short, the responsibilities of faculty whose salaries come, at least partly, from non-state funding sources need to be carefully delineated, but any buy-out of teaching responsibilities undermines the core of what it means to be a research university.

COUNCIL ON FACULTY ISSUES AND AWARDS (CFIA)

The Council on Faculty Issues & Awards reviewed the first round of recommendations offered by the working groups of the UC Commission on the Future. Overall, Council acknowledges that this represents a great effort, and exceeded the expectations that many had when it was first introduced. If nothing more, it has produced a useful vision activity, and may help to clarify the values and goals of the University as it moves forward. While Council reviewed the entire document, it would like to offer comments on the following specific recommendations.

Education and Curriculum working group, Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (page 29)

CFIA is concerned about the possible negative impact of a 3-year degree. Although Council does not want to see any barriers that would lengthen the time to degree, some members felt that three years is rushed (too much, too fast) and such a hurried pace might leave many students less prepared to enter the workforce. In any case, the driving force should be the curriculum, and not a consumer- or market-driven incentive to get a job. In fact, some of the best classes in college are the "unnecessary" ones. Furthermore, the savings for a 3-year degree may be overstated if they do not account for summer school classes or the opportunity costs of attending summer school (internships, summer jobs, study abroad, etc.). Finally, the quality of summer school classes seems unreliable, especially as more classes are being taught by lecturers and few faculty.

Education and Curriculum working group, Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs.

Council feels that while increased use of technology may result in a decrease in course quality, this is not necessary so. Council endorses the further investigation of creatively-designed online courses.

Size & Shape working group recommendations (pp. 12-28)

Council notes that the recommendations do not adequately address graduate students, even though some of the current fiscal problems intimately involve graduate students: fewer graduate students mean fewer possible TAs to teach undergrad classes, even while there is an increasing reliance on TAs. Furthermore, UCSB has a stated goal of increasing its proportion of graduate students (from 13% to 17%); how will this be achieved? Finally, Council urges that this issue be viewed in a broader educational

context; what happens in K-12, community colleges, and CSUs affect what happens at UC (especially as these students are admitted to and transfer to UC).

Access & Affordability working group recommendations (pp. 55-72)

CFIA agrees with most of these recommendations, although it questions how far the University would be able to proceed with them (specifically Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates).

COUNCIL ON FACULTY ISSUES AND AWARDS (CFIA) (continued)

In particular, Council has some questions about Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as “tuition” (which mirrors Funding Strategies, Recommendation 5). Council is unclear of the impact or effect of this change. Where would "tuition" go? Would "tuition" be distributed to campuses differently than "Education fees"? Would this change have any impact on the possibility of any future rollbacks? Would this change simply represent a fix to misleading language, or would it mean a tacit agreement to a philosophical change in higher education in the State of California?

Research Strategies working group recommendations (pp. 107-131)

Overall, Council believes that this section sounds more like a brainstorming session than a list of thoughtful, carefully analyzed ideas. For example, Council notes the "UC Grand Challenge Research Initiatives" in Recommendation 3 and wonders how that differs from the program launched in 2009 to fund UC Multicampus Research Programs and Initiatives. CFIA expresses its support for the ideas presented in these recommendations, but wonders how they would be realized and why they were not already implemented.

In particular, CFIA is concerned about Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. Council questions whether this implies there would be an increase in overhead charges across-the-board.

Funding Strategies, Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

In particular, CFIA takes issue with the first bullet point under *Existing precedent*: “Compensation plans similar to the medical schools for faculty in the biological sciences.” Council wonders what the compensation plans of medical schools are, and how (or why) they would be similar to faculty in the biological sciences at UCSB. Not having a medical school at this campus, it is difficult to understand the reference/ comparison. Council also notes that to encourage (or even require) faculty to subsidize their salaries with research grants would bring to surface issues of equity, particularly between certain colleges/ divisions (grants are not available in HFA and Social Sciences to the same extent that they are in MLPS and Engineering). There are also many questions as to how this would be operationalized. For example, would departments benefit directly from the extra money, so that they could hire lecturers to teach the classes that faculty have bought out?

COMMITTEE ON DIVERSITY AND EQUITY (D&E)

The UCSB Committee on Diversity and Equity is fundamentally in agreement with the 6 recommendations of the Committee on "Access and Affordability." We commend the "Working Group" for the detailed specification of its logic and the examination of the implications of each recommendation.

Each of the recommendations is discussed in turn. In several instances, we direct the attention of the Commission to a host of complications related to the implementation of these recommendations in the near term and offer suggestions for additional necessary work or programs.

Recommendation 1: Reaffirm UC's commitment to access for California students.

The Committee strongly supports this recommendation, which in essence, is a reaffirmation of the Master Plan. Members urge the Commission on the Future to not simply presume adequate funding, but to assure adequate funding to guarantee admission to the "top one-eighth" of California public high school graduates. From the perspective of the Committee on Diversity and Equity, holding firm to this position is in fact the only way to strive to enroll an economically and ethnically diverse student body consistent with Regents policy.

While we agree that nonresidents should be admitted, we believe that California students must be given highest priority; that the nonresidents should be held to the same rigorous standards for admission as the California residents; and that some rough equity should be assured across campuses such that no one campus benefits financially from recruitment of non-residents.

We are in agreement that college preparation should be enhanced throughout the K-12 pipeline. More, we believe there is a need to enhance the academic experience of transfer students who often are not as well prepared as their counterparts who come to the University directly from high schools

The Committee agrees with the principles elaborated in the sections on "rationale" and "impact on access." With regard to the fiscal implications of this recommendation, we concur with the "Working Group." However, we note that while the design might be revenue-neutral, the fact is that transfer students are not as well prepared and this has an impact in the classroom (e.g., additional instruction time). This assumption would be truly neutral if the quality of education of those transferring in was of equally high standards.

We concur with the challenges put forth by the "Working Group. It cannot be assumed that adequate funding will be provided by the state and it must be strongly stipulated that non-resident undergraduate enrollment in no way disadvantage California residents. The concern is that the University will move towards *efficient* fiscal resolutions rather than the state's mandate to educate its population.

Research and analysis should take note of the fact that personal income has tended increase even as the cost of living has increased, and that low and middle income families have a challenge in meeting the increased tuition levels and that this is not likely to change in the near future.

The tuition increases implemented this year were also a huge PR problem…the "misperception that UC education is out of reach."

COMMITTEE ON DIVERSITY AND EQUITY (D&E) (continued)

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC.

The Committee on Diversity and Equity agrees wholeheartedly with the principles articulated in this "Working Group" recommendation. We concur that students at every income level must be able to finance their total cost of attendance; that all aspects of a University of California education – including special educational programs (e.g., Education Abroad) and experiential opportunities (e.g., living on campus) – should be available to all students regardless of their financial resources; we also agree that emphasis should be placed on providing aid to students on the basis of their financial need rather than other criteria (such as scholastic achievement).

We take note, however, that while the UC has been largely successful in remaining financially accessible to students at every income level, the economic situation in California has deteriorated dramatically, making difficult an reaffirmation of this fundamental UC commitment.

The "Working Group" claims that there is no direct impact on UC quality. We disagree. The impact on Quality will be to improve UC by helping it maintain integral to its mission of remaining a leader in equal access to education and in numerous direct and indirect positive reverberations of maintaining and further a diverse student population.

We take note of the fiscal implications of this recommendation, and concur that financial aid must remain a top budgetary priority for the University. *We* would also support increasing tuition for undergraduate students coming from households whose combined income exceeds $250,000 annually. We support on principal the measures laid out by the "Working Group" related to the management of variation in costs across campuses and programs.

Both in this recommendation and in the others put forward by this "Working Group," how to manage the situation of middle income students is raised as a markedly problematic aspect of adherence to this principle. We believe that a clearer strategy is needed to assist middle income students; further, we support efforts to assure financial accessibility to most undocumented students. Finally, we encourage the extension of aid to lower class non-California residents as long as California residents remain a priority.

We support University-wide efforts to more clearly communicate about financial aid and suggest the development of a workgroup to determine the needs of middle-income students and develop a strategy for its implementation.

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond.

The Committee on Diversity and Equity found this recommendation to be the least well developed of the six offered by the "Working Group." We concur with each of the points but recommend that more detailed information is necessary to argue more strenuously for the continued commitment to graduate education.

We are acutely aware of the need for a major research university to continue to increase the proportion of graduate enrollments, which has not been done; currently, the current proportion of graduate enrollments relative to undergraduate enrollment is not adequate to support the research and teaching mission of the University.

The Committee members believe that each of the campuses must continue to increase the proportion of graduate students related to undergraduates. We also believe that more funds are crucially needed for the support of graduate students in all fields. To ensure this eventuality, support for the application to all sources of funding must be enhanced through the work of the Office of Research and through development offices on each campus. We seek equitable support for graduate students across fields, whatever the source of funding.

Recommendation 4: Re-establish financial aid eligibility for undocumented California High School graduates.

The Committee on Diversity and Equity agrees with the rationale and impact assessments supporting this recommendation to re-establish UC financial aid eligibility for undocumented California high school graduates. We also agree with the acknowledgment that several challenges lay ahead of its adoption. In 2005, *Martinez v. Regents of the University of California* tested the legality of AB 540. That case is currently before the California Supreme Court awaiting an oral argument date, though the bill remains in full effect. Adding to AB 540 is SB 1460, the California Dream Act. Though the Senate Education Committee approved it last month, it was placed on the Appropriations Suspense File yesterday (5/03/10).

While we agree that UC must be willing to act independently of state legislative actions, "Regental action to affirmatively extend financial aid policy to undocumented students" would be premature at this time due to the legal uncertainty surrounding AB 540 and SB 1460. We thus agree with the "other options considered" by the Working Group, namely to await the result of the *Martinez* case and the Dream Act's status.

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students.

The Committee on Diversity and Equity agrees with the general principle embedded in this recommendation. We believe a multi-year fee schedule would assist California students and their families in planning the costs of college education.

We note that the rationale of the recommendation is that the lowest income students are already protected from the effects of severe and sudden fee increases. To the extent that this is true, diversity and equity issues may be less pronounced with respect to this recommendation. However, to the extent that underrepresented groups also feature prominently in the next highest income bracket (so called "middle income" families), the recommendation seeks to attenuate the effect of sudden and/or unpredictable fee increases by structuring fees to be good for several years (essentially, normative degree time).

A major concern from the diversity and equity perspective hangs on the potential for the need for 'contingency plans' if this recommendation is adopted. Setting multi-year fees will lead to the possibility of drastic shortfalls if state funding falls below anticipated levels (which seems at least plausible, if not extremely likely). First, fee increases could only, under this plan, be applied to

the incoming class, meaning the potential for much higher increases would exist. All of the proposed contingencies have diversity and equity implications, as follows:

a) Building in larger than needed fee increases to offset potential would attenuate the advantage that is being claimed above for access, to the extent that underrepresented groups outside those income brackets protected by financial aid.

b) Making up the shortfall from 'other funding sources' might have adverse effects from a diversity and equity perspective (e.g. past cuts to outreach programs) that could outweigh the possible envisioned advantages for access.

c) An 'escape clause' built into the language of the fee structure essentially nullifies. To the extent that access for underrepresented groups is positively affected by adopting the recommendation, the effect on those groups will be particularly dire in the event that the escape clause is invoked.

The Committee on Diversity and Equity recommends that consideration be given to a sliding scale for the middle class, recognizing that middle-income represents a huge range of personal and family income, with very different consequences to planning and access based on one's economic location in the range. Planning is certainly warranted, but no guarantee of affordability necessarily follows.

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition."

We concur with the basic goal of this recommendation in fostering transparency and use of terms consistent with those employed by other universities is entirely reasonable. A concern arises, however, in connection with the cost of implementing this change, for example, the costs associated with changing the terminology employed in billing systems, registration systems, and financial systems. In addition, there is likely to be a general misunderstanding with respect to the fact that is a change in wording – not costs.

It may be advisable to spell out (1) the projected time and cost of this change (along with the source of funding that can be used to cover these costs), and (2) the specific *sequencing* of the implementation of this plan (currently the changes are simply listed as a set of challenges). For example:

a) Before anything else is done, coordination and cooperation needs to be established between UC, CSU, and CCCs. Any one of these agencies may argue that this plan should be deferred until suitable funding sources are available.

b) Appropriate coordination is needed between UC, CSU, and CCC and State administrators before further actions are taken. The opportunity for State input is essential here in order to avoid later political repercussions.

c) Prospective students (and their parents) need to be told in advance that there will soon be a change in the wording used in describing education costs at UC – a wording change that will have no impact on their actual education costs.

d) All changes in UC information and administrative systems should be planned well in advance but should be implemented simultaneously well after all stakeholders are informed and have full opportunity to raise questions or concerns.

FACULTY EXECUTIVE COMMITTEE-COLLEGE OF LETTERS AND SCIENCE

The Faculty Executive Committee (FEC) appreciates the opportunity to comment on the First Round of Recommendations from the Working Groups on the UC Commission on the Future.

The FEC offers the following comments:

1. The FEC is concerned that the Report had little discussion on what would constitute a successful and vibrant University of the 21st century. For UC to continue to thrive, it must look to the future and question existing paradigms. In this respect, the FEC supports the creation of the "UC Grand Challenge research Initiatives," applauds this kind of forward thinking by the Commission, and urges the Commission to consider and elaborate on other proposals relating to a broader vision for the future of the University.

2. One particular area of concern for the FEC is how the nature of classroom instruction is evolving with changes in student outlook, expectation and technological facility. The FEC urges the Commission to consider ways in which UC instruction can evolve to best meet future student and societal needs.

3. The FEC felt strongly that charging differential tuition by campus could create a two-tiered system that would disadvantage many of the campuses.

4. There were expressions of concern that higher indirect cost recovery rates could discourage or disadvantage research proposals by UC faculty and researchers. Others thought they were justified by the fact that historically UC indirect cost rates have not covered the true cost of campus research.

5. The FEC supports the exploration of innovative online instruction while recognizing that this should be developed to complement rather than replace classroom instruction.

6. The FEC suggested that the Commission reaffirm UC's commitment to access as it works to increase the enrollment of nonresident undergraduates.

7. The FEC is concerned that "improv[ing] student transfer function by developing more complete lower-division transfer pathways in high-demand majors" might disadvantage non-transfer students who have to complete their lower division offerings at UCSB.

8. The FEC endorsed the principle of finding curricular efficiencies across campuses using a bottom-up versus top-down approach; in other words, campuses should have the autonomy to plan and take advantage of resources on other campuses, rather than being told which programs they should or should not offer. Some members believe it is important to consider broader system-wide needs in relation to campus needs in terms of identifying curricular efficiencies within UC.

9. The FEC felt strongly that the problems in the retirement system must be addressed in the context of any considerations about UC's future. The potential for financial drain associated with post employment benefits (cf. Professor Daniel Simmons' Report, 4/16/2010) is so great that it poses an immediate and growing financial threat to a successful UC future.

FACULTY EXECUTIVE COMMITTEE-GIVERTZ GRADUATE SCHOOL OF EDUCATION

Access and Affordability, Recommendations 1 and 2:

The recommendations that are outlined are laudable and worthy of wide faculty and public endorsement in light of California demographics. Arguably, however, the rationale for this section of the recommendations report would be strengthened by a more detailed statement regarding exacerbation of ethnic/racial imbalances in UC enrollment that would occur in coming years unless UC access and affordability is improved. A valuable resource in this regard is the March 2010 CPEC report *"Ready or Not Here They Come."* This report includes projections of UC undergraduate enrollment demands and capacity needs from 2009-2019. While the models and projection methods of this report may be questioned by some regarding their assumptions and prediction accuracy, there seems little doubt that the increased presence of Blacks and Latinos who are likely to be from low economic backgrounds will make it very challenging to increase their proportional representation at UC. This situation is particularly dramatic for Latinos, with one table in the CPEC report (Display 21, p. 39) indicating that Latino net enrollment demand at UC would rise by nearly 54% over the next decade. The Commission on the Future of UC recommendations report should call attention to the growing challenge that will ensue in striving for proportional ethnic/racial parity in the UC system among California students eligible for admissions consideration.

Access and Affordability, **Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates.**

This is a very important recommendation that is a welcome stand-alone recommendation. UC is a leader in the state deliberations regarding development of human resources among its residents, and this recommendation when enacted will help the state deal realistically with maximizing the benefits it might accrue, given the investments already made in the education of undocumented students as immigration reform initiatives develop and come into place.

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1156 HIGH STREET
SANTA CRUZ, CALIFORNIA 95064

Office of the Academic Senate
SANTA CRUZ DIVISION
125 CLARK KERR HALL
(831) 459 - 2086

May 20, 2010

Henry Powell, Chair
Academic Council

RE: UCSC Response to Commission on the Future preliminary recommendations

Dear Harry,

The Santa Cruz Division reviewed recommendations from the Commission on the Future, with comments from the following twelve committees: Academic Personnel (CAP), Admissions and Financial Aid (CAFA), Computing and Telecommunications (CCT), Educational Policy (CEP), Faculty Welfare (CFW), International Education (CIE), Library (COL), Planning and Budget (CPB), Preparatory Education (CPE), Privilege and Tenure (P&T), Research (COR), and Teaching (COT).

We note the dedication of the working groups. Even as we find significant flaws in the work, we appreciate the efforts undertaken by so many of our colleagues across the university. In responding to these preliminary recommendations, we want to highlight the value of a deliberative and iterative process. As discussions proceed, we encourage the Commission to focus on “big issues,” and to avoid examination of detailed University operations. In our comments, we are all, variously, motivated by three goals. These goals have been the foundation of the UC, and they are very much at risk in the face of ongoing public funding disinvestment. These goals are: i) maintain affordability; ii) maintain excellence in instruction and research; and iii) increase enrollments to serve California's needs for higher education. In the midst of an unparalleled state funding crisis, we cannot reach these three goals by eliminating "waste" and by increasing "efficiency."

Before summarizing our comments, I highlight a concern voiced by all committees. Shared governance must remain at the forefront of this process. We have been told that this set of recommendations is very preliminary, and yet we are concerned that the timing for the second round of recommendations is uncomfortably close to the review of those recommendations by the Regents. We hope you will make it clear to the Commission that time for Senate consultation will be needed for the final recommendations.

Size and Shape

Recommendation 1: Increase the number and proportion of undergraduate non-resident students

We have some concerns. UC might welcome more non-resident undergraduates; they add diversity and help in the education of state residents. We are glad to see the principle: "The increase in non-resident students should not displace funded resident students." (pg. 14) At the same time, we have two concerns. We do not know the mechanism by which one can monitor to make sure non-resident students do not displace resident students. Second, we are worried about tracking costs. On page 15, an assumption is made about how much each non-resident student contributes in resources above educational costs. But in the absence of any information about true costs, such an assumption is weak at best. We also worry about the possible erosion of public (and voters') support.

More broadly, the Size and Shape Working Group recommends that UC campuses improve the educational quality of the campuses by broadening the geographical diversity of the student body; the Working Group astutely observes that "California's dependence on an increasingly global society and economy requires geographic diversity among the student body" and that non-resident students "enhance [the] pedagogical and educational experience for resident students." We highlight here the role of Education Abroad. EAP's reciprocity agreements with partner institutions bring outstanding foreign students to our campuses and increase awareness of the UC system at many of the top universities worldwide. Reciprocity agreements are essential for our extended-stay immersion programs, which are the most important aspect of EAP; the 3:1 exchange ratio allows EAP to serve as a flexible "eleventh campus," relieving overcrowding and course impaction.

Recommendation 2: Improve transfer student pathways in high-demand majors

We very strongly endorse students transferring from a California community college to the University of California. We believe this to be of utmost importance in meeting the Master Plan for Higher Education. UC Santa Cruz's future enrollment plans rely on a steady increase of junior-level transfer students who are prepared to begin the upper-division course work for their selected major. The role of articulation and the access to that information is at the core of the transfer function and support in this area is vital to a sustainable pipeline.

The recommendation is to better articulate community college courses with upper division major courses—effectively to move toward "greater consistency" of requirements in "key majors" at UC.
The function of articulation relies heavily on both faculty and staff to ensure that appropriate decisions are reached. Once faculty decides upon courses suitable for UCSC course-to-course articulation, professional staff is charged with publishing the information in the ASSIST web site. Decisions of transfer course applicability to UCSC's general education requirements are delegated to professional staff as well. UC campuses must have the proper resources for these articulation decisions to be made and disseminated in a timely fashion. Our recommendation focuses on improvements to the ASSIST web site and should include:

1. Ease with inputting new course-to-course articulation decisions.
2. Ease with inputting new general education articulation decisions.
3. Ease with campus articulation changes. Students should know about pre-major requirements and see how well they are meeting the pre-major requirements on each campus.

4. Overall improvement in the end-user experience.
5. Improved reporting capabilities.

The need for resources that feed the ASSIST web site should be explored. What people power is required to make articulation decisions that are then captured in the ASSIST web site? We are unclear about the assertion on p. 23 that The Next Generation will require an investment of 2 or 3 million dollars: Is that investment to be borne entirely by the UC or to be shared with the CCC and Cal State partners?

The Size and Shape Working Group notes that "The current fiscal crisis makes it imperative that the University of California reduce redundancies and improve efficiencies across the system and within the campuses… Centralization of certain systems can be to the benefit of individual campuses." UOEAP is an excellent example of efficient centralization: students at all ten campuses can take advantage of programs that could not be cost-effectively run by any single UC campus. Economies of scale allow the careful planning and rigorous oversight needed to maintain the high academic caliber of EAP's programs. While there is room for further improvements in efficiency, it is important to recognize that further cuts to UOEAP's budget will either shift tasks and costs to individual campuses, disproportionately burdening smaller campuses with high levels of EAP participation, or reduce the quality and scope of EAP's offerings.

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to decrease time to degree by making more efficient use of faculty resources.

UCSC does not believe that encouraging students to attempt to finish in three years is in their best interest, with the exception of students who have unique personal circumstances that demand haste (and such students can already try to do this at their own impetus). Only the brightest students would be able to complete such an accelerated program without risk of failure. Since incoming students regularly have an exaggerated idea of their own abilities, many would try for this program and make a hash of their undergraduate education unless extremely high academic standards were set for entry. The students who would meet this standard, however, are also those who are best able to benefit from the extraordinary opportunities we offer as a research institution: sitting in on graduate seminars, doing research under faculty guidance, etc. It would be impossible to make time for such opportunities in a three-year program. Therefore it appears that such a program would deprive average to good students of guaranteed progress and a good GPA, and would deprive excellent students of all the best opportunities that UC could afford them, making this a good idea for no one. We are also concerned about the very brief mention of "alternatives for entry level courses (e.g., math and writing requirements)". We ask that such alternatives be spelled out and their consequences carefully analyzed. Graduation rates of four years and retention rates have been climbing steadily over the past several years as indicated by the table in Appendix B, although the report does not call attention to this.

The Education and Curriculum Working Group observes that "Improved time to degree will result in more available spaces at the University for additional students." EAP very efficiently leverages resources by enabling students to continue rapid progress towards degree completion while studying away from their home UC campus. Effective advising before and during study abroad is essential if students are to select programs and courses that will satisfy major requirements. Without sufficient staff at UOEAP and campus International Education Offices to provide the required guidance, many students might find it difficult to

graduate in four years, reducing the value of EAP in relieving impaction and deterring students for whom a fifth year would be a significant financial burden.

While the cost of a UC education has continued to climb over the last decade, there have been no significant changes to the University's part-time degree program requirements in decades. Increasingly, students are working more to offset the increased cost of a UC education, but they do not necessarily qualify for any reduction in their fees. We may be losing excellent students to other colleges and universities – including for-profit providers – that appear to be more inviting to working students. Counselors in the California community colleges have commented that UC's part-time degree program seems out-dated and may actually serve as a deterrent to potential transfer students. As the recommendation states, if UC wishes to "expand opportunities for a UC education" to "working professionals", a revamped part-time degree program is an excellent first step.

Recommendation 2: Online Education

We wondered who among the faculty would be responsible for new online initiatives. The prospect of a new cadre of non-ladder lecturers teaching online troubles us, for it would seem to reinforce the kind of two-tiered professoriate that we already see in much of higher education. (We are thinking here about the nationwide growth in the number of non-ladder "adjuncts," teaching without full benefits or meaningful job security.) On the other hand, we also worry about the possibility that new expectations for *ladder faculty* to teach online will negatively affect our research productivity, graduate instruction, recruitment, and retention.

There are UC professional school and graduate degrees on-line in place already. This type of instruction appears to be successful for certain graduate programs and for self-paced courses. Also, it can be useful for students currently enrolled at UC campuses who can't get the general education or other required courses they need on their own campus due to large class size or limited numbers of course offerings, but who could enroll remotely at another UC campus. Having undergraduate on-line courses for high school and community college students is also good and makes sense given the current economic climate. The rationale suggests that such courses will "generate revenues and create workload efficiencies that support the University's educational mission." One promise is that online courses will make up for a smaller number of faculty hires. This recommendation suggests, under "fiscal implications," that online courses may be particularly useful in large-enrollment foundation or gateway courses, "some developmental courses," and some with limited faculty.

Research Strategies

A key recommendation is to "extend the use of research grant funding" to free up ladder faculty time and "backfill" with lecturers.

Welfare repercussions:
Implementation methods (long term) mentions possible changes to the "mix/type of faculty deployed to various courses," which (long term) may mean a deliberate reshaping of the size of the ladder faculty cohort. Reference to better use of summer session: Who would be expected to teach during summer session? Would faculty volunteer or be expected to teach summer session?
"Alternatives to entry level courses" such as math and writing might raise the same welfare concerns as noted in the Size and Shape comments above.

Under "Fiscal Implications," the report already identifies welfare-related issues: faculty time involved in curricular redesign, the likely need to develop new courses to address knowledge

Recommendation 4: Coordinate campus academic goals with systemwide goals
This recommendation suggests better planning and coordination systemwide by keeping campus strengths and deficits in mind: planning for the good of the whole. That makes sense, but if the logic of this recommendation means, for instance, concentrating certain majors or programs of study on certain campuses, the implications for faculty are startling: perhaps moving to another campus, perhaps being left in an orphaned department, etc.

Funding Strategies

Recommendation 8: Examine alternate faculty compensation plans.
Replacing hard money from core funds with soft money from grants increases the funding risk for faculty. Therefore, any change in funding model that can be remotely acceptable to faculty has to involve some sort of trade-off, in which a fall in the amount of "hard- money" support is compensated with the possibility of faculty receiving more than 12 months of salary. As mentioned in the report, this type of compensation plan is already common in some disciplines. However, it must be noted that these compensation plans are usually accompanied by reduced teaching and administrative loads, as grant funds are meant to provide protected time for research. Therefore, two scenarios are possible. The first is if such reductions are not implemented along with the compensation plan, then they could mean a dramatic increase in workload. Beyond the obvious faculty welfare implications of this type of measure, it could be argued that funding agencies would be reluctant to fund faculty subject to such plans, which would likely put the UC on a competitive disadvantage with peer institutions, not only for faculty, but also for research grants. The second is if the reductions are implemented, we fail to see how the change in compensation plan would bring any savings to the campus. In particular, if the goal is filling the teaching spots with "cheaper" lecturers, it would seem like encouraging buyouts would be a more straightforward and less controversial mechanism to generate savings that would not put faculty salaries at risk.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses.

We strongly oppose this recommendation. We believe differential tuition will inevitably lead to a full-fledged tiered system of campuses within the UC system. Recruitment and retention would be rendered more difficult at the "second tier" campuses and collaborative work across the ten campuses (which is strongly endorsed by the Research Strategies group) would also be less tenable. The Furlough Exchange Program, and specific campus responses to the salary reduction plan, revealed some of these tensions during the 2009-10 year. We recognize the simple attraction of elasticity of demand. A differential tuition could protect enrollments at campuses facing elastic demand, while allowing tuition to increase at campuses where demand remains relatively inelastic. But the questions are far larger. We do note the analysis contained in the UCPB Choices report:
(http://www.universityofcalifornia.edu/senate/ucpb.choices.pdf). This report frames the discussion of differential fees in the larger context of funding sources. Any discussion of differential fees must follow, not lead, a new approach to the allocation of funds and revenues across the campuses. More importantly, most changes in funding policy, when they have occurred, have tended to benefit bigger, older campuses to the detriment of newer, smaller campuses. Any discussion of differential fees might be conducted with much more sophistication than seen to date.

Research Strategies

We endorse Recommendation 1 (increasing transparency) and Recommendation 4 (streamlining risk management practices), though we feel that Recommendation 4 is somewhat unrealistic in the current budget climate, as staff are being cut back virtually everywhere to deal with the budget crisis.

We are concerned about increasing the ICR rate across the board, which in effect makes it more expensive to do research. Increasing ICR will likely hurt smaller campuses, such as UCSC, because they lack robust research infrastructure; furthermore, it may end up penalizing divisions (e.g., the Humanities) where the "cost" of doing research is considerably lower. Perhaps ICR rates should be differentiated across campuses, with larger campuses receiving a higher ICR rate, and smaller campuses retaining rates that are consistent with the infrastructure available.

It should also be noted that the case for increasing the ICR rate lacks thorough documentation and justification. Specifically, there is a general statement to the effect that other leading universities have increased ICRs, but no examples are given. A comparison to public universities of similar rank would be good to have, especially because COR members reported that they have reviewed proposals from places of similar rank to UCSC that have lower ICR. Also, it is stated that UC's ICR should be "equal to or greater than" similar universities. Why greater than?

Finally, we wish to question the sentiment that "Nevertheless, it is important that the actual costs of conducting research be explicitly stated and recovered," which is repeated throughout the document. This is simply not true, unless we are a business. The State should not abrogate its commitment to fund research in the UC campuses, and UC should not give up on expecting the State to honor this commitment.

UC should place more emphasis on graduate education. Research relies on strong graduate programs, so anything that erodes the quality of graduate students we are able to attract is troubling. We would like to see concrete recommendations aimed at strengthening graduate education and recruitment (such as eliminating nonresident tuition for graduate students), and are very concerned about the proposal to increase graduate fees. We note that, at present, it costs about the same to hire a postdoctoral scholar as it does to hire a GSR, which is not a best practice for sustaining excellence in graduate education.

UCSC supports streamlining of risk management practices (#4) and wonders whether there has been systematic risk management analysis regarding issues such as, to take one example, the loss of equipment due to fire. This seems worth pursuing. Another issue of concern is with research. UCOP may try to negotiate larger overhead rates, thus skimming off higher percentages of the grant money faculty receive. UC would in that case be less competitive, with less money for researchers to spend on data collection and analysis. This could make UC a less desirable institution for researchers.

I close by noting that it is disconcerting to find that, in a 155-page report, there are only a handful of references to the Libraries at UC, and that the Libraries are only mentioned as part of a laundry list of items requiring resources. Faculty on our campus are concerned that this lack of attention to library issues in the Working Group Report does not capture the real issues facing the future of the UC Libraries (and our own campus library). For example, the Size and Shape sub-group speaks to consolidation of redundant resources at UC and the use of technology to aid in this reduction. We note that there is often a belief that transitioning to digital technologies will produce future cost-savings for Libraries and may even reduce the need for Libraries to exist as a physical space. However, we note that the investment required by the Libraries to transition to and maintain this virtual Library is substantial and ongoing. Indeed, there may be an <u>increase</u> in costs associated with digitization, including media and maintenance costs, digital

preservation, migrating to new formats, the expense of the hardware itself and the need for more IT support.

Of all recommendations, there are two that have the greatest potential for damaging UC in coming years. First, the financial, academic, social, and political implications of increasing enrollment of non-resident students is not well elucidated, and it would be premature to move in this direction without a better quantitative understanding of the potential impacts. Second, if OP were to decide (contrary to what the Funding Workgroup admonishes in the text) to push for differential campus tuition, much harm may be done to the UC system overall. Zeal for short-term financial gain could result in long-term harm, including a loss of credibility throughout the state and, particularly, within the California legislature.

Sincerely,

Lori Kletzer, Chair
Academic Senate
Santa Cruz Division

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OFFICE OF THE ACADEMIC SENATE

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0002
TELEPHONE: (858) 534-3640
FAX: (858) 534-4528

May 24, 2010

Professor Henry C. Powell
Chair, Academic Senate
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

Subject: First Set of Recommendations from the Working Groups of the Commission on the Future

Dear Harry,

In response to your request, the San Diego Division sought and received comment from all Divisional committees on the first set of Recommendations from the Working Groups of the Commission on the Future. A Divisional Town Hall was held on May 19, and the Senate Council discussed the Recommendations at a special meeting on May 24, 2010. The Council's responses and pertinent committee comments have been compiled in the response template provided by Vice Chair Simmons (attached).

The Senate Council also spent some time discussing the seven COVC recommendations to the Commission on the Future. Council members were particularly surprised at Recommendations 3 and 7. The language in Recommendation 3 is confusing and seems to state that UC would be responsible for providing online course offerings to community college students before they are UC students. Surely, the COVC did not mean that UC bears the responsibility for ensuring that Community College students are prepared to transfer to UC.

The Council strongly opposed Recommendation 7, which would establish a semester-based academic calendar common to all undergraduate campuses by 2014. Council members acknowledged that a common academic calendar would benefit intercampus transfer students and would facilitate students from one UC campus enrolling in and taking courses on another UC campus. This recommendation would, however, be extremely costly in terms of human and financial resources. For instance, faculty would have to redesign each course and all curricula in a time when teaching loads will already increase. Council members expressed disbelief that the Office of the President would be willing and able to commit the extensive resources necessary to make this transition on seven campuses in the current fiscal climate and predicted that this burden would inevitably fall onto each campus. Council members were also offended that such a costly recommendation would be put forward in these times of increasing fiscal constraint without any accompanying rationale or cost justification.

Senate Council wishes to express its dismay that these two recommendations about matters core to the Senate's purview were put forward without any consultation with the Senate. Some members asserted that this was an affront to shared governance.

Sincerely,

William S. Hodgkiss, Chair
Academic Senate, San Diego Division

Attachment
cc: F. Powell

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree		**Conditionally Agree**		Disagree		No Comment
		X					

Committee on Diversity and Equity: Absolute guarantees must be put into place to ensure that increases in non-resident student enrollment will not displace Californians and will not reduce the number of URM students. In particular, it would be necessary to require a defined fraction of non-resident student tuition to be set aside to fund enhanced recruitment/access for URMs and other disadvantaged students. Otherwise, the UC will become a university system for the well-to-do only.

Committee on Admissions: California resident applicants and non-resident applicants should be viewed as separate applicant pools.

Committee on Educational Policy: The current efforts to admit more qualified out-of-state undergraduates because of the income benefit to the University should be expanded to also admit more qualified out-of-state or foreign regular Master's students. However, departments or programs should be directly fiscally rewarded for admitting out-of-state Master's students in the same way departments or programs are rewarded by retaining monies charged for self-supporting MAS degrees.

Committee on Preparatory Education: We understand that there is widespread support to increase the number of out of state students in the University. We caution the University to consider the implication of this proposal on Divisional admission standards and local and state representation. We understand the proposal to increase the number of non-resident students but, ideally, the proportions would remain the same to preserve levels of local and state enrollment.

Students at 5/19/10 Town Hall: Oppose, if implemented to replace state-funded resident students with non-resident students. Expressed concerns that "overload" students would increase total resource demand to detriment of resident students.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree		**Conditionally Agree**		Disagree		No Comment
		X					

Committee on Preparatory Education: We are supportive of increasing the number of transfer students at the UC, but believe that doing so requires that we recognize that transfer students may require a higher level of academic advising than students that start at the University as freshman. We wonder if larger numbers of transfer students means that there will be greater numbers of underprepared students to enter the University as second or third year students. Additionally, we would encourage the University to consider assessing incoming transfer students for academic preparedness (e.g., University-level writing) and developing services to help them address any deficiencies present at the time of admission. Currently, transfer students often make use of or need to be in writing programs. If meetings are held with feeder institutions such as the community colleges to improve the preparation of transfer students, we strongly recommend that representation from UCOPE (or the local COPE) be included in these discussions.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

	Agree		Conditionally Agree	**X**	**Disagree**		No Comment

5/19/10 Town Hall: If UC isn't interested in these degree programs, perhaps CSU should be able to offer them.

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

	Agree	**X**	**Conditionally Agree**		Disagree		No Comment

Senate Council: Any implementation of this recommendation should focus on unnecessary administrative redundancies. The Council points to UCPB's "Choices" report with regard to possible implementation of this recommendation.

Committee on Diversity and Equity: Eliminating true redundancies would allow funding to be spent on innovative programs, but this is also a mechanism whereby campuses may be forced to specialize or to eliminate programs that are found at other campuses. This must be monitored carefully.

Graduate Council: Council members pointed out that the rationale focuses on contracting for the entire UC system, i.e., the redundancies here are identified as those associated with having a 10 campus system.

Council members thought it would be useful to see some charts showing growth of administration versus faculty growth.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree		Conditionally Agree	**X**	**Disagree**		No Comment

Senate Council: Council members thought that this recommendation (1) would disadvantage students who work (and as a result could negatively impact diversity), (2) would disadvantage students who attended high schools without resources to offer extensive AP classes, and (3) was antithetical to the idea of creating an enjoyable undergraduate student experience. The University is still in the business of providing a liberal arts education and that cannot be measured in output or throughput.

Committee on Educational Policy: It would be a mistake to guarantee course availability as part of an incentive package to encourage students to complete degree requirements more quickly (in absence of long-term resource guarantees to departments, this is an undeliverable promise). Registration priority is a reasonable alternative.

Although any increase in faculty teaching loads is potentially damaging to UC's competitiveness, a less damaging way to do this rather than increasing standard teaching loads from 4 to 5 courses would be to increase standard course credits from 4 to 5. This would require lengthening class periods and is therefore not a trivial change to make, but could fit in well with the other goal expressed in the commission's report to reduce the average time to graduation. Students taking 4 courses would be earning 20 credits per quarter instead of 16; those taking 3 would earn 15 instead of 12. Increasing course credit from 4 to 5 units would mean increasing course breadth and/or depth; in an institution that uses the quarter system, there is a strong argument for the value of this. The impact on the curricula and degree requirements (e.g., potentially collapsing 3 quarter sequences into a 2 quarter sequence, etc.) could be considered by departments in conjunction with other changes they are being asked to make (re-evaluating degree requirements, streamlining majors, etc.).

Committee on Diversity and Equity: Better advising and better organization of course offerings would enable more URM students to attend a UC and to make improvements in their own lives.

Graduate Council: While not directly within the purview of the Graduate Council, Council members were concerned about the proposal (p. 29) to push more students to graduate in fewer than 4 years. Students are already overburdened with coursework expectation and off-campus commitments. The best way to assure optimal time to degree is to make every effort to offer required courses as frequently as needed, something than cannot be achieved without hiring more teaching faculty. Council recognizes the importance of streamlining and efficiency in a time of financial difficulty; however, the educational integrity of our degree programs must be maintained to the fullest extent possible. Shortening the time-to-degree for students could potentially eliminate skills and knowledge that undergraduates need in order to have an in-depth understanding of the material. Many of the students who graduate from UCs may eventually go on to become graduate students in the UC system. The desire to streamline undergraduate education may lead to a poorly prepared graduate student population, which would in turn prove detrimental to the graduate education mission of the University.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Committee on Preparatory Education: We have great reservations about sub-recommendation (1) and (2). Increasing student pressure to graduate in four years and increasing the minimum unit requirements will place great stress on students, particularly for those that struggle with University life or coursework. If the University is ready to make such demands of students, it must also be prepared to make available to students whatever support services they may need, especially those least prepared entering students. Additionally, we are hesitant to support any policy that increases the University's reliance on AP coursework as way to shorten the time to graduation and to "improve" the education and curriculum of the University. A greater and greater number of academic institutions are limiting the use of AP credit, as they are increasingly finding that AP coursework does not prepare students at the college level. AP instruction varies greatly from locality to locality and the AP exams are not necessarily true indicators of students' knowledge of subject matter. AP classes are not readily available for many high school students, potentially increasing existing inequities.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree		Conditionally Agree	X	**Disagree**		No Comment

Senate Council: Members noted the lack of research supporting the idea that online instruction saves money, especially when proposed as a substitution for classroom instruction instead of an augmentation of classroom instruction. Also lacking is a consideration of what disciplines and/or types of courses would be most appropriate for online instruction.

Committee on Educational Policy: The absence of data substantiating claims made and recommendations presented (except for the growth in senior administration) is of concern. For example, members noted that it is entirely unclear how online instruction will be cost effective when it is very clear that online instruction will not be cheaper than tradition classes. Several members reported that a number of UCD faculty are currently doing a per student cost analysis in their respective departments to inform them as to the cost of education for their discipline.

Committee on Diversity and Equity: Online instruction could reach more URM and disadvantaged students and give them UC opportunities at lower costs.

Graduate Council: Council members also had reservations regarding the recommendations for online instruction at UC. Council recognizes how computing and the internet have led to a revolution in communication and information systems. While it may be unwise for the University not to keep pace with technological developments, the challenge is in preserving the essential teacher-student and student-student interaction while using the technology. Online instruction may perhaps be implemented after much review and discussion by the faculty, but the challenge will be to maintain the integrity and rigor of the academic programs that are delivered online. Council members are strongly opposed to entire degree programs delivered entirely online. A very important aspect of education at a University, and a tangible benefit of in-person instruction, is the interaction between students as well as between students and faculty. Any online education should preserve as much as possible of the essential teacher-student and student-student interaction that is fundamental to the free exchange of ideas and learning.

One aspect not mentioned in the COF report was how online instruction could help the UC system make more efficiently use of campus resources – notably space.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Committee on Rules and Jurisdiction: The Committee did feel compelled to comment on one specific recommendation. It is our opinion that the most valuable part of education is the interaction between teacher and student. Education is not an accumulation of a body of facts or knowledge; rather, it is the acquisition of an approach, the acquisition of an intellectual discipline and the development of sound judgment through association with teachers. Online learning eliminates this and does not serve the true value of education.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree		Conditionally Agree	X	**Disagree**		No Comment

Senate Council: Where will the faculty come from to teach in these programs? If faculty prefer to teach in the self-supporting programs rather than in regular undergraduate courses, more of the undergraduate teaching will be supplied by graduate students and lecturers. Because self-supporting programs can be taught on an on-load basis, this issue is even more delicate. The unintended consequence could be a lowering of the quality of undergraduate education.

Committee on Educational Policy: The rapid increase of UCSD MAS degrees is considered to be an immediate way to increase significant revenue directly to departments. However, members questioned the wisdom of this strategy given the fixed (and potentially fewer) number of faculty to teach additional degree programs. Given the fixed number of faculty, will the reality be that regular Master's and Ph.D. students will be in the same class with MAS students?

Graduate Council: With respect to the growth of self-supporting degree programs in the system, Council recognizes the possible utility of such programs as offering additional streams of revenue while adding to the amount of professional training offered by UC. At the same time, however, apprehensive that a too-rapid growth in such programs might lead to the perception of a lowering of quality and prestige of the UC brand, Council recommends that such programs be very closely monitored for quality. Council believes that it is critically important that these programs not come to be perceived by the general public as simply glorified certificate programs.

As Council evaluates how students attain these MAS degrees, it is difficult to believe that the academic rigor will be equivalent to the MS program. The University could end up with a two-tier system, where a student can either pay more and work less or pay less and work more.

Committee on Diversity and Equity: These opportunities, particularly if held in disadvantaged areas of the community, could provide greater educational opportunities for URM students (and even their parents).

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree		Conditionally Agree	X	**Disagree**		No Comment

Senate Council: Campus goals and University priorities should be set BY not FOR the University. Some thought this recommendation posed a threat to campus autonomy, while others thought that the Academic Planning Council, if revived appropriately, might play a useful role.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Senate Council: We should define and articulate what is meant by a UC quality education before someone else does it for us; clarifying how a UC education differs from a CSU and CCC education is equally important. UC is a research and teaching university; we offer a different quality of teaching – the direct student contact with world-class researchers.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Graduate Council: Council considered that revisions to practice and policy on charging indirect cost recovery for non-federally funded research will also result in decreased UC research funding, which will affect the faculty's ability to accept graduate students in their laboratories.

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

	Agree		Conditionally Agree		Disagree	**X**	**No Comment**

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

	Agree		Conditionally Agree	**X**	**Disagree**		No Comment

Senate Council: This would limit the University's ability to respond to extreme financial circumstances. Because three years' of fees would be frozen, fees for the fourth year (freshman) would be subject to large increases to make up the difference.

Committee on Diversity and Equity: In the long run, this will provide stability and financial planning for students and will enable URM students the opportunities to acquire proper funding.

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)

	Agree	**X**	**Conditionally Agree**		Disagree		No Comment

Committee on Diversity and Equity: Currently, all state universities underwrite a portion of the costs of their student bodies. They nevertheless charge "tuition" which in California has been named "fees". "Fees" include other specialized costs for diverse programs that not all students are required to pay. To be consistent with the rest of the higher educational institutions, Californians should call these required payments by their proper name, "tuition".

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

	Agree	**X**	**Conditionally Agree**		Disagree		No Comment

5/19/10 Town Hall: If UC has wealth (and hidden reserves), why would the state step in with funding? If UC becomes more efficient, why would the state give more funding rather than thinking that UC can continue manage on its own? The premises are political, and UC is cutting off its own nose if it doesn't directly address the political problem of the lack of state support. This is the road to privatization.

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree		Conditionally Agree	**X**	**Disagree**		No Comment

Committee on Diversity and Equity: The enforcement of the indirect cost charge will keep UC away from many current and future funding opportunities. This practice will send research money to other institutes and shrink our budget. Note that a significant portion of the research funding is used to pay tuition and fees for the graduate students. On the contrary, UC should leverage its resources to compete for funding opportunities.

Graduate Council: Council believes that significant increases in indirect costs and particularly request for full indirect costs from non-federal agencies will affect mostly graduate students, postdoctoral fellows and junior faculty. If these monies were no longer available (as will be the case if UC request full indirect costs from non-federal foundations), much stipend funding for graduate students and postdocs will no longer be available and will result in decreased numbers of graduate students that can enter and complete a program. This, again, will also result in decreased UC research funding, and again will affect the faculty's ability to accept graduate students in their laboratories.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

	Agree	**X**	**Conditionally Agree**		Disagree		No Comment

Committee on Diversity and Equity: Note that a significant portion of the research funding is used to pay tuition and fees for the graduate students. UC should leverage its resources to compete for funding opportunities.

Graduate Council: Council members had serious reservations regarding the revision of policies pertaining to the raising of indirect cost, what it means to faculty members in terms of their competitiveness for external grant support and, in turn, how that would affect the University's ability to support research and graduate education as well as the training of postdoctoral fellows. Significant increases in indirect costs, and

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particularly requests for full indirect cost from non-federal agencies will have a profoundly negative effect on graduate students, postdoctoral fellows, and junior faculty due to a decreased competitiveness for funding. This potential decrease in funding could inhibit the faculty's ability to support graduate students in their laboratories.

Council sees an unspoken bias to fund grants with low indirect costs. An increase in NIH indirect costs of more than 9% in the UC will have a detrimental effect on both direct and indirect costs and ultimately have the opposite effect of what is intended. This is not a "bias" held by the faculty that is "hard to get rid of", as the report indicates, but the truth.

However, if the UC system as a whole could exploit certain economies of scale and eliminate redundancies, as is proposed in the report, that perhaps this would appropriately be reflected in a marginally lower F&A rate.

Council was also unconvinced that the indirect costs for federal grants could be negotiated upwards without doing damage to the competitiveness of our applications and the quality of our research programs.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

	Agree	X	**Conditionally Agree**		Disagree		No Comment

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

	Agree	X	**Conditionally Agree**		Disagree		No Comment

Committee on Diversity and Equity: The increase of nonresident enrollment should be geared to improve the diversity of UC campuses.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree	X	**Conditionally Agree**		Disagree		No Comment

Senate Council: What guarantees would exist that the money saved from faculty salaries in disciplines able to raise external salary funding would be used to help disciplines where external salary funding opportunities did not exist?

Committee on Academic Personnel: Plans to shift faculty salaries from State funds to grant funds, as is done in the medical schools, have numerous advantages, but also serious potential pitfalls. Enhancing salaries can help with recruitment, and sparing State dollars for the assistance of fields in which grant funding is less easily come by is a worthy objective. However, given that significant incentives would have to be provided to encourage people to increase the burden on their grants, such a system can also exacerbate already troubling inequities in compensation. A scheme that leaves the base salary on State funds and shifts some portion of the off-scale component to soft money is perhaps best, as it would not require relinquishing any portion of an FTE, and so would make the approach more attractive and more flexible. Overall, CAP could

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see the merits of such a plan, especially in times of limited and dwindling State funding, but were concerned about equity, and that such a plan benefit the University broadly.

Committee on Diversity and Equity: Currently, medical schools take advantage of faculty who work the same workload as FTE faculty, but receive neither tenure nor funding. It is likely that faculty with grants will be required to pay their own salaries but put in the same effort (soft-money faculty). With little benefit to the faculty, it is likely they will move on to greener pastures, robbing UC of important faculty resources. Furthermore, it is likely this approach will put further burdens on our under-represented faculty.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	**X**	**Disagree**		No Comment

Committee on Diversity and Equity: This is likely to create vast inequities among the campuses and lead to further separation in quality and lower pay for faculty at lower tuition universities.

Senate Council: Council's position on differential fees was stated previously in the April 22, 2010 Divisional response to Academic Council Chair Powell about UCPB's Position Paper on Differential Fees and Non-Resident Tuition:

> "The majority of reviewers concurred with UCPB's position on differential fees by campus or by major. Such differential fee schemes would likely result in the stratification of UC campuses. Similarly, charging differential fees by major goes against the philosophy and educational mission of a public university by seemingly valuing some disciplines above others. Furthermore, reviewers were unclear as to how differential fees by major or department would be implemented without great difficulty or expense: undergraduate students change majors often, moving among disciplines. Even the minority of reviewers who thought the idea of differential fees by major had some merit expressed concern that maximizing such fees might reduce the number of majors and that increases in departmental revenue from such fees might be off-set by decreases in campus funding."

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree	X	**Conditionally Agree**		Disagree		No Comment

Senate Council: The critical aspect of this recommendation is transparent accountability.

Committee on Research: For those funding agencies that are in an essentially zero sum mode, including many if not most Governmental agencies, increasing IDC must reduce direct costs to researchers and that can only hinder research, pitting UC administration against faculty. We are NOT in favor of this recommendation for that reason. We DO agree on the second element of this recommendation – greater transparency in use of IDC. As a community, we have been asking for that for a long time. It is stated (Exec Summary page 2) that IDC rates currently do not cover the costs they are meant to address. Why does an overhead rate of 54% not cover costs? For example, it is hard to understand how a $250,000 grant annually requires more than 54% in overhead – $135,000 in this case – to administer. This further stresses the need for transparency in how IDC are used.

Graduate Council: Council considered the request for more indirect costs was contrary to the Report's call for greater efficiency in administration. Council did agree to some extent with sentiments in the report regarding "waivers" of IDC for certain entities. More dynamic models for establishing appropriate overhead expenses would run less risk of disenfranchising potential donors and foundations, and would also contribute to greater transparency. The infrastructure needs of some kinds of research are simply not as great as others – and this should be acknowledged.

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Committee on Research: COR agrees – this is motherhood and apple pie. The three specific strategies proposed are interesting. Number 3 is an unimpeachable objective. But number 1 (give internal funds to areas not supportable by extramural funds) begs the question of why are these areas not supportable by extramural funds: If this dearth of fund sources is political in origin, this should be strongly challenged prior to capitulation and redirection of scarce internal funds. If not political, as a matter of principle, COR would rather see a competitive use of those internal funds driven in some way by scientific excellence proposed and reviewed by faculty as a bottom up process, than a top down allocation plan. Perhaps this could be a true and substantial research bridging program especially given the infamous "cliff" we all will reach when the stimulus funds run out. Number 2 sounds good at first blush but the devil will be in the details – see response below to recommendation 3, which seems to be the same thing.

Graduate Council: Council had strong sympathies with the report's suggestions to remove fiscal and administrative barriers to collaborative research initiatives – i.e., fiscal and administrative policies that

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(sometimes implicitly) tax (or result in inequitable allocation of support within) projects that involve groups of investigators from different departments, divisions, and campuses within UC.

Committee on Diversity and Equity: In the current crisis of too little funding to support education on campus and in K-12 schools, it is difficult to image that UC could spend largely on inter-campus research projects. Many of these large grants end up supporting weak faculty.

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree		Conditionally Agree	**X**	**Disagree**		No Comment

Senate Council: How would this relate to the current MRU structure and the current climate of fiscal downsizing?

Committee on Research: We don't understand what this really means. It looks like Recommendation 2 strategy 2. It sounds like improving the administrative infrastructure supporting large UC consortia. The entire UC research enterprise deserves a better administrative infrastructure, not just the large consortium approaches. Grant money is money, whether in many smaller or fewer larger pots. If the proposal takes away from single investigator grant support, COR would not be in favor. COR would favor better support for research grants (both pre and post award phases) across the whole system, not just for a chosen few large initiatives. This is both in the area of administrative support and in provision of core service units.

Committee on Diversity and Equity: In the current crisis of too little funding to support education on campus and in K-12 schools, it is difficult to imagine that UC could spend largely on inter-campus research projects. Many of these large grants end up supporting weak faculty.

Graduate Council: Council had objections to the report endorsing funding for top-down, "seed" and "equity" mechanisms. Council considered that these are just methods of sequestering funds for less competitive initiatives at the expense of more competitive ones. The decision making that guides the allocation of these funds is generally remote from the research enterprise and often out of touch.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Committee on Research: Again, motherhood and apple pie, but the devil is in the details. This recommendation may conflict directly with Recommendation 3 – again depending on the details of what both may come up with. In addition, COR wishes to point out the proliferating UCOP-mandated online courses – that contain duplication and sometimes material not relevant to all faculty – as prime targets to improve efficiency in faculty use of time.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

X	**Agree**		Conditionally Agree		Disagree		No Comment

Senate Council: External advocates might be most persuasive.

Committee on Research: Motherhood and apple pie. Again, the devil is in the details. This could cost a lot of time, effort and money to do very visibly and well; it could waste considerable resources if not done properly. Until details are provided, it is hard to provide thoughtful input. Rigorous, fully transparent business planning of such an initiative needs to be there to show benefit exceeds cost.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Additional Comments and General Observations

Committee on Educational Policy:

- Encouraging use of research grant funds to buy faculty out of teaching is a very problematic way to increase funds available to hire lecturers to teach courses at UCSD. If UC wants to use lecturers to teach more courses, why not do this more transparently by hiring more lecturers vs. ladder rank faculty? Faculty buying out instruction time creates significant inequity problems within and between departments. Increasing standard faculty teaching loads across the board with the expectation that those with research funding will use it to buy down to their previous teaching load, or below, is likely to be very damaging to UC's ability to recruit and retain the faculty they want. Faculty in competitive fields (are there any that are not?) will be at a competitive disadvantage relative to peers at other institutions if they have to teach more, or have to use research funds to buy down teaching loads when competitors do not. This is more likely than modest pay inequities between institutions to drive faculty away or discourage those with other offers from coming here in the first place.
- The impact of allowing faculty to buy out teaching will have a particularly negative impact on undergraduate education and what makes a UC undergraduate education unique. Additionally, the likely increase of using graduate students appointed as Associates-in to undergraduate teach classes bought out by faculty will potentially negatively impact graduate students' time to degree.
- The University should take a more active role in applying for grants to address diversity issues. While UCSD's admission practices show they admit a large number of underrepresented undergraduate students, UCSD's yield is significantly lower than that of UCLA or UC Berkeley or many Ivy League schools. Increasing the yield of admitted students is an issue in which the faculty are not currently playing a significant institutional role.

Committee on Research: We all recognize how intertwined our various activities are as faculty (research, teaching, service) such that impacts on any one area must necessarily affect the other areas at all levels from the individual faculty member all the way up to the UC system. While that complexity makes it too hard to be comprehensive here, it is hoped that those interconnections and between-activity consequences are kept in mind as the commission continues.

1. Most of the research component section reads very generally, more like principles than specific directions/recommendations. Their effects will depend on the details which are not provided and is where the devil resides. This makes it hard to give sharply focused input.
2. Most of the recommendations appear top down, and this is NOT felt to be a good strategy. Time has shown that research is most successful when investigator-initiated (i.e., bottom up). Top down approaches tend to become politically motivated, or are at least perceived that way, which can be just as bad, and decisions tend not to be made by peer review.

Graduate Council: Council members commented that the data on state funding trends would be more illustrative of the funding situation if plotted on an annual basis. In particular, the chart entitled "Crossroads on Funding" on page 4 of the report could be plotted on an annual basis to provide a more complete picture of state funding trends in the past nineteen years.

Council supports the use of economies of scale and the elimination of redundancies, as proposed in the report, which perhaps would be appropriately reflected in a marginally lower indirect cost rate. Council also agreed with the report's suggestions to remove fiscal and administrative barriers to collaborative research initiatives.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response from UC San Diego

Overall Divisional responses are indicated in **blue**; Divisional Senate Council and committee comments are included, as appropriate.

Committee on Preparatory Education: Additionally, we wish to include in this response our disappointment with the fact that no part of the report includes recommendations or substantive discussion of preparatory education. Our own experiences tell us that the need for preparatory and supplemental academic services is constant (some might say increasing) on this campus. We feel safe in assuming that this is true in all campuses. At a time when we are considering asking our undergraduates to do more with less faculty instruction (see Recommendations #1 and 2 from the WG Education and Curriculum), we should be prepared to offer our students whatever supplementary academic assistance they need to meet their goals and our expectations.

University of California
San Francisco

UCSF

Academic Senate
senate.ucsf.edu

Office of the Academic Senate
500 Parnassus Ave, MUE 230
San Francisco, CA 94143-0764
Campus Box 0764
tel: 415/514-2696
fax: 415/514-3844

May 28, 2008

Henry C. Powell, MD
Professor and Chair
University of California Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

Re: UCSF Review of the Commission on the Future Working Group Recommendations

Dear Chair Powell:

In response to to your March 23, 2010 request for full formal review of the first recommendations of the Working Groups of the Commission on the Future, the UCSF Academic Senate convened a Task Force to conduct this review.

I transmit the Task Force's comments along with my endorsement for your consideration.

If you have any questions or if we can assist you in any way, please feel free to contact Shilpa Patel, Senior Analyst in the UCSF Office of the Academic Senate, at shilpa.patel@ucsf.edu or (415) 514-2696.
Thank you.

Sincerely,

Elena Fuentes-Afflick, MD, MPH

Elena Fuentes-Afflick, MD, MPH
Chair, UCSF Academic Senate

University of California
San Francisco

UCSF

Academic Senate
senate.ucsf.edu

Communication from the Task Force Reviewing the Recommendations from the UC Commission on the Future

Daniel Weiss, PhD, Chair

May 28, 2010

Elena Fuentes-Afflick, MD, MPH
Chair, UCSF Academic Senate
500 Parnassus Avenue, Box 0764

Re: UCSF Response to the Recommendations fo the UC Commission on the Future

Dear Chair Fuentes-Afflick,

During the month of May 2010, the Task for Reviewing the Recommendations from the UC Commission on the Future reviewed the 29 recommendations set forth in the Commission's initial report. The Task Force focused on the recommendations particularly relevant to the UCSF campus.

After much deliberation, we submit to you the attached recommendations for your review and endorsement.

Thank you for the opportunity to review and comment on this important report.

Sincerely,

Task Force Reviewing the Recommendations from the UC Commission on the Future
Daniel Weiss, PhD, Chair (Psychiatry)
Diane Barber, PhD (Cell and Tissue Biology)
Pilar Bernal de Pheils, RN, MS, FAAN, FNP, (Family Health Care Nursing)
Elyse Foster, MD (Cardiology)
Amy Houtrow, MD, MPH (Pediatrics Rehabilitation)
Thomas James, PhD (Pharmaceutical Chemistry)
Kirby Lee, PharmD (Clinical Pharmacy)
Douglas Schmucker, PhD
Kimberly Topp, PhD, PT (Anatomy)
Ed Yelin, PhD (Rheumatology)

Preamble

In generating its responses to the first round of recommendations of the Working Groups of the UC Commission on the Future, our Task Force came to the conclusion that there are three overarching responses it wished to articulate. These are not tied to any particular recommendation from any particular Working Group. Instead, they apply to all the recommendations from all of the Working Groups, those on which we express a recommendation as well as those on which we did not.

1. Senate members are concerned that despite the recognition of the essential role the Senate must play in charting the future of UC, that academic excellence will take a back seat to fiscal exigencies in the name of systemwide planning. Such a policy will be extremely damaging to the *raison d'etre* of the University of California.

2. Education of graduate and professional students is inextricably linked to the mission of the University of California to serve the people of the state by engaging in high quality teaching and research. Planning for undergraduate education must be undertaken in conjunction with and simultaneously with planning for graduate and professional education, and not separately or sequentially.

3. Public education is not a private good. Pursuit of recommendations deeply embedded in an economic model applicable to the private sector, not the public sector seriously undermines the need and rationale for public support of UC.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

	Agree		Conditionally Agree		Disagree		No Comment
			XXX				

The nation wide study on the benefits of practice doctorates for "allied health professions" recommended is beneficial. The study should be conducted by recognized authorities of each of the allied professions to be studied, as well as by members of the organizations in the proposal. Professional regulations differ from state to state; they are not entirely dependent on education attainment, but determined by other regulatory bodies that in some cases restrict the practice of the profession. With health care reform there will probably be an increase in the use of these “health allied professions” (it should be clearly defined what health allied professions are), and hence a nation wide (federal) study with participation of all parties involved is preferable. The goals would be to determine on a more equitable basis the minimal education requirements needed to provide high quality care, based on evidence based practice and best outcomes. The findings will likely differ for each profession, and the study results should help clarify UC and CSU involvement, as well as UC financial commitments in the education of these professionals. The speed with which the study is conducted and analyzed is critical, as practice doctorates for some professions are already under development in the CSU system.

From Clinical Affairs:
Our general sense is that the ‘ship has sailed’ for practice doctorates. Regardless, it is important to know how these programs affect clinical outcomes, especially since there are external guidelines for training in these programs. Members of the CAC pointed to issues of quality, variability and cost. If outcomes are not improved, additional years of training without benefit are burdensome and costly to the system. The CAC would also like to point out the value of doctoral level training within the UCs given the contribution to research. Furthermore, there are major issues about the relationship of those with practice doctorates to physicians regarding independence and autonomy.

UC may have an opportunity to shape parameters for practice doctorates that would improve the fields and benefit the communities we serve. This should be considered when discussing how UC moves forward, especially with respect to the CSU system.

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

	Agree		Conditionally Agree		Disagree		No Comment
			XXX				

The rationale for conditional agreement rather than full agreement stems from three concerns expressed by faculty on the campus looking at campus and systemwide concerns. The first is the possibility that backfilling administrative activities that move from the campuses to a systemwide process will fall to faculty by default, thus increasing faculty administrative burden in the process. When combined with the Research Strategies Work Group Recommendation #4, there is a perception that part of the tough sell historically is that faculty are given increased administrative burden which sacrifices excellence. A second concern has to do with the delivery of patient care that occurs in the context of educational activities. There was concern that a systemwide process, such as medical billing, could be very detrimental to billing activities that are non-standard, e.g., dental or veterinary services. Thus, systems should contain sufficiently flexibility that local concerns can be accommodated. A third concern is that if part of the efficiencies are from outsourcing of some functions that the vendor would be unaware and unresponsive to the unique concerns of process in the institutional setting of a public research university with a model of shared governance as opposed to the institutional setting of a corporation. Emphasis on beta testing and user-friendly systems should guide systemwide efforts.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree		Conditionally Agree		Disagree		No Comment
	XXX						

It is recommended that the financial rationale be elaborated. Though self-support programs enhance revenue for departments and programs, the funds pay faculty, staff, equipment, etc., bringing only administrative fees to the university. The programs impact campus resources, such as classrooms, scheduling, support staff, finance staff, Graduate Council faculty, external reviewers and UC Wide Council members required to approve and maintain program quality. There is strong support for a mandate that such programs accept all registered graduate students into their course offerings, space permitting.

The use of revenues generated from such programs need to be considered in the entirety of the revenue stream, at both the campus and systemwide levels, following the emphasis on increased transparency in budgeting.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree		Conditionally Agree		Disagree		No Comment
			XXX				

There is conditional agreement for the development of a UC wide system for academic planning. Conditional agreement reflects the inherent tension between campus goals and, to a lesser extent, goals of individual faculty members on a particular campus in pursuing their research where it takes them, and systemwide goals, as it is difficult to make choices in an equitable and transparent fashion. Strain between expansion of established programs (e.g. professional schools) as against initiation of new programs may pit campuses against each other with undesirable results. Senate members are concerned that despite the recognition of the essential role the Senate must play in such activities, that academic excellence will take a back seat to fiscal exigencies in the name of systemwide planning.

The goal of examining campus review processes in this effort is a valuable outcome.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

	Agree		Conditionally Agree		Disagree		No Comment XXX

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

	Agree		Conditionally Agree		Disagree		No Comment
	XXX						

The following points pertain especially to UCSF, but are applicable to graduate programs in the health sciences at other UC campuses.

- UCSF is hindered by the relatively small number of graduate students compared to the general campuses of the UC system since teaching is a major source of income for graduate students.
- Cost of living is high in San Francisco and immediate environs, while state and limited federal support for graduate programs are set based on average costs across all areas of the state and nation.
- Training grants from Federal agencies have capped the stipends available to students leaving an increasing gap between students' income sources and expenses including but not limited to tuition, in turn adversely affecting recruitment vis á vis our competitor universities throughout the country. This gap plays an important role in recruiting members of underserved minorities since many of our comparison institutions offer considerably more generous support. The UC system should address current impediments to exploring additional sources of funding for graduate and professional education such as private foundations and industry.

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

	Agree		Conditionally Agree		Disagree		No Comment

							XXX

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)

	Agree		Conditionally Agree		Disagree		No Comment XXX

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree		Conditionally Agree		Disagree		No Comment
	XXX						

The cost of actually administering all grants is about 35%; however, non-federally funded agencies provide on average only a 10% indirect cost recovery (ICR) rate. Although the University has absorbed the shortfall between grant administration and ICR in the past, we can no longer subsidize this difference with increasing reductions in state support for our public institution. We agree with the recommendation that the University of California should negotiate with non-federally funded agencies to request increases in ICR that more effectively cover true costs. Although it is unlikely that these agencies will agree to an ICR rate that completely offsets the financial shortfall, a reasoned discussion is imperative. As indicated in the commission report, revenues generated from increased ICR rates will shift the recovery of our financial burden away from student fees and will improve the quality of education by making more educational investments possible. However, an adamant and inflexible stance on increased ICR rates is not advised because we need to protect faculty who rely on non-federal agencies to support their research, including junior faculty and faculty in humanities and other disciplines that have lower overhead research costs compared with biomedical sciences. Negotiations should be tempered to avoid awards from non-federally funded agencies preferentially being made outside of California.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

	Agree		Conditionally Agree		Disagree		No Comment
	XXX						

There is strong agreement with this recommendation. The task force also recommends implementing a UC-wide team for negotiating ICR recovery rates from federal granting agencies. The 5-10% disparity of lower ICR rates for UC campuses compared with some of our comparator institutions equates to substantial lost revenue. Although increased rates achieved by new negotiations may be marginal, a mere 1-2% increase would generate millions of dollars in additional revenue. We need a system-wide dedicated team to negotiate for UC and for individual campuses. Institution-wide negotiating teams have proven to be effective at other universities and should be adopted as soon as possible for the University of California.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree		Disagree		No Comment
					XXX		

This recommendation strikes at the core value of the UC system, and if adopted would represent a distinct departure from the underlying philosophy of all other public education enterprises in the state, from K-12 on up. Public education is not a private good, and the recommendation to allow differential tuition by campus is deeply embedded in an economic model applicable to the private sector, not the public sector. Adopting such a policy undermines the need and rationale for public support of UC.

The University of California has grown and prospered as a system of campuses, now comprising ten. All have a developmental trajectory, and established campuses were once newly established campuses with the same challenges that face newer campuses. As well, campuses have different characters and different educational goals; UCSF is the most obvious example of being different—it does not educate undergraduates. Nevertheless, the excellence of the system as a whole derives from a fundamental commitment to proceed as a system. To allow some campuses to charge higher fees and retain that differential overlooks the many benefits to faculty at those campuses that derive from the system—UCRS and health care benefits being two examples. There is a fundamental inequity in treating some aspects of costs and benefits as deriving from a systemwide process and others from a campus process. As well, the spirit of this recommendation is distinctly opposite many of the recommendations from the other Working Groups were the emphasis is on systemwide fixes.

UC as a system has obtained excellence as a system by carefully distributing resources where they are needed in the system, to allow the system to function optimally. Increased systemwide planning can facilitate this process, and initiatives need to be flexible enough for campuses not be disadvantaged.

Should the recommendation to allow differential tuition by campus be adopted, there needs to be a mechanism in place that allows all campuses—the system—to benefit. When one division of a company has an outstanding year, leadership makes sure the company as a whole benefits, not just that division.

UCPB has developed a paper on the topic, illuminating the risks to some campuses of allowing cost variation on others. The San Francisco Division endorses this report.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree		Conditionally Agree		Disagree		No Comment
	XXX						

Indirect costs do not directly map onto the overhead costs that an individual investigator incurs and currently limited information is available as to where those monies go and how they are utilized. The indirect needs differ across campuses and disciplines. Indirect rate goals should be based not only on standards at other institutions but based on recognized need. The indirects for one investigator may subsidize the needs of another investigator; this collective nature of indirects requires a systematic approach to recovery and allocation involving transparency and significant Senate Faculty input, for example through Planning and Budget.

In addition to increasing the amount recovered, UC should endeavor to utilize the funds effectively and efficiently to maximize the support of world class research endeavors; speedy acquisition of available funds is one example. This is in line with the Size and Shape Working Group's Recommendation #5 regarding administrative redundancy.

Improved transparency should be pursued not only at the systemwide level but also at the campus level.

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

	Agree		Conditionally Agree		Disagree		No Comment
							XXX

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree		Conditionally Agree		Disagree		No Comment
	XXX						

- NIH and NSF in recent years have instituted relatively large-scale research funding programs (e.g., the NIH Roadmap) that are best addressed by harnessing the expertise of research labs in multiple institutions. Nevertheless, the culture of most UC campuses and funding agencies is still dominated by the model of the individual investigator in his/her laboratory, despite acknowledgment that capital and personnel requirements of state-of-the-art science are often too large for a single investigator or small group of investigators.
    - While there have been ad hoc responses to funding opportunities, it would be wise if UC proactively set up "Grand Challenge Coalitions" that would position UC to be a driver in addressing extant and incipient problems of the state, nation and world.

  - Incentives in academic promotion must reflect the new reality of these capital requirements.
- NIH- and NSF-funded investigators are stressed by the growing imbalance between the cost of research and the amount allowable in grants and by the relatively small percentage of high quality proposals that are being funded.
  - The development of new "Grand Challenge" initiatives must be balanced against assisting faculty with already funded grants in meeting their obligations to complete those grants by providing access to indirect costs and other central resources that would facilitate completion of the work.
  - There must also be a balance enabling the bright ideas of individual investigators to be funded and tested.

There is substantial similarity between this recommendation and Recommendation #4 of the Education and Curriculum Working Group—the development of a systemwide framework for academic planning. It would seem useful to have cross-talk between these two large scale enterprises and not have them work in separate and parallel silos.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

	Agree		Conditionally Agree		Disagree		No Comment
			XXX				

The fundamental premise that UC should enhance administrative efficiencies is obviously supported. However, deciding what should be changed and how to implement changes will require real wisdom. An emphasis of the Working Group's recommendation is to increase the administrative support to faculty members to enable the faculty to once again spend more time with research and teaching. Of course, this is distinct contradiction with UC's response to the current fiscal crisis. It is certainly better, however, than the likely outcome we'll have in two years that faculty have an even greater administrative burden.

While the recommendation as written seeks to streamline administrative practices – cover the current administrative load with less faculty burden and (unwritten) at lower cost, another major emphasis should be on lowering the total administrative load. This could be done by ameliorating the effects from the overly conservative interpretation of rules and policy by UC administrators at many different levels that are partially responsible for the ever-growing administrative burden experienced by faculty members: much of the current burden on faculty is generated by administrators' self-protection strategies. We need an assessment of practices to eliminate or reduce certain steps in implementing policy. We need an assessment of policies to consider whether their burden is justified by the outcome. For those policies originating outside UC where the balance between burden and desired outcome is heavily weighted towards burden, UC should be prepared to push back: an unjustified burden on faculty is a tax on the citizens of California, as it robs them of the services (generally teaching and research) expected.

Related points follow:

- The decision to centralize research administration in the name of efficiency must be made on a function-by-function basis and backed by empirical data rather than managerial ideology that assumes centralization will save costs. In some instances, there are clear diseconomies of scale.
  - Certain functions that have been centralized have resulted in a large increase in work for faculty, although often these costs are not apparent to external observers.
    - Centralizing pre- and post-grant award administration has meant that the officials responsible often are not familiar with the kind of research being done and apply general rules that are inappropriate. Faculty members have to spend much time educating administrators about the issues.

        - Similarly, HR officials often do not understand the particulars of the research and send applicants who clearly do not have the requisite skill mix.
        - While reducing "layers" of review will no doubt save costs, centralizing functions entails risks that the "costs" that will be saved are visible, e.g., the number of offices that sign off on grant applications, while the costs that will be added, e.g., faculty time to educate the official with signing responsibility, are invisible.
    - Regulations often conflict and there are no mechanisms to adjudicate the conflicts because each regulation is enforced by a different part of the administrative structure.
        - As an example: at UCSF, accounting rules with the laudable goal of increasing transparency conflict with rules to protect the privacy of research subjects, with the result that patient confidentiality has been breached in order to provide that transparency. Many faculty members have spent hundreds of hours trying to resolve this kind of conflict. Any move to centralize functions must include an ombudsman with the power to speedily resolve conflicts, with the higher principle, e.g., honoring patient confidentiality, taking precedence over others. e.g., reducing the risk of audit.
- The cost of compliance with increasing regulations is not an approved direct cost expense for NIH grants, and indirect cost recovery does not account for the amount of time to comply. Grants must be held "whole" for costs of compliance in order to allow research to be completed to fulfill the terms of the grants. This provides a conundrum for faculty members when we perform one more of our recently added tasks, parsing our time spent into modules convenient for bureaucrats.

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

	Agree		Conditionally Agree		Disagree		No Comment XXX

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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Daniel L. Simmons
Telephone: (510) 987-9303
Fax: (510) 763-0309
Email: *daniel.simmons@ucop.edu*

Vice Chair of the Assembly and the Academic Council
Faculty Representative to the Board of Regents
ACSCOLI Chair
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

May 21, 2010

HENRY POWELL, CHAIR
ACADEMIC COUNCIL

RE: Commission on the Future Recommendations

Dear Harry:

At its May meeting, the Academic Council's Special Committee on Lab Issues (ACSCOLI) reviewed the Commission on the Future's (COTF) Research Strategies Recommendation #2, "Research Excellence in All Fields", and Research Strategies Recommendation #3, "Multicampus and Interdisciplinary Research":

- Recommendation #2: "The University of California must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, the University should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible."

- Recommendation #3: "Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation."

Both recommendations are intertwined, as "excellence across a broad spectrum of cutting-edge research" and "UC Grand Challenge Research Initiatives" are synonymous with one another. Indeed, the goal encapsulated within Recommendation #2 ("continued excellence across a broad spectrum of cutting-edge research") will be enhanced through increased research collaboration with the three National Laboratories (Los Alamos National Laboratory, Lawrence Berkeley National Laboratory, and Lawrence Livermore National Laboratory). Nonetheless, funding continues to be a crucial issue for both recommendations; on some campuses, the grand challenge is simply making ends meet. While fulfilling a "Grand Challenges" research agenda will be impressive from a national perspective, this agenda will do little to help most students and staff.

Although ACSCOLI endorses both recommendations, we note that prioritizing internal funds to support research "where extramural funding options are limited" would direct UC research funds away from those activities for which extramural funds exist. This could be interpreted as not funding science/engineering based research initiatives in 2) and 3) of Recommendation #2. This

recommendation is also quite vague and lacking important details, which could significantly impact its ultimate results. In addition, the relationship of these recommendations and any associated "Grand Challenges" initiative to the newly established Multicampus Research Programs and Initiatives (MRPIs) must be clarified.

Overall, ACSCOLI agrees with the Research Strategies Work Group that the three National Labs are particularly well-equipped to address the "Grand Challenges" envisioned in the COTF recommendations; however, the committee recognizes that funding remains a key problem. There is potential to address a number of "Grand Challenges" by increasing formal and informal collaboration between UC campus faculty and scientists at the National Laboratories. Besides traditional collaboration in the hard sciences, opportunities also exist for UC faculty in the social sciences, as indicated by the Obama Administration's recent Nuclear Posture Review report, which lists non-proliferation activities as some of its key objectives.

Thank you for the opportunity to opine on these recommendations. Please let me know if you have any questions about the Committee's remarks.

Thank you,

Daniel L. Simmons,
Academic Council Vice Chair
ACSCOLI Chair

Copy: ACSCOLI
Martha Winnacker, Academic Senate Executive Director

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BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
Sylvia Hurtado, Chair
sylvia.hurtado@gmail.com

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

May 21, 2010

HENRY POWELL, CHAIR
ACADEMIC COUNCIL

Re: BOARS Responses to First-Round Recommendations of UC Committee on the Future Working Groups

Dear Harry,

The Board of Admissions and Relations with Schools (BOARS) is pleased to submit our responses to the "first round" recommendations of the working groups of the UC Commission on the Future. The Committee chose to focus on the recommendations most closely related to our charge.

Sincerely,

Sylvia Hurtado

Sylvia Hurtado
BOARS Chair

cc: BOARS
Martha Winnacker, Senate Executive Director

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (*Similar to Funding Strategies Rec. # 6*)

Conditionally Agree/Temporarily Agree

In our July 2009 *Principles for Non-Resident Undergraduate Enrollment*, BOARS assumes that the number of non-resident undergraduates will increase as state funding decreases. BOARS continues to support the enrollment of non-residents insofar as UC can maintain its Master Plan commitment to residents, and in the context of appropriate state enrollment funding for residents. This cannot have a negative impact on the number of CA residents attending a particular campus. In turn, if the state decides to fully fund resident enrollment again, UC should take steps to return to its historical enrollment balance. We also note that UCOP's policy allowing campuses to keep NRT revenues creates a financial incentive for them to increase non-resident enrollment. We agree that this policy could lead to unfair revenue differentials, as some campuses plan to double or even triple the number of non-residents they admit, and UC campuses vary in their capacity to attract non-residents.

BOARS' July 2009 Principles were unanimously endorsed by the Academic Council:

1. Overall, UC's undergraduate enrollment decisions should strive to maximize educational quality and diversity, and to protect accessibility and affordability for California residents. At the same time, we should not enroll California residents for whom we do not have state funding.

2. Individual campuses should match enrollment to resources and consider carefully the impact of additional enrollment on educational quality before deciding to admit more non-resident students.

3. Enrolling a geographically diverse student body has a legitimate educational value, but non-resident enrollment should not be used exclusively as a revenue-producing strategy to the detriment of resident access and the loss of UC's character as a California university.

4. UC is committed to providing education to the citizens of California. Racial, ethnic and cultural diversity is now a defining part of the state's population. UC's enrollment policy should seek to increase representation of California's diverse demographic communities through the enrollment of California resident freshmen and transfer students; and the enrollment of international and non-resident domestic students should not obscure the extent to which this diverse representation of in-state residents is or is not achieved.

5. Fiscal considerations should not be a primary factor guiding the review of files or admissions decisions on individual cases at any UC campus.

6. Non-resident domestic and international students should demonstrate stronger admissions credentials than California resident students by generally being in the "upper half of those ordinarily eligible" as stated in the Master Plan.

7. Undergraduate NRT revenues should continue to fund undergraduate programs and students in ways that enhance, or at least maintain the availability and quality of courses and academic programs, student services, and financial aid for resident undergraduates. Campuses have flexibility in the use of NRT funds for other aspects of their budget, but we encourage its traditional use for academic areas as when it remained part of the general fund allocation.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors.

Agree

BOARS supports full implementation of Senate Regulation 477 and efforts to provide better information to CCC students about systemwide and campus-specific transfer requirements for various majors. Doing so will have a positive impact on access for transfer students. BOARS has gone on record in support of two initiatives UCOP has undertaken to implement 477 and respond to related state legislation: "Streamlining the Major Preparation Course Articulation Process" and "UC Transfer Preparation Paths." One component of 2006 State legislation supported by UC (http://www.universityofcalifornia.edu/senate/legislation/SB652.06.06.pdf) was a request for UC to identify and eliminate gaps in major preparation articulation where one campus requires a particular course but one or more others do not. "Streamlining" is intended to ease and improve community college student transfer by obligating individual UC campuses to articulate specific courses or course sequences required for UC majors with community college courses. UC Transfer Preparation Paths is the mechanism that displays the Streamlining transfer requirement information for prospective transfer students. The goal of Transfer Paths is to allow students to easily compare lower division major preparation requirements for specific majors at different UC campuses. It provides information about common requirements that are both campus-specific and that show differences or similarities between UC campuses. Campus articulation officers and UCOP staff have identified the 20 highest demand majors and developed Transfer Path documents for them that are now posted to http://uctransfer.universityofcalifornia.edu/statewide_paths.html.

This part of SR 477 has not been fully implemented, however: **"***Similarly, if four or more Senate Divisions agree to accept a set of courses as adequate for lower-division major-preparation for a UC upper-division major discipline, that set of courses will be deemed as accepted for lower-division preparation in the same major at all the UC Senate Divisions one year after notification of the Senate Divisions. During the year following initial notification, individual Senate Divisions may decline to participate in the agreement.*" In 2007, UCEP and BOARS sent a memo to campuses recommending a local process for implementation. We support efforts to continue the process of implementation.

In 2006, BOARS endorsed the California Community College Academic Senate's proposed Course Identification Numbering Project (C-ID), which is intended to fulfill state legislative requirements to establish a common course numbering system for lower division major courses offered in the community colleges, reduce the labor of articulation, and make it easier for CCC students to be sure that the courses they take match major requirements. UC agreed to participate, but has not successfully found faculty to join intersegmental work groups to review the content of lower division courses in various majors and agree on the components of course descriptors. Student Affairs has volunteered to take the lead in identifying UC faculty in the requested departments who are knowledgeable about articulation. BOARS endorses this proposed approach.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities.

Agree

BOARS supports continued development and updating of the ASSIST website for students and counselors who rely on it for up-to-date transfer information, articulation agreements, and courses. We

need to advance the use of technology to aid in disseminating information and guiding students on a path toward successful transfer.

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents.

No comment

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (*Similar to Funding Strategies Rec # 2*)

No comment

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to
(1) increase the proportion of undergraduate students graduating in four years,
(2) create a pathway for undergraduate students to complete degrees in three years,
(3) make more effective use of faculty resources, and
(4) maintain or improve the undergraduate student experience.

(1) ***Conditionally agree***: From the standpoint of admissions, motivating and incentivizing students to complete their degrees more quickly allows UC to increase, rather than constrain, freshmen and transfer enrollments. But such a plan is only possible with funding for more lecturers and professors, and if UC ramps up summer session and allows faculty to teach then in lieu of an academic year course, which could help sustain strategic courses required for graduation that are impacted due to space. But there must be a new commitment to offer necessary courses in summer. At the same time, increasing fees mean students have to spend more time working to make ends meet. UC should also make more accommodations for students to finish in whatever time it takes to finish.

(2) ***No comment***
(3) ***No comment***
(4) ***No comment***

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs.

No comment

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities.

No comment

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole.

No comment

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality.

No comment

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students.

Strongly Agree

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC.

Agree

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond.

Agree

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates.

Conditionally agree

Under AB 540, undocumented students can apply for a non-resident tuition waiver, but remain ineligible for any federal, state, or University support, including campus grants, Regents scholarships, and other aid based on money UC collects from the 33% Return-to-Aid pool. Every student, including AB 540 students, pays tuition or fees, 33% of which goes into the Return-to-Aid pool. The difference is that every student is considered for the money based on need and merit except AB540 undocumented students, who have been excluded from receiving this aid despite their need or merit.

The number of students who currently qualify for an AB 540 tuition waiver each year is only around 400 systemwide. Many AB 540 undocumented students have lived in California most of their lives. All are required to sign an affidavit stating that they are either in the process of obtaining legal status or will do so as soon as they become eligible. Giving high-achieving AB 540 students access to institutional aid would reduce a major financial hurdle and make UC a more affordable and realistic option for a group of students who strive, achieve, and contribute against all odds. Moreover, the UC Student Association supports the efforts of these students to obtain equal access and affordability to the UC system by reinstating institutional aid.

The recommendation to use undergraduate return-to-aid funds to provide financial aid to AB540 students also raises some important concerns. Currently, there is not enough UC financial aid for documented financially needy undergraduates. This situation could worsen immediately and over time if the number of AB540 students increases with the elimination of this major financial hurdle to their enrollment. Because AB540 students are not eligible for federal or State financial aid, many will have a far greater need and claim on return-to-aid funds than needy California residents, who will bear the cost through diverted financial aid. While it is unfair for undocumented students to contribute to return-to-

aid and not be able to receive such aid, it is also unfair to have the cost borne solely by the most needy and least influential segment of the University community.

Undocumented students who have lived in California for most of their lives and who have received most of their secondary and primary education in California deserve to be treated as California residents and have their financial needs addressed in a manner comparable to that of needy documented resident undergraduates. However, the proposal is not limited to those students, but includes those who have the resources to take advantage of the modest AB540 standards.

The fair solution would be to structure the criteria to serve mainly undocumented students who are long term residents of California, and to separate the return-to-aid from undocumented students and use it only for such students, or to fund AB540 students with University funds other than return-to-aid dollars for needy undergraduates. All funds from mandatory fees imposed by the Regents are University funds and fully under the authority of the University. The University could elect to use such funds to cover the Pell and Cal Grant funding undocumented students would be eligible for if they were documented California residents. For example, using a portion of the two-thirds of the Educational Fee that is not now used for undocumented student financial aid would spread the cost to all segments of the University and not focus it solely on needy resident students. Another possible source of funding could be "University funded" Regents scholarships. A sufficient portion of those funds could be redirected to fund aid for undocumented students.

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students.

Disagree

This recommendation sounds good from the point of view of parents and students, and is helpful for UC's public relations efforts, but it would eliminate some of the pressure applied by students to keep fees low, because proposed fee increases would apply only to those who are not students yet. It could create four unequal cohorts of enrolled students and put more pressure on charging more to incoming cohorts depending on the state funding situation in a particular year. The system needs to fairly assess increases so that no cohort of students has to face increases greater than the cost of living.

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition."

Agree

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding.

Agree

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (*See Size and Shape Rec. # 5*)

Agree

In 1954, administrative costs comprised just 4% of the UC budget. They are now 25-30%, and will more than likely grow. BOARS supports efforts to increase efficiencies insofar as educational quality can be maintained.

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research.

No comment

Recommendation 4: Improve indirect cost recovery rates with federal agencies.

No comment

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning.

Agree

Recommendation 6: Increase enrollment of nonresident undergraduates.

Conditionally agree: see Size and Shape #1

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS").

Agree

Recommendation 8: Examine alternate faculty compensation plans.

Disagree
Expanding the medical school model to other disciplines is not feasible and would also have a negative impact on recruitment and retention. The state should remain committed to funding faculty so that they are responsible for efforts placed on teaching and mentoring as opposed to consultant services.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses.

Disagree
Differential campus fees could influence public perceptions about the quality of individual UC campuses. Such an obvious stratification of campuses would lock in tiers and hinder the development of the newest campuses by making it more difficult for them to recruit excellent faculty and students and rise in status and excellence. UCI and UCSD, for example, were allowed to do with the assistance of central funds. As such, BOARS would oppose any proposal for differential campus fees.

This will create a hierarchical system in the state that will negatively impact families that cannot afford to send their children to the school of their choice. It also drives additional funds to particular campuses without attention to state or system-wide need.

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers.

No comment

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible.

No comment

Recommendation 3: Create multi-campus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation.

No comment

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support.

No comment

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research.

No comment

COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)
Farid Chehab, Chair
chehabf@labmed2.ucsf.edu

ACADEMIC SENATE
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

May 18, 2010

HARRY C. POWELL
ACADEMIC COUNCIL CHAIR

Re: Commission on the Future First Set Recommendations

Dear Harry:

The Coordinating Committee on Graduate Affairs (CCGA) has reviewed the first set of recommendations from the work groups of the Commission on the Future. The Committee wrestled with how best to sort out the wide range of reactions and comments generated by each of the recommendations in the report. After much consternation, CCGA members chose to focus on major themes of concern. These are followed by additional comments on several individual recommendations.

CCGA members surmised that as a whole, the recommendations generally miss the mark and represent a poor basis for which to base decisions about the future of the University of California. The Committee rejects the report's apparent underlying notion of the University as an inefficient and underperforming institution whose ideas for how to educate people have seen better days. The recommendations were deemed to be reactive rather than innovative and reflected the absence of substantial bold proposals for how to change the status quo and move forward with fewer resources. In particular, members found the report woefully lacking a practical and comprehensively articulated plan to generate the resources needed to restore the University to its historic level of excellence. Numerous incongruities in the report were cited by the Committee. For example, the report contemplates creating a pathway for undergraduate students to complete degrees in three years while at the same time enhancing research opportunities. This seems antithetical and draws attention to the apparent lack of a coherent plan for the structure of research education at the undergraduate and graduate levels. Lastly, the report's failure to document the cost-effectiveness or educational soundness of the proposed recommendations and its piece-meal treatment of graduate education and graduate students were viewed as key weak spots by the Committee.

With respect to the individual recommendations, the Committee offered the following comments:

Size and Shape

- Recommendation #1: CCGA agrees with *increasing the number and proportion of non-resident students at the undergraduate level* but notes that there is no mention of maintaining and restoring growth of graduate students and the resources required to achieve enrollment growth in graduate programs.
- Recommendation #4: CCGA agrees with "*examining" the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents* and also recommends that UC should continue to encourage the development of joint doctoral programs (JDPs) in these professions rather than a unilateral effort by the CSUs.
- Recommendation #5: CCGA disagrees with this vaguely worded recommendation and notes that certain functional areas on campuses particularly those in the Graduate Divisions are being centralized without thought given to the impact on graduate education and its oversight.

Education and Curriculum

- Recommendation #1: CCGA disagrees with the nonsensical grouping of proposals in this recommendation.
- Recommendation #2: CCGA conditionally agrees with *continuing timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs.* Members note however that this recommendation can only be discussed in the context of a larger vision of how educational programs can move forward with indeterminate resources.
  Recommendation #3: CCGA disagrees with *expanding use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities.* Members noted that the potentially high cost of SSPs is not currently tied to underserved populations.

Access and Affordability

- Recommendation # 3: CCGA strongly agrees with *reaffirming the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond.* While CCGA recognizes the needs of the State in certain professional fields and thus encourages UC faculty to develop graduate programs in these areas, it also recommends that the selection of these areas not be mandated by the State as recently proposed by the LAO Recommendation #6: CCGA disagrees with *renaming the Education Fee and the Professional Degree Fees (but not the Registration Fee) as tuition.* Members added that the Professional Degree Fee designation needs to be expanded with a broader meaning that reflects the cost of maintaining and offering high quality graduate education. The Committee felt that Ph.D. degrees are categorically research programs and as such should not have a professional fee degree component; some terminal Master's degrees might qualify as a professional degree however.

Funding Strategies

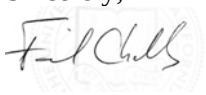
- Recommendations #3 and #4: CCGA agrees with *revising practice and policy on charging indirect cost recovery for non-federally funded research* and *improving indirect cost recovery rates with federal agencies* but notes that there are significant implications for new resources to faculty and graduate students that are not emphasized in this recommendation.

Research Strategies

- Recommendation #1: CCGA agrees that *the University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers.* CCGA supports that the distribution of these funds include
- Recommendation #2: CCGA agrees with *prioritizing internal funds to support world-class research in disciplines where extramural funding options are limited; motivating the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and augmenting and enhance opportunities for graduate student research and support wherever possible.*
- Recommendation #5: CCGA agrees with *proactively demonstrating the significant and long-lasting benefits that UC research provides to California and the nation and advocating at the national level for increased and sustained investment in research.* Toward this end, CCGA recently authored a white paper on the value of graduate education at UC.

Thank you for the opportunity to opine on these recommendations. Please let me know if you have any questions about the Committee's remarks.

Sincerely,



Farid Chehab, Ph.D.
Chair, CCGA

Copy: Martha Winnacker, Executive Director

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY (UCAAD)
M. Ines Boechat, M.D, Chair
iboechat@mednet.ucla.edu

ACADEMIC SENATE
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

May 24, 2010

CHAIR HENRY POWELL
ACADEMIC COUNCIL

Re: Commission on the Future First Set Recommendations

Dear Harry:

The University Committee on Affirmative Action and Diversity (UCAAD), at its meeting of April 8, reviewed the first set of recommendations from the work groups of the Commission on the Future. The committee's comments are included in the attached Response Template.

Thank you for the opportunity to opine on these recommendations. Please let me know if you have any questions about the Committee's remarks.

Sincerely,

/s/

M. Ines Boechat, M.D., FACR
Chair, UCAAD
Professor, Radiology and Pediatrics
David Geffen School of Medicine at UCLA

Copy: Martha Winnacker, Executive Director

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree	X	Conditionally Agree		Disagree		No Comment

Concern about UC's ability to serve California students; impact on diversity indeterminate at this point. It would be helpful to have current demographic data of non-resident students at UC to establish baseline. Careful monitoring important. Systemwide redistribution of fees generated from increased non-resident enrollment so that the system benefits as a whole. Differential impact on the campuses.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

	Agree		Conditionally Agree	X	Disagree		No Comment

Concern that agreement is akin to giving UC a blank check in which to cut services.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree		Conditionally Agree	X	Disagree		No Comment

Laudable idea but practical concerns about to implement it; disagree with recommendation 1c.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree	X	Conditionally Agree		Disagree		No Comment

Blank check, slippery slope feeling to recommendation.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree		Conditionally Agree	X	Disagree		No Comment

Concerns with priorities for funding, inherent challenges in serving underserved communities.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree	X	Conditionally Agree		Disagree		No Comment

In principle, sounds like a good idea; but concern that this is blank check for collapsing academic programs across UC.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

X	Agree		Conditionally Agree		Disagree		No Comment

Should include diversity as measure of quality, consistent with the Diversity Statement.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

X	Agree		Conditionally Agree		Disagree		No Comment

Sounds good, but likeliness of approval not.

Access and Affordability Continued

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as “tuition.” (pp. 70-72)

X	Agree		Conditionally Agree		Disagree		No Comment

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

	Agree		Conditionally Agree		Disagree	X	No Comment

Multiple concerns with what the drivers are for the recommendation.

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

X	Agree		Conditionally Agree		Disagree		No Comment

Should protect URM's and find a solution to preserve access.

Funding Strategies Continued

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

	Agree	X	Conditionally Agree		Disagree		No Comment

See above comments.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree	X	Conditionally Agree	X	Disagree		No Comment

Concerns about equity across disciplines and not open the door o hard money positions into soft money positions.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	X	Disagree		No Comment

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree	X	Conditionally Agree		Disagree		No Comment

Concerns with potential for waste unless done in a very careful manner; protect current research on the campuses.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

	Agree	X	Conditionally Agree		Disagree		No Comment

Proceed with caution; more information needed.

Research Strategies Continued

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

X	Agree		Conditionally Agree		Disagree		No Comment

Additional Comments and General Observations

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UNIVERSITY COMMITTEE ON ACADEMIC PERSONNEL (UCAP)
Alison Butler, Chair
butler@chem.ucsb.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

May 24, 2010

HENRY POWELL, CHAIR
ACADEMIC COUNCIL

Re: FIRST RECOMMENDATIONS TO THE COMMISSION ON THE FUTURE

Dear Harry,

During the UCAP meeting on May 11, 2010, we discussed the first set of recommendations from the workgroups to the UC Commission on the Future. UCAP submits the following comments on the recommendations using the template form provided by the Senate.

Please contact us if we can provide any further information or clarification.

Sincerely,

Alison Butler

Alison Butler, Chair
UCAP

Comments from UCAP:

In general, UCAP finds the recommendations to be vague. UCAP recommends additional Senate consultation when the recommendations are more specific.

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree		Conditionally Agree		Disagree		No Comment

The majority of UCAP members are opposed to faculty buy-out of teaching, although some felt that a limited buy-out in departments with heavy teaching loads may be appropriate. The majority do not support the use of research grant funding to buy out ladder faculty from instruction, and they do not it think this is making more effective use of faculty resources.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree		Conditionally Agree		Disagree		No Comment

UCAP is opposed to the online instruction pathway because it is not satisfied that it is an effective teaching methodology and not satisfied that it has ever successfully substituted for personal presence of faculty in the classroom and lecture hall where faculty-student exchanges are possible. In fact, this direction would sooner or later define faculty as unnecessary intermediates between canned courses to be shown over and over again and the students.

UCAP is concerned about the general issue of faculty evaluation of online instruction. If a course is taught online one year and the same lectures are replayed to a new group of students in another year or at another time, UCAP would not consider that this would satisfy multiple courses of instruction. Issues of course-load, norms and fairness in teaching load must be discussed further.

Faculty who are forced to teach online are much less satisfied, and it is very expensive. There is an implication that ladder rank faculty would be removed from teaching at the lower division.

Funding Strategies

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree		Conditionally Agree		Disagree		No Comment

UCAP disagrees with this recommendation. As articulated the Recommendation is unacceptable, as it takes rank and step out of consideration. Furthermore disciplines would be treated differently. Not all disciplines have access to substantial funding to cover salaries. Moreover UCAP believes that it must be emphasized and enforced that faculty may not buyout their teaching obligation. Existing norms should remain in place. Alternative compensation plans should not change existing rules in departments. Some members felt that the possible change identified by the Faculty Compensation Committee to use the health sciences compensation plan for faculty in other disciplines is wholly unacceptable.

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UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)
Keith Williams, Chair
krwilliams@ucdavis.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

May 18, 2010

Henry Powell, CHAIR
ACADEMIC COUNCIL

Re: First Set of Recommendations from the UC Commission on the Future

Dear Harry,

UCEP discussed the first set of recommendations from the University of California Commission on the Future at meetings in April and May and submits the following comments on the recommendations using the template form provided by the Senate. The recommendations sparked an in-depth and lively discussion, reflective of the importance of this process from the faculty perspective and an indication of the acute interest from faculty concerning how the recommendations will proceed through the Commission. We believe it is essential the faculty be represented in every subsequent action taken by the Regents based on these recommendations. One technical note: because I was co-chair of the Education & Curriculum Work Group, UCEP Vice-Chair David Kay led the discussion for those recommendations and wrote the committee's responses.

Please contact us if we can provide any further information or clarification.

Sincerely,

Keith R. Williams

Keith Williams, Chair
UCEP

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response

Comments from the University Committee on Educational Policy
May 18, 2010

SIZE AND SHAPE

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18)

	Agree	x	Conditionally Agree		Disagree		No Comment

UCEP agrees that this could be beneficial if it does not displace funded California students and does detract from campuses that have a lesser ability to attract out-of-state students. Geographical diversity and the greater awareness of UC outside California are seen to be good things, but continued efforts to improve in-state diversity should be a strong priority. Not all campuses will have the infrastructure to recruit out-of-state, and campuses with a history of fewer out of state students may have to work to market the areas of their campus that would be particular attractive to those outside California. We suggest that a referral system be used where qualified students not admitted to one campus might be referred to another campus. We also emphasize that the standard for admission should be the median level of all undergraduates at a campus, not for the system as a whole.

There was some dissention within the committee regarding how non-resident fees should be administered, with a large majority favoring most of the funding being designated for the campus of residence, but with some amount taxed and designed for the system as a whole to help maintain obligations to the state that are challenged by the current fiscal environment. Some suggested that a tax be applied only when non-residents exceeded some predetermined percentage of campus enrollment. A minority of members felt that all fees should stay with the home campus of non-resident students.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

	Agree	x	Conditionally Agree		Disagree		No Comment

UCEP supports improving transfer function and continuing UC's efforts towards enhancing streamlining efforts. UCEP believes more study is needed about how SR477 has been used and the resulting consequences before agreeing it should be fully implemented, but does agree that this recommendation needs full evaluation by UCOPE, BOARS, and UCEP. While there may be benefits to developing greater consistency in lower-division major preparation in key majors, we should also analyze what is compromised by such efforts, and there should be an option for no standardization and for alternative preparation pathways when it is warranted. Emphasis should be given in a planning process to the most common transfer majors, and we support convening faculty from different campuses to discuss the possibilities. The potential benefits of some degree of standardization need to be fully explored and faculty will need to be educated to understand those benefits. We emphasize that all efforts to facilitate transfer should not undermine the importance of transfer students getting needed preparation for both UC majors and for basic skills such as writing.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

x	Agree		Conditionally Agree		Disagree		No Comment

UCEP agrees that ASSIST is important and should be upgraded to better facilitate transfer. This is particularly important since academic advising is not being supported to the extent that would be desirable. Ideally the retooling of ASSIST could be done in a way that further informs community college students of UC majors and prerequisite requirements as well as identifying class articulation.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

x	Agree		Conditionally Agree		Disagree		No Comment

UCEP agrees with the course of action described with this recommendation. We suggest that the philosophy of the master plan be maintained with UC having exclusive jurisdiction over doctoral degrees with the exceptions described, but with a provision that should UC opt of offering specific degrees where there is a demonstrated need, that the CSU system be authorized to offer them. These would mainly be degrees that emphasize practical rather than research training. While a degree such as the Doctor of Nursing Practice was cited as a degree that CSU has an interest in to train future university faculty in nursing, we believe that as degree training university faculty should have a strong research basis, and such a degree should still be within the purview of UC.

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28)

x	Agree		Conditionally Agree		Disagree		No Comment

UCEP agrees with this recommendation but also believes that each "redundancy" or "efficiency" should be carefully evaluated to make sure benefits substantially outweigh negative consequences. There may be areas where redundancies are appropriate, or an economic efficiency would have detrimental effects on academic quality. We also believe the Senate should also look at its governing process to identify areas where the process could be updated to be more efficient while still retaining the needed deliberative process.

EDUCATION AND CURRICULUM

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree	x	Conditionally Agree		Disagree		No Comment

The committee favors managing educational resources more effectively and efficiently, but notes that each specific efficiency measure must be examined for its possible effects on the quality of education.

1.1 [Increase number of students graduating within four years]
(a) The committee favors the more effective use of degree audit systems.
(b) The committee favors minimizing degree bottlenecks such as restricted access to gateway courses.
(c) Committee members were not convinced that raising the average unit load per term to 15 would be beneficial. First, the average loads per campus are close to this already (ranging from 14.6 to 15.8). Second, it was not clear that a higher average load would create any savings, since a lower average load could be counterbalanced by higher enrollments (N students averaging 16 units consume most instructional resources at the same rate as 2N students averaging 8 units). Third, as fees increase and the economy falters, many students must pursue employment as they attend UC; requiring higher academic loads may impede access for these students.

UCEP disagrees with the proposal to limit more strictly the maximum units allowed over the course of undergraduate study, especially for students, such as those pursuing double majors, who remain within four calendar years and have better-than-satisfactory academic records.

UCEP would also encourage campuses to examine the number of units assigned to courses with a view towards how those choices affect student workload. Some campuses report a proliferation of 3-unit courses, which would make 5 courses a normal load if the expected average were 15 per term. Other campuses report that having many 5-unit courses makes it harder for students in academic difficulty to recover and is incompatible with highly constrained curricula such as engineering.

(d) UCEP favors policies that minimize unfilled seats in impacted courses.

Another factor delaying students' graduation is inadequate preparation before entering UC. The university should have a greater presence in K-12 education to reduce the number of students who come to UC underprepared.

1.2 [Three-year pathway]

At present, under 3% of UC undergraduates complete their degrees in three years. Students choose this option for financial reasons or to get a head start on graduate or professional training; counterbalancing these advantages, a three-year student misses a year's worth of college education, perhaps forgoing a minor, education abroad, or a senior research project. A streamlined pathway should be available as an option to qualified students, but UCEP opposes outright encouragement of students to finish in just three years. Additional concerns with a three-year pathway include:

- Priority enrollment for three-year students may displace four-year students in impacted courses, delaying the progress of the displaced students.
- If an enhanced three-year pathway results in more summer courses, questions about staffing and funding those courses arise: Will fewer of them be taught by ladder faculty? Will participating students thus be taught more often by less experienced faculty? Does sustaining an increased volume of summer students depend on summer instructors being paid less than faculty at the same level during the regular year, as is currently the case? Do these issues imply that the three-year plan will be of lesser quality?
- The terms of some financial aid packages may not cover summer session

1.3 UCEP favors the general notion of using faculty resources effectively.

UCEP members are concerned about decreasing the teaching by ladder rank faculty. Highly selective primarily-undergraduate colleges already seek to distinguish themselves from universities by emphasizing student contact with professors (while at universities, other non-Senate categories of instructors contribute significantly to the teaching mission). UC claims to expose undergraduates to cutting-edge researchers, and diminishing that exposure would create a bad public impression for UC. Even among ladder faculty, allowing those with extramural funding to reduce their teaching loads more than they can at present could result, given the university's reward structure, in greater inequalities due to discipline or research area.

In elaborating this recommendation, the Commission should emphasize that even an increased use of graduate students in instruction would be limited, as at present, to (a) graduate students leading sections under the supervision of a faculty member and (b) graduate students teaching full courses would be limited to advanced graduate students with proven teaching ability and active mentoring. Given those constraints, providing teaching opportunities for certain graduate students is a part of the university's mission.

1.4 [Eliminate unnecessary course-taking]

The committee favors more effective advising and tools to enable students to plan their academic programs more accurately. The committee questions the extent to which upper division degree requirements may be "excessive"; presumably the faculty create degree requirements for sound academic reasons. Moreover, all academic programs are subject to review on a regular schedule. UCEP encourages faculty, as part of these reviews, to consider as always which courses are essential for students and which are better left as options or alternatives.

Other options considered: The option to increase class size is not feasible for campuses that currently lack physical space. Large class sizes at present have been criticized.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree	x	Conditionally Agree		Disagree		No Comment

UCEP favors curricular innovation, including innovative and effective uses of technology and exploration of alternative methods of delivery. Online education comes in a broad variety of forms; any "potential opportunities" for benefits, such as higher quality, greater accessibility, or reduced cost, will depend entirely on what form a particular online education offering actually takes. UCEP finds these points essential:

- The design and delivery of UC courses must be faculty-driven.
- Online courses should have departmental approval and support, so they will integrate appropriately into existing curricula.
- Claims of cost-saving or potential revenue must be examined closely, given reports that high-quality online courses (including "hybrid" courses that include real-time or in-person interaction) are expensive to develop, must be continually updated to maintain UC-level quality, and require significant time and effort by faculty.
- Opportunities for interaction with instructors and other students are an essential aspect of UC quality, so UC-quality online courses should provide those opportunities.
- Many UC courses involve student presentations, laboratory work, and group work. Providing these activities in an online context presents challenges.
- The value of a UC degree depends in part on an expectation that the student him- or herself has completed the degree requirements satisfactorily. Authenticating a student's personal participation in an online context presents technical challenges that must be addressed.

UCEP strongly endorses the proposed pilot program to develop online courses using external funding, provided that an explicit goal of the pilot program continues to be the thorough evaluation and demonstration of those courses' academic quality.

It was noted that the Extension program at one campus has a significant number of online courses and twenty thousand students, and that some campuses have successful existing online courses and programs; experiences with these programs should be mined as UC explores broadening its online offerings.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree	x	Conditionally Agree		Disagree		No Comment

The committee is concerned that self-supporting programs not become preferred for resource allocation or required of students solely because they generate revenue. The proliferation of self-supporting programs could lead to inequitable resource allocation across disciplines. UCEP also notes self-supporting programs will be highly subject to the fluctuations of the marketplace; though university programs and curricula do need to be responsive to the needs and goals of students, they should be more enduring than the vicissitudes of commerce, fashion, or the economy. The faculty may need to insist on coverage of some topics simply because they're essential to an undergraduate liberal arts curriculum, even if they are not currently in high demand. (Senate FTE, for example, have a lifespan of decades; hiring senate faculty into market-driven programs is therefore risky.) Creation of self-supporting programs requires the careful balancing of many issues.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree	x	Conditionally Agree		Disagree		No Comment

Committee members expressed strong concerns that a systemwide planning framework would diminish faculty and campus-level participation in planning decisions. A framework that recommends or is informative might be valuable, e.g. in coordinating the creation of new programs to enhance collaboration and reduce unnecessary duplication. Academic planning must involve faculty in the process, and each campus should have the opportunity to chart its own course while taking into consideration the system's goals. UCEP feels that decisions about creating and especially discontinuing programs should be made at the campus level. Members disagreed with any movement toward a central planning model.

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

x	Agree		Conditionally Agree		Disagree		No Comment

UCEP heartily endorses the primacy of educational quality at UC. UCEP applauds the working group's effort to create an explicit definition of educational quality for UC; indeed, any other recommendations must be considered in terms of their effect on educational quality.

As the *Choices* report indicates, UC faces tradeoffs between increasing revenues, pruning particular programs, and impairing overall quality, and of these, clearly the last alternative is the worst.

The committee does recommend that the definition more explicitly mention analytical skills and critical thinking at some point, and indicate that by holding students to the highest standards, we encourage students' work ethic and their confidence in overcoming difficulties to achieve their goals. We also suggest that the "values and history of American democracy" item seems more narrowly focused than the others; perhaps "values and history of democracy and responsible citizenship" would be preferable.

In terms of assessing quality, the committee notes that the quantitative data most easily available (e.g., matriculation and graduation rates, student grades, the UCUES survey) may not be adequate to assess all aspects of educational quality. UCEP endorses the gathering of longer-term information (e.g., by tracking and surveys of alumni) while recognizing that some important attributes of quality may simply not be feasible to assess explicitly.

The committee notes that a parallel system for assessing quality exists on campuses in the creation and assessment of learning outcomes as a part of the WASC accreditation process.

UCEP also suggests that this definition of quality could be adapted with terminology and examples focused towards external audiences such as legislators, parents, and high school educators.

ACCESS AND AFFORDABILITY

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

x	Agree		Conditionally Agree		Disagree		No Comment

No specific comments

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

x	Agree		Conditionally Agree		Disagree		No Comment

UCEP has a general concern that there may be more financial pressure on middle class students because of the continued rise in fees, and we agree that "a clearer strategy for middle-income students" is needed. We urge that financial aid look closely at the balance of grants, loans and work expectation to insure that all economic levels have similar access. We agree that special educational programs such as Education Abroad should be equally available to all students, and that changes to the financing of programs such as Education Abroad should be analyzed to ensure access is feasible for all economic levels.

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

x	Agree		Conditionally Agree		Disagree		No Comment

In addition to agreeing with the importance of graduate study as a part of UC's teaching and research missions, we also note the importance of graduate students to undergraduate study, both through their role as teachers but also as mentors to undergraduates in both teaching and research environments. UC's teaching mission could not be accomplished with the success it has had without the vital contribution to both teaching and research efforts by graduate students.

Currently there seem to be administrative impediments that make it more difficult for graduate students to pursue education or research at other campuses. As resources become even more limited, better access to opportunities at other UC campuses could help maintain the quality of graduate education. There was concern that in the humanities and social sciences that graduate students were sometimes being asked to commit too much time to teaching that reduced research efforts and prolonged time-to-degree.

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

	Agree	x	Conditionally Agree		Disagree		No Comment

UCEP agrees with the principle of providing financial aid for undocumented California high school graduates. We are concerned that the issue will lead to political controversy at a time when budget issues are of central importance to UC. We suggest that the recommendation be phrased in a way that emphasizes that this is being done from a perspective of fairness, making financial aid accessible to all students who pay the UC fees that are used for substantial portion of financial aid. Undocumented

students are paying fees that are used to provide financial aid to other students, an easy example of unfairness. To the extent that there are middle class students who unfairly receive no or insufficient financial aid, a fairness argument would also include that group in a more general effort

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

	Agree	x	Conditionally Agree		Disagree		No Comment

UCEP conditionally agrees with this, believing that there are strong benefits for students knowing what their fees will be through a guaranteed rate plan. Emergency procedures should exist that would allow for the possibility of a change in fees if economic times warrant it. Since the state has a record of underfunding higher education, guaranteeing a fee structure could put the university in a very difficult situation if adequate state funding were not available, and increasing fees might be the only way to prevent major changes to the quality of the university. Specific guidelines for those economic conditions would have be established to convince students and their families that this would only occur in very unusual situations.

There was also some concern raised philosophically about the fact that in a given class there would be students paying different fees to receive the same instruction.

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition." (pp. 70-72)

x	Agree		Conditionally Agree		Disagree		No Comment

It is appropriate to call the education fee what it really is – tuition, with the funds often used directly for education-related costs. Calling it tuition has the added benefit that the name may be minimize confusion sometime involved with securing federal funding for UC.

FUNDING STRATEGIES

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

x	Agree		Conditionally Agree		Disagree		No Comment

Advocacy should specifically be aimed to include faculty, students and alumni to help provide a grassroots perspective on the value of higher education to citizens and to the state of California. Advocacy efforts should partner with business interests in CA to help define how higher education graduates are critical to continued economic growth in the state.

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83)

x	Agree		Conditionally Agree		Disagree		No Comment

Best practices should also include ones related to academic efficiencies, particularly in relation to degree audit systems and advising services which will directly affect student progress towards degrees. We believe it is important to include faculty on any committees appointed to look into identifying and adopting shared practices so that the effect on educational efforts is fully considered from the user perspective.

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree	x	Conditionally Agree		Disagree		No Comment

Potential problems could if funds were not accepted because funder would not accept higher indirect cost rates. For some faculty foundation or state support with lower indirect costs are a primary source of external funding, and not having access to those funds due to indirect cost recovery policies could leave substantial funding sources behind. We believe that there should be a means by which special circumstances can be considered. Grants should not be refused when the funders do not pay indirect costs.

As a part of this effort allocation of indirect costs should be reviewed and become more transparent.

Some grants have a cap for total funds (including direct & indirect costs). The impact this might have on reducing a PI's direct resources should be recognized and efforts should be made through indirect cost distribution to minimize the loss of direct funds due to higher indirect costs.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

x	Agree		Conditionally Agree		Disagree		No Comment

We believe that experts in indirect cost negotiation should determine whether rates could be negotiated best by system or by campus. This seems an area where the benefits of a system might be used to help all campuses. As a part of this effort allocation of indirect costs should be reviewed and become more transparent.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

	Agree	x	Conditionally Agree		Disagree		No Comment

UCEP agrees that the Education fee should be relabeled tuition, but that Registration fees should be labeled Student Services Fee as is currently being proposed.

We endorse the concept of having a multiple year plan for fees with the specific goal of maintaining quality. However, a better definition and conceptualization of quality will be needed along with metrics by which quality can be assessed. If a plan were to be developed based on quality of education it is essential that faculty be included integrally in the process.

A multiyear plan would have benefits to students by knowing how fees will change throughout their enrollment period, but would need to have some provisions for cases where the state does not provide adequate funding. Care is needed that the legislature does not see this as a planned way to reduce state expenditures. The increases might be predicated on the state being a full partner by providing appropriate increases.

UCEP suggests that the planning model proposed should also include further development of defining quality and ensuring that metrics for evaluating quality are in place.

We agree with the concept of a multi-year graduation in fees as that would allow students and families to plan appropriately, but we are also concerned if that is done in the form of a guarantee that could create problems if state contributions did not meet expectations or needs.

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94)

x	Agree		Conditionally Agree		Disagree		No Comment

Please see comments as previously made in the Size & Shape recommendation #1.

We restate that practices of enrolling unfunded students should be discontinued but also examined closely to make sure there are real savings by doing so and that it does not leave the university with other problems, such as an inability to make debt payments due to unfilled students housing.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

x	Agree		Conditionally Agree		Disagree		No Comment

UCEP agrees with the approach described in the recommendation. Low-income students often come from high schools that lack adequate diversity of academic offerings and provide less counseling support, and they often need additional support services to make sure they don't fall behind students from more advances schools. These funds could in part be targeted to ensure better advising for such students.

Recommendation 8: Examine alternate faculty compensation plans. (pp. 101-102)

	Agree	x	Conditionally Agree		Disagree		No Comment

UCEP conditionally agrees that further exploration is appropriate as long as faculty are fully consulted in the process, but the details are currently too vague. The practice should not be excessive and should not arbitrarily mandate the use of research funding for faculty salaries as that could fundamentally change the way programs develop and evolve and how faculty seek grants. This is potentially a fundamental change to faculty compensation that cannot be done without full faculty participation from the beginning.

Equity issues are important. Any alternative compensation plans should not put additional requirements on the involved faculty and should have rights to retreat from the plan under specified conditions. Participation in any plans, such as perhaps augmenting off-scale salary through research grant funding, should be voluntary.

It is not clear whether or this would have an effect on the teaching mission of the University, and that needs to be explored further. More planning is needed to detail what would happen in a variety of situations, such as what would happen if grant funding was lost – what would happen to partial funding of salary from research?

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	x	Disagree		No Comment

UCEP is opposed at this time to consideration of differential fees by campus. As the budgetary situation evolves and circumstances change we acknowledge that this issue might be evaluated again, but at this time we no justification for going forward with such a plan. One of the strengths that has made UC a unique institution worldwide has been its system of top-tier public land-grant research universities. While many state systems emphasize one or more flagship campuses, UC has had a strong commitment that each UC campus should aspire to be at the top level of universities. Since the various campuses are of different ages and stages of development, and have different strengths and emphases, this encourages each campus to strive for the highest levels of excellence and provides the state with a unique collection of teaching and research programs that is unrivaled in higher education. We believe that differential fees by campus would likely openly or inadvertently lead to undesirable stratification of campuses, influencing student, faculty, and public perceptions of campus goals. If the current financial climate requires changes to maintain the opportunity to achieve at the highest levels, we suggest an approach that more selectively targets the mix of programs at each campus that can be supported at the level desired rather than an across the board reduction of quality or opportunities at some campuses.

We are concerned that, given the choice, all or most campuses would opt to charge the highest rate possible to demonstrate that they are deserving of being at the top level, either resulting in no differentiation at all, or with only a few campuses stigmatized as being a lesser quality option. The

alternative of having some systemwide process determine campus fees would restrict campus autonomy too much, a practice we believe is undesirable and contrary to what will allow the best future development at each individual campus.

RESEARCH STRATEGIES

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree	x	Conditionally Agree		Disagree		No Comment

We believe that experts in this area indirect cost negotiation should determine whether rates could be negotiated best by system or by campus.

The recommendation suggests that exceptions to full cost recovery would be allowed as determined by each campus. What if campuses adopt different policies and that allows some campuses to pursue certain funding agencies and others not?

Increases in indirect cost rates should not drive the direct costs down due to a conceived or mandated need to keep grant funding below some target. Such a situation would affect both the scope of work that could be done and support for graduate students and post-docs.

Potential problems might occur if external funds were not accepted because funder would not accept higher indirect cost rates. For some faculty foundation or state support with lower indirect costs are a primary source of external funding, and not having access to those funds due to indirect cost recovery policies could leave substantial funding sources behind. We believe that there should be a means by which special circumstances can be considered.

As a part of this effort we reinforce that allocation of indirect costs should be reviewed and become more transparent.

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

x	Agree		Conditionally Agree		Disagree		No Comment

- UCEP emphasizes that faculty should be an integral part of any planning effort to allocate internal funds or to develop collaborative research projects. We endorse looking out for graduate students as essential contributors to the research mission. Graduate student collaboration with faculty varies with discipline and teaching experiences are key in many areas, and we should not lose sight of that in research funding efforts. The quality of graduate education is closely tied with research opportunities and funding.

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

	Agree		Conditionally Agree	x	Disagree		No Comment

UCEP does not agree with this recommendation as described, and is concerned about the top-down nature of the proposal and how it would interact with existing MRU's, ORU's and MRPIs. There were questions about whether collaboration within the UC system is needed beyond existing pathways.

Before being explored further there should be some determination that there is indeed new opportunities for research if this approach is taken, and that the infrastructure necessary to support such

multicampus efforts is either in place or can be justified by the potential return. Faculty support for the idea should be carefully considered by the Senate campus committees on research and the systemwide UCORP, and the recommendation not initiated unless widespread support is present.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

x	Agree		Conditionally Agree		Disagree		No Comment

UCEP agrees with this recommendation.

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

x	Agree		Conditionally Agree		Disagree		No Comment

UCEP agrees with this recommendation

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UNIVERSITY COMMITTEE ON FACULTY WELFARE (UCFW)
Shane White, Chair
snwhite@dentistry.ucla.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

May 17, 2010

HARRY POWELL, CHAIR
ACADEMIC COUNCIL

RE: Commission on the Future, Preliminary Recommendations

The Commission on the Future has performed a very valuable service to UC. The recommendations of the Working Groups outline a number of potentially valuable options that deserve careful consideration by the Academic Senate, the Administration, and the Regents. The next step is full Senate review, to identify which of the recommendations should be implemented. As soon as Senate deliberation is complete, the Senate and Administration should work closely to implement the appropriate recommendations, many of which do not require Regental action. For those recommendations requiring Regental action, the Senate and Administration should work closely in drafting the proposals to the Regents.

UCFW believes that UC faces a major existential crisis, and feels that the Commission recommendations fall short of an adequate response to that crisis. **The fundamental problem is that UC's current revenue stream is inadequate to meet the cost of operating UC as it is currently structured.** Indeed, despite the furloughs and other painful cuts made in 2009-10, UC has an annual structural deficit of nearly two billion dollars, representing the money that should have been going into UCRP to cover the normal cost (the value of benefits earned this year) and the interest on the unfunded liability; instead, this money was spent to maintain basic operations.

In addressing this shortfall, UC should turn first to revenue enhancements and reduction in non-personnel costs. However, it is not plausible that these will suffice to bring the budget into balance; consequently, there will have to be reductions in personnel costs. In principle, personnel costs can be reduced by workforce reductions, or by reductions in wages and benefits. However, UC's current salary and benefits are already seriously uncompetitive for faculty and some other employee groups. Offering uncompetitive Total Remuneration will cause us to lose many of our best faculty and staff. We can only maintain quality if we offer a competitive Total Remuneration package. Thus, workforce reduction, as painful as it is, would be better than benefit cuts that result in uncompetitive Total Remuneration.

Obtaining competitive Total Remuneration is not in conflict with our diversity goals. Indeed, many have argued that female faculty members are inherently less mobile than male faculty and thus less able to generate the outside offers needed to obtain a competitive wage: thus, female faculty have suffered disproportionately from the inadequacy of the salary scales. Nor is competitive Total Remuneration in conflict with our mission of providing access to an excellent higher education to qualified California students; however, if the size of the faculty needs to decline in order to assure

competitive Total Remuneration, we will have to manage carefully our instructional methods and teaching loads to assure access and quality.

To the extent possible, this reduction in the size of the workforce should be accomplished through attrition over a period of several years, if necessary. Unfortunately, UC continues business as usual, adding new programs when we don't have sufficient funding for existing programs. UC pretends that cuts in post-employment benefits will resolve a significant part of the budget problem; that is an illusion. UC must adopt a realistic budget plan that provides competitive Total Remuneration; inevitably, this will involve a smaller workforce. The Academic Senate, and in particular the University Committee on Planning and Budget (UCPB) and the University Committee on Educational Policy (UCEP), must take the lead in planning how UC can best carry out its mission under these circumstances.

The Choices Report, developed by UCPB, provides a better approach to the fundamental budget problems facing UC than does the Commission on the Future. In particular, UCFW believes that the Senate and the Administration should carefully consider UCPB's arguments against differential fees, and arguments in support of a unified System of campuses (Section 2b). The Administration also should consider UCPB's arguments in favor of restoring competitive total remuneration that addresses shortfalls in both salaries and benefits (Sections 3a and 3b). UCFW also encourages the Administration to consider UCPB's well-articulated concerns with the assumptions underlying the expansion of on-line instruction and the unintended, potentially deleterious consequences of adopting alternative salary plans for faculty (Sections 4a and 4b). Finally, UCFW invites the Administration to reconsider the historical priorities for campus construction (Section 6b) and growth of administrative positions (Section 6c) in view of the current budget climate.

Sincerely,

Shane White, UCFW Chair

Copy: UCFW
Martha Winnacker, Executive Director, Academic Senate

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UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION (UCIE)
Errol Lobo, Chair
loboe@anesthesia.ucsf.edu

The Assembly of the
Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9467
Fax: (510) 763-0309

May 21, 2010

HENRY POWELL, CHAIR
ACADEMIC COUNCIL

RE: Commission on the Future Recommendations

Dear Harry,

At its May 13 meeting, the University Committee on International Education (UCIE) reviewed a number of the Commission on the Future (COTF) recommendations. Generally speaking, UCIE is disappointed with the scope and orientation of some of these preliminary recommendations, and is particularly discouraged by the lack of a recommendation devoted to international education. When the term "international" does appear in the recommendations, it is related to enhancing University revenue (e.g., Size & Shape #1, Funding Strategies #6). Specifically, there is little attention in the recommendations to "internationalization" as a (supposed) priority for the future of the university as a whole, and nothing on education abroad programs (whether through campuses or UOEAP) as part of our educational mission.

UCIE opposes Education and Curriculum's Recommendation #1, which envisions "a pathway for undergraduate students to complete degrees in three years." Members emphasized that such a program would virtually eliminate the possibility of study abroad for students in this pathway. Currently, undergraduate study on EAP, including year-long immersion programs, is part of the academic careers of many successful UC students.[1] With appropriate academic advising, participation in EAP does not impede students' chances of graduating within four years. For example, data from UCSD[2] show that EAP students, as a group, compare favorably to non-EAP students with respect to time-to-degree. Apart from time-to-degree, study abroad enhances a typical undergraduate's education by bestowing a degree of maturity often lacking among students who are more concerned with fulfilling minimum requirements in the shortest amount of time possible. In response to Recommendation #1, UCIE would suggest, as an alternative to a three-year program, one that would entail a three-year study at a home campus and one year of study abroad.

[1] In 2008-09, 4,413 UC students participated on EAP programs.
[2] See page 28 of UCSD International Center Annual Report, 2008-09 (http://icenter.ucsd.edu/pdfs/annual_report09.pdf) and 2008 UCSD EAP and 'OAP Retention, Graduation, & Time-to-Degree Combined' data (http://icenter.ucsd.edu/pdfs/0809EAP_OAPcombined.pdf). An analysis of the [UCSD] freshmen cohort entering in fall of 2002 showed that of the students who studied abroad, 92% graduated in 5 years (4 years and 1 quarter) while only 78% of those who did not study abroad graduated within the same time.

UCIE conditionally endorses Size and Shape's Recommendation #1 and Funding Strategies' Recommendation #6 (increasing non-resident enrollments including international students), with reservations about *how* international student enrollments are to be increased. Although the impact(s) on the quality and diversity of the student body from increasing international students does appear in the justifications of a number of recommendations (e.g., Size & Shape #1, Education & Curriculum Preliminary Recommendation on Quality, Access & Affordability #1 & #3, and Funding Strategies #6), members note that not all international students are of the same quality, nor contribute to diversity in the same way. Simply admitting foreign students who can pay non-resident tuition would improve neither the quality nor the diversity of the UC student body; it would only increase the number of affluent foreign students from certain geographic regions.

The Size and Shape Working Group also recommends that UC "eliminate administrative redundancies across the UC system and promote efficiencies wherever possible" (Recommendation #5). The work group also notes that "centralization of certain systems can be to the benefit of individual campuses." UCIE would note that UOEAP is a good example of such centralization -- and of the gap that one sees in theory and in practice. Under UOEAP, students at all UC campuses can take advantage of international-study programs that could not be cost-effectively run by any single campus. Yet the general perception is that, despite this centralization and even, in part, because of it, UOEAP was *not* efficiently run: the consolidation of function, even in this modest scale, may have worked to increase bureaucracy, not efficiency. In addition, we have seen how organizations that provide cross-campus services, like UOEAP, even when they *are* operating quite efficiently, become attractive targets when times get tough: their costs are clearly manifest in UOEAP's balance sheets, but their beneficiaries are distributed across the campuses and lack effective advocacy. When efficiently-operating centralized services *do* get cut, the cost savings are likely to be illusory, silently being shifted back to the campuses, at increased total costs.

Thank you for the opportunity to comment on these recommendations.

Respectfully submitted,

Errol Lobo
Chair, UCIE

cc: UCIE
Executive Director Martha Winnacker

April 2010

Since the University of California's founding, with an open book depicted on its seal, UC libraries have powered research, teaching, learning, and patient care. The libraries' intellectual capital—their acclaimed research collections, innovative services, user-friendly facilities, and highly trained staff — constitute an unparalleled resource that must be thoughtfully cultivated in order to ensure its continued support for students, scholars, and the people of California. That capital is the product of a long-standing commitment to and investment in collaboration and innovation—an investment, the returns on which will benefit California for years to come.

Collections

UC libraries' collections today rank among the best in the world. They encompass an increasing diversity of materials that span emerging areas of intellectual inquiry and knowledge creation. The transition from print-only formats, such as books and journals, to an array of new digital formats poses an increasingly significant challenge to libraries. Not only must libraries preserve and manage the "collection of record" in which large investments have already been made, but librarians must continue to comb through the explosion of new knowledge to keep up with the research demands of UC faculty and students. Further, the fast pace of globalization and consequent rapid expansion in international resources require not simply purchasing materials from around the world but also finding staff with the expertise to select, organize, and support research in many languages.

The UC libraries have established a strong track record in securing collaborative purchases and conducting tough negotiations with commercial publishers to reduce the ever-increasing licensing costs of electronic resources that are vital to support research on each campus. The University must continue to support and expand this capacity.

Similarly, the UC libraries collaborate regularly across campuses on scholarly publishing initiatives to the benefit of the entire UC system. They have developed and promoted alternative means of publishing, including infrastructure that supports open access more cost-effectively than options made available by publishers. The libraries have been instrumental in the implementation of the NIH public access policy. In addition, they have encouraged both retrospective and prospective digitization; championed fair use for educational purposes; sought more equitable orphan works legislation; and advocated for academic freedom and privacy.

The UC libraries serve faculty and students across all disciplines. These complex and varied fields of study require different types of services from the libraries, including, for example, the maintenance of print collections to meet the needs of the humanities and social sciences. The UC libraries must continue to operate in a way that maintains a range of services that is responsive to the breadth of the academic community's research endeavors.

Even with their tremendous collections and power to influence the marketplace, UC libraries cannot buy everything that is needed. Resource-sharing programs such as interlibrary loan must be supported so faculty and students have ready access to all materials held by libraries within the UC as well as worldwide.

UC's libraries must more proactively engage with data curation, and work with other campus partners to ensure that research data archiving and preservation meet the requirements of funders. The libraries cannot achieve this goal alone; other campus and system-level partners are essential.

As new forms of knowledge emerge, so will new forms of managing, storing, and preserving that content. Research libraries must possess or develop the tools to preserve what is in hand as well as to collect and manage future forms of knowledge. In this effort, collaboration across the UC libraries as well as with peers nationally and internationally will be essential. All of these efforts require continual, consistent resource investment. In fact, the UC libraries are already actively engaged in collaborations and partnerships designed to drive down costs and create greater impact through collective effort. The Google Book Search and HathiTrust initiatives, for instance, will enable scholars to discover and access an array of materials on a scale unimaginable only a few years ago.

Library as Place

The library as a building has been an important part of campus culture since the inception of universities. While uses change, and space within can be repurposed as new technologies arise, the buildings themselves and the resources they hold represent the heart of the academy -- a crucial intellectual asset – and continued physical presence of such buildings, supported by steady funding sufficient to ensure their availability to students and faculty, must be a high priority.

The connection between libraries and student learning outcomes is well documented, and these spaces must be adequately staffed and open to support the broadest needs of UC users. For the humanities and social sciences, libraries serve as laboratories offering primary source materials for research as well as "lab benches," whether in the form of individual study space, group study rooms, or collaborative research commons. Libraries also play a key role for students in sciences and engineering, meeting their need for collaborative study and work space. An important part of the culture of any UC campus is the interaction of students with one other and with faculty; thus, one cannot easily dismiss the importance of the library as a social space as well as a learning commons. The social role of the library enhances campus life and is crucial to the collegiate experience.

In addition to the physical spaces, the changing role of libraries in creating and supporting virtual spaces will continue to evolve as new technologies develop to link students and faculty to digital resources, to colleagues in other locations, and with one another. For many UC students and faculty, particularly in science and medicine, "visiting the library" means accessing the virtual equivalent through their desktops, laptops, or hand-held devices from classrooms, in laboratories, or at a patient's bedside. These electronic spaces must be supported and enhanced, just as the physical facilities are.

Enhancing Learning

The libraries' role in student learning, information literacy, and the development of research skills is an essential component of instruction and research. With increasing numbers of undergraduates required to complete capstone or research projects, this role is taking on added importance. Working with faculty, librarians engage directly with students at all levels to teach them new information skills, introduce them to multifaceted collections useful in specific disciplines, and expand their understanding of how information resources can help them succeed. The role takes on increased importance with the continual evolution of digital technologies and communication modes. Libraries increasingly engage with supporting collaborative learning spaces, whether physical or virtual, and course management systems. While much can be transmitted through online tutorials and guides, librarians' expertise is critical in helping students and faculty navigate the ever-growing complexity of content.

Librarians

The role of the librarian in building and curating collections, providing consultation and instruction, exploring new educational technology, and contributing to the success of UC is more vital and necessary than ever. Librarians work closely with faculty and students and with research centers across all disciplines, and their continued contributions to the academic environment are essential to the UC's future.

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UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION (UCOPE)
Jonathan Alexander, Chair
jfalexan@uci.edu

ACADEMIC SENATE
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

May 24, 2010

HARRY C. POWELL
ACADEMIC COUNCIL CHAIR

Re: Commission on the Future First Set Recommendations

Dear Harry:

The University Committee on Preparatory Education (UCOPE), at its meeting of April 23, reviewed the first set of recommendations from the work groups of the Commission on the Future. The committee's comments are included in the attached Response Template.

Thank you for the opportunity to opine on these recommendations. Please let me know if you have any questions about the Committee's remarks.

Sincerely,

/s/

Jonathan Alexander
Chair, UCOPE
Professor of English, UC Irvine

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (pp. 14-18) (Similar to FUNDING STRATEGIES Rec. # 6, pp. 92-94)

	Agree		Conditionally Agree	X	Disagree		No Comment

Practice inherent to UC mission to serve nation and international community
Might alienate California voters, taxpayers, high political cost
Needs of English language support needs need to be weighed and appropriately resourced
What is really meant from diversity?
Where will non-resident fees go?
Is the goal of increasing diversity a rouse for generating income?

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors. (pp. 19-21)

X	Agree		Conditionally Agree		Disagree		No Comment

Need to ensure transparency and emphasis on continuous improvement and monitoring.

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities. (pp. 22-23)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. (pp. 24-26)

	Agree		Conditionally Agree		Disagree	X	No Comment

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (pp. 27-28) (Similar to FUNDING STRATEGIES Rec. # 2, pp. 80-83)

X	Agree		Conditionally Agree		Disagree		No Comment

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to (1) increase the proportion of undergraduate students graduating in four years, (2) create a pathway for undergraduate students to complete degrees in three years, (3) make more effective use of faculty resources, and (4) maintain or improve the undergraduate student experience. (pp. 29-35)

	Agree	X	Conditionally Agree		Disagree		No Comment

(1) Laudable goal but frightening
(2) Frightening, worrisome that student experience compromised in three-year model
(3) Flawed, frightening assumptions made
(4) Agree

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs. (pp. 36-39)

	Agree	X	Conditionally Agree		Disagree		No Comment

With provisos at stated earlier
Technological support key
Limits on class size important
Reiterate appropriateness of online venues for gateway or developmental courses

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities. (pp. 40-45)

	Agree		Conditionally Agree		Disagree	X	No Comment

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole. (pp. 46-48)

	Agree		Conditionally Agree		Disagree	X	No Comment

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality. (pp. 49-54)

X	Agree		Conditionally Agree		Disagree		No Comment

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students. (pp. 55-57)

X	Agree		Conditionally Agree		Disagree		No Comment

Point out contradiction with goal of increasing non-resident enrollment

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC. (pp. 58-60)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond. (pp. 61-63)

X	Agree		Conditionally Agree		Disagree		No Comment

If graduate students are used for teaching, they should be provided with sufficient training.

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates. (pp. 64-66)

8	Agree		Conditionally Agree	1	Disagree	1	No Comment

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students. (pp. 67-69)

X	Agree		Conditionally Agree		Disagree		No Comment

Access and Affordability Continued

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as “tuition.” (pp. 70-72)

X	Agree		Conditionally Agree		Disagree		No Comment

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding. (pp. 75-79)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system. (pp. 80-83) (Similar to SIZE and SHAPE Rec. # 5, pp. 27-28)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research. (pp. 84-85)

	Agree	X	Conditionally Agree		Disagree		No Comment

May in fact decrease the number of available grants and revenue.

Recommendation 4: Improve indirect cost recovery rates with federal agencies. (pp. 86-87)

X	Agree		Conditionally Agree		Disagree		No Comment

UC indirect cost recovery rate should be in line with comparable research universities.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning. (pp.88-91)

X	Agree		Conditionally Agree		Disagree		No Comment

How?

Funding Strategies Continued

Recommendation 6: Increase enrollment of nonresident undergraduates. (pp. 92-94) (Similar to SIZE AND SHAPE Rec. #1, pp. 14-18)

X	Agree		Conditionally Agree		Disagree		No Comment

See earlier comments. Oppose decreasing California resident enrollment but not adverse to increasing non-resident enrollment.

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS"). (pp. 95-100)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 8: Examine alternative faculty compensation plans. (pp. 101-102)

	Agree		Conditionally Agree	X	Disagree		No Comment

Code for variable faculty salaries and opens for faculty as self-supporting

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses. (pp. 103-106)

	Agree		Conditionally Agree	X	Disagree		No Comment

WORKING GROUP FIRST ROUND RECOMMENDATIONS
Response Template

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers. (pp. 111-116)

	Agree		Conditionally Agree		Disagree	X	No Comment

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural funding options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible. (pp. 117-121)

X	Agree		Conditionally Agree		Disagree		No Comment

Where there the benefit to the state is clear

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation. (pp. 122-125)

X	Agree		Conditionally Agree		Disagree		No Comment

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support. (pp. 126-129)

	Agree		Conditionally Agree		Disagree	X	No Comment

Research Strategies Continued

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research. (pp. 130-131)

X	Agree		Conditionally Agree		Disagree		No Comment

Additional Comments and General Observations

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UNIVERSITY COMMITTEE ON RESEARCH POLICY (UCORP)
Greg Miller, Chair
grgmiller@ucdavis.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

May 21, 2010

HARRY POWELL, CHAIR
ACADEMIC COUNCIL

RE: Commission on the Future Part I Recommendations

Dear Harry,

UCORP has discussed at length the implications of the first recommendations of the Commission on the Future, especially those of the Research Strategies Working Group (RSW). While we have not come to a consensus on many of the specific recommendations, we unanimously agree that the Commission would benefit from a more comprehensive approach to the problems it seeks to address. The discussion that follows outlines our overarching concerns with the Commission's work to date, followed by some specific concerns in response to specific recommendations.

First, we assert that the Commission has not addressed the University's true crisis: the abdication by the State of its responsibilities. Expecting the State to increase its support for UC may not be realistic in the short term, but foreclosing the option and removing the pressure by not calling for increased State support upfront and at every opportunity sends the wrong message. The Commission seems to assume that UC will inevitably privatize along the Michigan model, that the State will never reinvest in higher education, and that UC cannot be persuasive in this arena. UCORP agrees with none of these assumptions, and we call on the Commissioners to add their voices to demand adequate State support at the outset of and throughout their recommendations.

We also feel that the process to date wrongly faults UC for its predicament. Calls for improving efficiency and reaffirming commitments imply that we are woefully and purposefully inefficient and that we are not presently affirmed to core principles. Such is not the case. Although undoubtedly business and operating costs can be shaved, they are not responsible for the external fiscal reality, and they cannot save us from it. Continued pressure must be applied to the State to maintain support for the UC if we are to fulfill our role in the Master Plan for education and if we are to continue acting as the research arm of the State (as required under the current Constitution).

Turning to the changes that UC must make internally, UCORP believes that the first round of recommendations do not present a comprehensive, strategic approach for the future governance of the University during the current fiscal crisis or the period that will follow. The commission should present options that close the budget gap, even if those options are controversial. A forthright discussion of realistic and significant options must occur, and we hope that the Commission's second round of recommendations facilitates just such an opportunity. The tough choices we face must be decided by

evaluating carefully the impact to the University on its ability to fulfill its Constitutional charges while maintaining the **excellence** that is synonymous with UC.

Because the Commission has not made recommendations that truly address the magnitude of the problems facing UC, we are moving on a path where decisions will need to be made at the last moment without full and proper consultation with the Academic Senate. This is highly undesirable. The Size and Shape working group should consider questions such as: Can UC continue to offer an excellent education to the top 12.5% of California high school graduates absent State support for them? If not, what percentage will the State support? Is that an acceptable Size and Shape for the University? Is UC prepared to offer a mediocre education to whatever percentage of students the state will support? Or is UC prepared to privatize to continue providing a quality education to the top 12.5% of California high school graduates? The Research Strategies working group should consider questions such as: Does the research footprint of UC need to contract? How can this happen without reducing the quality of the remaining research?

Focusing on specific research recommendations, consider the impact of RSW recommendation #1 asking for an increase in Facilities & Administration costs (F&A costs, AKA indirect costs) in disciplines for which there are sufficient external funds. We are concerned that this and the Funding Strategies (FS) Working Group's F&A recommendations are unrealistic (FS3&4, RS1). There is no indication that the federal government will accede to demands for higher reimbursement rates. The discussion in the report assumes "constant effort" will be rewarded, but UCORP worries that an offer of only "constant dollars" may be more realistic; that is, many fear that an increase in indirect costs will be accompanied by a decrease in direct cost funding availability. Moreover, not all UCORP members are persuaded that research should be cost-neutral to the University, given our land-grant heritage. This aspect seems not to be reflected fully in working group reports, especially where universally disallowing F&A waivers is under consideration. All UCORP members agree, however, that the use of state funds for research expenses is perfectly reasonable, even during harsh budget times.

RSW recommendation #2 asks for a reprioritization of internal funds to disciplines for which external funds are scarce. UCORP is concerned that the wording of this recommendation may convey the idea that we should allocate a larger share of internal funding to disciplines for which external funds are scarce, to the detriment of other disciplines. We suggest instead that the wording be changed to indicate that the UC should maintain support for excellent research across a broad range of disciplines, including those for which external funds are scarce. One of the most concrete steps that could be taken to achieve this objective is to call for reinstatement of COR funds to their historical levels.

Similarly, UCORP has written to the Academic Council on the primacy of research at UC (see correspondence of August 31, 2009, November 10, 2009, and January 14, 2010), and during these deliberations, it was noted that none of the faculty sitting at the table would have come to UC if its research enterprise was not world class. If the current payroll proposals' assumptions are true (FS8, EC1), state-supported humanities, arts, behavioral and social science (HABSS) professors (who receive 19900 funds) cannot get external funds either to subsidize graduate students or post-docs or to off-set either teaching or research. As a result, either teaching or research will inevitably suffer. The implications for recruitment and retention under such terms are chilling[1] and help to illustrate the priority with which research at UC should be treated.

Finally, we submit this additional targeted feedback:

[1] We are not persuaded by the argument that freeing the state payroll of market-supportable faculty will translate into more dollars for non-market-supportable faculty, and that argument's implications make us uneasy, should the theorized swap work.

- What is the role of graduate students in the UC of the 21st Century? Aside from generic calls for greater graduate student support, the priority and importance of graduate students both to undergraduate education and to the research enterprise is unrecognized in the current report.
- We oppose differential fees by campus (FS9). We are amenable to careful proposals for differential fees by major, as supplemental fees make this a de facto policy today.
- Our concerns regarding the quality of educational experiences in online venues remain (see correspondence of January 14, 2010) (Education and Curriculum 2).

We look forward to evaluating the Commission's final recommendations, which we hope will accompanied by more data, implementation plans, and adequate time for review prior to their consideration by The Regents.

Sincerely,

Greg Miller, Chair
UCORP

cc: UCORP
Martha Winnacker, Executive Director, Systemwide Academic Senate

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UNIVERSITY COMMITTEE ON PLANNING AND BUDGET (UCPB)
Peter Krapp, Chair
krapp@uci.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

May 18, 2010

HENRY POWELL, CHAIR
ACADEMIC COUNCIL

Re: UCPB Responses to First-Round Recommendations of UC Committee on the Future Working Groups

Dear Harry,

The University Committee on Planning and Budget (UCPB) is pleased to submit our responses to the "first round" recommendations of the working groups of the UC Commission on the Future. We look forward to continued discussion of the alternatives before the University for addressing the funding crisis both in this context and in the context of the systemwide review of UCPB's own *Choices Report*, which also addresses some of the recommendations.

Some working groups have announced that they plan to release some of their more substantial and/or controversial recommendations in June. As you know, a summer review schedule is potentially challenging for the Senate, particularly because we are also expecting recommendations from the Post-Employment Benefits task force, with significant consequences for the future of UC. We hope, therefore, that the Senate will take the lead in maintaining focus and holding the administration to their commitment to ensure adequate Senate consultation time through the summer and into fall.

Sincerely,

Peter Krapp
UCPB Chair

cc: UCPB
Martha Winnacker, Senate Executive Director

Encl.

Size and Shape

Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level. (*Also see FUNDING STRATEGIES Rec. #6*)

Agree Conditionally

As UCPB states in the Choices Report, one of the most acceptable revenue-generating ideas is increasing the number of domestic and international non-resident students. However, this option must be approached carefully with an eye to its effect on campus differentials.

Given declining state funding, as well as unfunded enrollment of 15,000 resident students in the system, UCPB supports efforts to reduce systemwide unfunded enrollments to zero and increase non-resident enrollments to maintain capacity until the state funds more resident students. Non-residents currently account for only about 4.5% of UC's enrollment and UCPB is confident that UC can attract more students from out of state and abroad. Significant potential revenues may result, which would also enhance UC's diversity. However, the rate of increase needs to be gauged carefully. Increasing the number of non-residents greatly *without* increasing UC's overall capacity displaces eligible in-state students, but the state has not been funding 15,000 students who are currently enrolled, and these are eligible and admitted UC students.

We note that UCOP's new policy giving each campus an enrollment target for undergraduate and graduate non-residents and allowing them to keep NRT revenues creates a financial incentive for campuses to increase non-resident enrollment. For historical reasons, some older campuses are better known outside California, and more likely to attract non-resident students. We are concerned that NRT works as a differential because individual campuses have unequal capacities to recruit and generate NRT revenue. Quality differences might follow as a direct consequence of different campus percentages of non-residents. Similar to differential campus fees, the current NRT system could undermine the notion of UC as "one university." Therefore, UCPB suggests that incremental gains in NRT revenues over and above the clearly documented marginal cost of instruction could be pooled to meet UC's looming systemwide fiscal obligations.

Increasing non-resident undergraduate enrollment also comes with a number of costs, including the services net payers have come to expect at the full sticker price at institutions of higher learning: additional investments in ESL, freshman composition, and other academic preparation programs to accommodate a greater number of international students. The allocation of new NRT revenue may certainly affect campuses' willingness to recruit out-of-state students vigorously. UCPB would rather increase non-resident enrollment than non-resident tuition (NRT); in fact, lowering non-resident tuition could allow for greater volume, as campuses increase efforts to recruit net-payer non-resident students to potentially offset the over-enrollment of UC students not funded by the state. UCPB supports developing guidelines and limits for non-resident undergraduate enrollment.

Recommendation 2: Improve the student transfer function by developing more complete lower-division transfer pathways in high-demand majors.

Agree

Recommendation 3: To improve the student transfer function, enhance the ASSIST website for greater user-friendliness and improved capabilities.

Agree

Recommendation 4: Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents.

Disagree

The Commission on the Future has recommended a study of the possible expansion of granting practice doctorates in all allied health professions as a way to ensure an appropriate number of allied health personnel to address future needs. Many health and allied health personnel believe this is a bad idea. UC is primarily a research university and such an expansion would dilute the research PhD. The cost would be large and it might divert core funds from other more basic needs.

UCPB recommends that both research and practice doctorate programs remain solely within UC and not be extended to the CSU system, and that UC ensure an appropriate number of allied health professionals for the future by training an appropriate number of faculty to teach them.

[Current status in the UC allied health professional training programs:
The UCSF School of Nursing has voted down a proposed Doctor of Nursing Practice (DNP) in favor of retaining UCSF's commitment to science-based nursing degrees. The advanced practice level is M.S., and the PhD involves research training. Over the last two years, the DNP has emerged in the US as an alternative at some schools with very small PhD programs. The UCSF SON PhD is a very strong and robust research-training program with an average of 140-150 doctoral students enrolled at any one time. The UCSF SON will not be adding any new programs. This is the policy at the other UC nursing schools.

Two Schools of Pharmacy in the UC system already offer a practice doctorate. In response to the national shortage of pharmacists, a very large number of strictly for-profit schools of pharmacy have been created, many of which are in California. There is some concern about the quality of some of these new schools compared with the graduates of the more established schools.

Physical therapy at UCSF already offers a practice doctorate, but it is very expensive: ~$80,000. Faculty in the physical therapy program are also concerned that their master's might be diluted by additional practice doctorate programs. The physical therapy faculty argue strongly that such programs should be coupled with medical schools emulating the UCSF physical therapy program.]

Recommendation 5: Eliminate administrative redundancies across the UC system and promote efficiencies where possible. (*Also see FUNDING STRATEGIES Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system.*

Agree Conditionally

As UCPB notes in the *Choices Report*, UC has measures for administrative performance in place; however, these measures have also created incentives for bureaucratic proliferation (above all, the fact that people are promoted on the basis of how many people report to them). UC can gain administrative efficiencies by centralizing specialists and decentralizing generalists; by limiting position descriptions to one page; by developing more tolerance for risk; and by recognizing that more accountability does not equal greater control, particularly in the approval process required for transactions. UC must recognize that excessive staff training is a symptom of overly complex systems. Efficiencies cannot simply be mandated (this may in fact create inefficient and mismatched responses in the system), but ought to be

steered directly by the budget. Costly "best practices" are not always what is desirable, if "good enough" practices can save time and money without incurring undue exposure to risk or lag-times.

Campuses could do more to share best practices for efficiencies—for example, in the areas of utilities and environmental practices—but there is no single set of best practices for a system of diverse campuses. Several campuses implemented successful approaches to administrative efficiency long before the Monitor Group recommended the same to the Regents and Berkeley hired Bain Consulting. This existing know-how can be shared. The list of continuous quality improvements at UC is extensive, including a number of nationally-cited streamlined processes. Many of these projects are shared endeavors between two or more campuses; to undervalue such initiatives would be a costly mistake.

UC must not be deceived by a false choice between decentralization and centralization. Some believe there are redundancies or unexploited economies of scale; others argue that campuses need a range of locally specific practices. But neither centralized nor decentralized service delivery is inherently more efficient. Central and shared services are plausible where there are few variations in what is required at the point of service, and if they can self-fund by recovering any required up front investments through project savings. But large-scale systems can also quickly become costly, complex, and even unstable if there are too many rules and exceptions that interrupt and vary the work flow. Certain standardized administrative processes might diminish support quality, while others might improve it.

UC decisions are based on principles of shared governance, and the culture of decentralized autonomy is woven into the administrative fabric of each campus. Differences grow and compound over time. UC needs an efficient, economical, simple, non-bureaucratic, and predictable level of systemwide services that does not divert it from the core functions of teaching and research.

Given that almost 70% of UC core funds (19% of the overall UC budget) fund salaries and benefits, it is important to consider the size and shape of UC's administrative workforce and potential opportunities to reduce or rebalance spending. This issue is not merely internal; as UC finds itself in a financial crisis where it asks the State to restore funding, legislators and the media are examining more closely how UC spends its money, and potential areas of bloat or unneeded spending. UC can make a stronger case for public support by promoting a clear understanding of this issue and rebalancing its spending.

Publicly available documents make it clear that there has been significant administrative growth at UC over the past decade that has outpaced both student enrollment growth and faculty headcount. Between 1997-1998 and 2008-2009, student FTEs increased by 33%, from 169,862 to 226,040, while the number of ladder-rank faculty FTEs increased by only 25%, from 7,500 to 9,400. In comparison, the number of senior administrators—senior management group (SMG), managers and senior professionals (MSPs)—increased by 125%, from 3,651 to 8,230. Put another way, in 1997-1998, there was one senior manager per 47 students and 2.1 faculty, and in 2008-2009, there was one senior manager per 27 students and 1.1 faculty. We also note that during this period, the number of lecturer FTEs increased by 54%, and the number other non-ladder rank faculty FTE increased by 59%.

Clearly, ladder-rank faculty numbers have not kept up with student growth. Indeed, ladder rank faculty is the only major group of employees that did not keep up with student numbers. Given that ladder rank faculty directly carry all three parts of UC's mission – teaching, research, and public service – this decline raises questions about how well UC is focusing on its core mission. Meanwhile, the rapid rate of growth for senior managers provides ammunition to the University's critics. It is unclear what factors have driven the growth in managers and senior professionals. It has been argued that advances in technology require a more technically qualified workforce, but the bulk of the increase has been in titles such as managers or directors rather than computer programmers, engineers, or scientists. Another possibility is that professional and support staff (PSS) are continuously reclassified as, or promoted to, MSP. There is no doubt this has happened in many cases, but the total number of PSS employees during this period also increased, by 36%, from 76,400 to 103,800, so there is no evidence

for a reduction in PSS. It has also been argued that the increase in senior administrators is due to an increased level of research at the University. Indeed, research expenditures increased by 74%, in constant dollars during this period. Although the number of MSPs in the research functional area increased by 286%, from 220 to 850, the bulk of administrative growth was in the institutional support functional area, a 106% increase from 1,160 to 2,390. Furthermore, one might note that even as UCOP's budget and FTE have shrunk, there has been no commensurate reduction in headcount or budgeting in central campus administration.

The Office of Institutional Research (IR) prepared its own analysis of these data, which was distributed systemwide in March 2010. It presented different conclusions, highlighting the role of hospitals, auxiliaries, and research as the main drivers of employee growth at UC. We do not dispute this point, but reiterate that the number of non-medical center employees in the MSP category, paid from General Funds, increased by 125%, from 1,200 to 2,700, with earnings increased, in constant dollars, by 192%. Far more MSPs were added in the institutional support functional area than in the research area. IR attributes this increase to "increased professionalization of the workplace" – but that simply redescribes the phenomenon that there are more than twice as many senior managers as there used to be. Finally, IR aggregates ladder rank faculty with lecturers and instructors, and states that "Growth in all faculty FTE has kept pace with growth in student enrollments." However, UC added 56,178 students but only 1,900 ladder-rank faculty members – a marginal student-faculty ratio of 30:1. In sum, UCPB's concern about the IR report is not about the data, but about what was omitted from the conclusions.

Education and Curriculum

Recommendation 1: Manage educational resources more effectively and efficiently to
(1) Increase the proportion of undergraduate students graduating in four years;
(2) Create a pathway for undergraduate students to complete degrees in three years;
(3) Make more effective use of faculty resources; and
(4) Maintain or improve the undergraduate student experience.)

More data needed

(1) More analysis and better data are needed. Appendix B (p. 34), which indicates a slight decrease in average years-to-degree to 4.3 years but does not include data after the year 2000, does not build a compelling case for a significant problem. Nevertheless, the specific recommendations appear sound to the extent that they are not already implemented. All recommendations are in the purview of individual departments, programs and units on the various campuses, so their implementation must necessarily be bottom-up, rather than top-down. Is there a reason to presume that units are not now regularly reviewing their policies? In any case, we suspect that increasing the proportion of students graduating in four years may be possible only with more funding for lecturers and professors.

Agree conditionally

(2) A three year degree pathway could be viable for a few students, but such a path would not be appropriate for all majors, and we would not want to create, in a three year degree, a lower quality degree. One useful suggestion here is to identify one or more pathways for any given major that will lead to a degree in three regular academic years plus summer sessions, with a commitment to offer necessary courses in summer. However, for many majors, particularly in the sciences, structured curricula that feature three quarter course sequences, particularly in the lower division, pose logistical limitations. The overall course experiences may suffer because of the condensed nature of summer courses (e.g., 10-week courses offered in 5 weeks). A three-year degree option might in fact decrease efficiency by requiring every course in the sequence to be offered every session. Items e. and f. are

obviously necessary to implementation of three-year degree pathways but should be recognized as obligatory costs of such pathways. In addition, unless we intend to take faculty away from their summer research endeavors, many summer session instructors may have limited experience or be teaching for the first time (graduate students or lecturers) and may not be able to offer courses at the same high level as ladder-rank faculty members. The University of California is the faculty, and initiatives that reduce student-faculty interactions detract from the quality of the students' learning experience.

(3) Make more effective use of faculty resources.

a. Ensure that existing policies for faculty workload and course release are regularly being evaluated and followed. (***Already in practice***)
b. Extend the use made of research grant funding to buy out ladder faculty from instruction. Realize savings by using non-ladder faculty to backfill for instruction. (***disagree***)
c. Identify ways to involve advanced graduate students more effectively in regular and summer session teaching efforts, while ensuring that appropriate mentoring by faculty occurs. (***disagree***)

General comments: These recommendations call for accelerating the trend of decreasing the proportion of ladder-rank faculty at UC in favor of lower cost, non-research teaching faculty. A presumption underlying the working group's recommendations is that UC should deliver the most *efficient* path towards degree completion, which is defined explicitly as "The University would …produce more degrees for the same level of enrollment" under the bullet point, "Benefit to the University". We soundly reject this notion. It is disturbing that a body representing an elite educational institution could base its recommendations on this notion, rather than on quality, without critically examining or even acknowledging the obvious impacts on quality. Certainly, examining degree requirements does provide the opportunity to update educational objectives, but it is hardly a given that the result of such examination will be streamlining. Degree requirements by their nature set the lowest minimal standard acceptable to confer a degree, and maximizing the number of degrees by forcing everyone toward the minimum requirements is not in the best interest of a top-rank university or its students.

In "Fiscal Implications," the working group notes that operating costs would be reduced because more students would be taught in lower cost summer sessions. Costs are lower in summer primarily because less expensive and less qualified non-ladder rank faculty and graduate students do more of the teaching. Designing the curriculum to reduce the number of overall courses will necessarily lead to larger classes and less curricular freedom. This seems to contradict recommendation 4—to allow more curricular freedom—except, of course, that this recommendation would do so by reducing degree requirements. Under Challenges, the working group notes that faculty buy-out on research grants may be perceived negatively as releasing faculty from instructional responsibilities. "Negatively" should be replaced by "accurately."

It is undeniable that unnecessary roadblocks and inefficiencies might be identified and removed or ameliorated by implementing some of these recommendations at a grassroots level. Others however—minimizing degree requirements, stricter limits on maximum number of units, fewer but larger class offerings, increasing enrollment while decreasing time to degree to maximize degrees conferred—clearly will have a negative impact on educational quality. The trend to further reduce the proportion of ladder-rank faculty involved in teaching undermines the justification for a research university and education delivered by active scholars. The failure to acknowledge these impacts on quality is disingenuous.

To some extent these recommendations already correspond to existing practice, but extending them would set up a false choice between saving money and preserving quality. They should not even be considered before the basic educational goals we want to achieve are defined. There are many possible goals, each with tradeoffs. Seeking efficiencies may be a worthy goal, but such a goal leads to different educational outcomes. Rather than aiming to produce more degrees with the minimum

enrollment, which could be done most efficiently by simply printing degrees, an alternative goal might be to produce more well-educated graduates with the minimum enrollment. This different perspective would likely lead to different recommendations.

1.3.a: UCPB notes that ladder-rank faculty workload includes teaching, research, and service. There is no evidence that faculty are underworked, and department chairs already enforce workload. This recommendation does not indicate *who* should be evaluating workload policies, or how.

1.3.b: There are institutions whose researchers, as a rule, do not to teach, and there are institutions where faculty only teach without being expected to conduct research. But as a research university, UC is neither of those kinds of institutions. Moreover, course buyout policies are typically local, and instances are not always widely publicized. This may appeal to faculty who are able to buy out courses, but unfortunately their colleagues without the same level of grants, in the same disciplines or other disciplines, may have to teach more in their place. We should not leap to the assumption that grant funding is always associated with "savings," as indirect cost recovery does not cover the true costs of research. Given that ladder-rank faculty numbers have not kept up with student numbers over the past 10 years, UCPB is concerned about further changing the nature of UC to de-emphasize the role of ladder-rank faculty, who are the ones who carry out all three parts of UC's mission, teaching, research and service. We are concerned that departmental autonomy will be usurped by an administration that uses these recommendations to impose its own preferences or dictate teaching assignments to faculty. This is also a danger for this when moves toward "administrative efficiencies" end up centralizing decision making. Local autonomy and authority should always be preserved.

1.3.c: again, UCPB is concerned about further changing the nature of UC to de-emphasize the role of ladder-rank faculty.

(4) Maintain or improve the undergraduate student experience. (***agree***)

a. Eliminate unnecessary course-taking and excessive upper division degree requirements. (***disagree***)

We agree with the goal of improving the undergraduate student experience, but note that the specific recommendation (a) involves a false choice between education and curriculum. Upper division electives enrich the student experience. Part of going to college, indeed, part of education, is having the freedom to take courses that aren't always or obviously practical and necessary. Removing electives will damage, not enhance that experience. The faculty of each program determines the curriculum of that program.

Recommendation 2: Continue timely exploration of online instruction in the undergraduate curriculum, as well as in self-supporting graduate degrees and Extension programs.

Disagree without more data

Some believe online technology could eliminate two significant cost factors: the need for bricks and mortar and full-time faculty. One potential attraction to administrators is that it might make instruction more "efficient". As UC contemplates new delivery models, it must keep in mind its core identity as a research university. UCPB believes the usual tradeoffs between saving money and maintaining quality apply equally to online and face-to-face instruction. Any savings or efficiencies in online instruction may have to come from increasing student-faculty ratios and/or replacing ladder-rank faculty with less expensive instructors. UCPB questions how the research underpinning of faculty teaching will be

delivered online and supposes that increased online instruction could tilt the balance towards teaching and away from research. If its impact was to decrease ladder rank faculty numbers relative to student numbers, then UC's character as a research university would be diminished.

History includes dubious examples of distance learning experiment. By 1919, over 70 American universities were offering correspondence programs, actively competing with about 300 for-profit correspondence schools. The universities initially promised high-quality courses taught by experienced professors, but spiraling administrative costs soon had them resort to inexperienced and poorly paid instructors. Correspondence programs at UC Berkeley saw dropout rates of 70 to 80 percent. More recently, in 1997, UCLA launched an "Instructional Enhancement Initiative" and started a for-profit subsidiary, the Home Education Network (THEN). The company subsequently changed its name to OnlineLearning.net, reflecting its abandonment of video-based programs. UCLA soon unwound its contract with THEN due to quality concerns. In the UK, one of the largest and most successful universities in the world for remote and online instruction is the Open University. Although the Open University has educated hundreds of thousands of students over the past several decades, it is not considered a major research university. It is unclear how increased online instruction would strengthen UC's status as a major research university. Governor Wilson initiated California Virtual University to combine the forces of California educational institutions in the delivery of on-line courses. Over 300 colleges and universities were invited to participate, but UC decided the initiative was not in its best interest. In the late 1990s, NYU, Temple, and Cornell (among others) set up online subsidiaries to tap into the seemingly limitless new market in online learning. Virtual Temple closed its doors in July 2001; four months later, NYUonline shut down, after burning through $25 million. It seems ill-advised for UC to follow in such wasteful footsteps. Moreover, if online education is a less favorable funding model than face-to-face instruction, UCPB expects that quality will also be lower. Finally, one wonders what it would signal to the Legislature if UC embarked on a plan to educate even more students without additional state funds.

A recent US Department of Education meta-analysis found benefits in distance learning – not, however, due to any technology used, but only insofar as online learners could spend more time on task than students in the face-to-face condition. How will this redefine faculty workload? The "asynchronous" delivery model for most online courses means that students can access materials and pose questions 24x7, making it harder for instructors to manage the time they devote to their class.

UCPB questions how increased use of online instruction would affect access. Are online courses appropriate for preparatory/developmental writing and math courses, high fail-rate introductory courses, and more generally, at-risk populations such as first-generation college students who may lack academic skills and benefit from face-to-face interaction? Is it a given that all potential off-campus students will have sufficient access to high-speed Internet connections?

The assumption that online education will produce budget savings is arguably wrong. Good course development is costly and UC-quality courses need regular updating. Hedonic pricing does not apply here; a house bought a decade ago is comparable with new houses, but a computer bought ten years ago is not comparable to one bought today. Similarly, courses in higher education and curricular innovation fed by original research cannot be discounted. For at least a decade, it has been routine for people who want to podcast or to stream and archive video of their lectures to do so; yet this has not obviated the need for new lectures. Another assumption is that online environments are fully interactive in a manner equivalent to classroom interactions. Yet UCPB cautions that the modes of interaction developed for Internet markets are not always apt analogies for higher education. Specifically, higher education is not about peer learning; it is about transformation, which technology alone cannot provide. It should be noted that online university students tend to be subsidized by their employers; in exchange, those institutions tailor their training to the needs of the employers. UC does not view higher education as a "product" that it delivers to "customers" according to custom specifications. Our students are not customers, and they are not "always right". The knowledge of students and professors is not equivalent;

faculty members read and write expansively; they research, and they write and interpret curriculum. They set assignments, moderate, and examine; they study and translate complex ideas into the building blocks of syllabi and lesson plans. Students can perform none of these tasks until they have absorbed scholarly commitments and responsibilities for knowledge.

UCPB also notes that addressing intellectual property/copyright issues may prove particularly expensive or time-consuming, offsetting any potential savings compared to face-to-face instruction, while also leading to less effective instruction. Similarly, adequate IT support in online education involves trade-offs between saving money and supporting quality.

Self-learning has blossomed in our highly technological era; there has been a shift from presumed authority to attempts at fostering collective credibility. Many academic fields are incompatible with this mode of interaction, though it may have proven viable for just-in-time corporate training. How will faculty members gauge levels of preparedness, motivation, and comprehension before administering tests? It is hard to see how a procrustean pedagogy of "one size fits all" online learning can truly inspire students into a full commitment to knowledge and learning, when we already see a backlash against the well-known vicissitudes of PowerPoint and podcasts. Moreover, proposals to deliver a UC education online seem to acknowledge Moore's Law, but not Murphy's Law: anyone who uses computers understands that they will inevitably fail. We need to challenge students to make education a lifelong experience, and to experience a lifelong education. This is neither a one-time acquisition of testing skills, nor is it an efficient mode of retaining just-in-time information. Higher education does not merely engage people digitally – it transforms learners.

Summer Session and Extension courses have been successful at most UC campuses, and their offerings could be expanded if they bring additional revenues into the system without hollowing out graduate student support or competing against core campus instruction. We should judge such initiatives on the extent to which they take resources away from campus instruction, particularly from graduate student instructors (who receive a modest stipend, but also tuition remission and health insurance, if they work as TAs) to lecturers or temporary instructional staff in Extension and Summer. It would be a shame to redirect meager funds from graduate students to expensive administrative overhead, only to replicate with casual labor what a research university integrates successfully into its tripartite mission.

Recommendation 3: Expand use of self-supporting and part-time programs to expand opportunities for a UC education to existing and potential students, working professionals, and underserved communities.

Disagree without more data

This would be a completely new business model and role for the University. UCPB would want to see proof that such programs are, in fact, self-supporting, as these types of programs often draw substantial resources from their campus for quite a while before they are financially successful. There are also numerous issues that require careful examination. For instance, when a "self-supporting" program sends students to take campus courses, there is a de facto subsidy of the program by the rest of campus. Similarly, what should be the specific rules for "on load" vs "off load' teaching by faculty attached to these programs? There is a risk that some faculty will shift a greater fraction of their activity to a profitable program, leaving the "standard" ones understaffed, or staffed with lecturers to deliver the instruction. More data and a careful analysis of the rules and regulations governing them are needed before UC devotes itself blindly to such programs.

Recommendation 4: Develop a systemwide academic planning framework that incorporates campus goals within the context of priorities identified for the University as a whole.

Agree Conditionally

We already have mechanisms in place for systemwide academic planning—e.g., the Compendium, the Academic Planning Council, and other shared governance groups that are populated by members of the Academic Senate and/or the Administration. We should reaffirm and reinvigorate current mechanisms and groups rather than develop new ones. It could be redundant to add another layer of planning bureaucracy on top of what we already have. Priorities should emerge from the University itself that take into account intellectual trends and opportunities, the needs of the State, and the expertise of the faculty and administration. In the recommendation, the phrase "for the University as a whole" should be changed to "by the University as a whole."

Preliminary Recommendation: The working group seeks UC input on its forthcoming recommendation on quality.

The working group notes that educational quality is difficult to define and quantify. While this is certainly true, the working group may have been better off considering some of its other recommendations only after having developed a clear view of quality. It seems unlikely that a goal of producing more degrees for the same number of enrolled students could have survived such a process. The consideration of quality might begin with a review of how quality has already been impacted—e.g., larger class size, fewer courses offered, and the large scale elimination of small group discussions. Is the quality UC offers now acceptable? Is the size of the faculty appropriate? Is education being delivered by research scholars, and do students still have the opportunity to work directly with those scholars? It should consider the impact of even a small drop in UC's ability to attract the best students—i.e., the ones who would be the top students at any institution in the world, who win Fulbrights, go to the top graduate and professional programs, and become leaders in their respective fields. These are the students that drive the educational quality for the bulk of otherwise, UC-eligible students. Finally, the working group should consider quality broadly, not just in terms of instruction, but in the context of UC's tripartite mission of teaching, research and service.

Access and Affordability

Recommendation 1: Reaffirm UC's commitment to access for California students.

Agree

Recommendation 2: Reaffirm the University's commitment to be financially accessible for all undergraduate students admitted to UC.

Agree

Recommendation 3: Reaffirm the University's commitment to fulfilling graduate education's role in serving UC's research enterprise, UC's teaching mission, and the diverse knowledge and workforce demands of the State and beyond.

Agree

Recommendation 4: Re-establish UC financial aid eligibility for undocumented California high school graduates.

Agree

Recommendation 5: Adopt a multi-year fee schedule for each entering cohort of new undergraduate students.

Disagree without a multi-year commitment from the state

This may be a good recommendation from the point of view of parents and students. It could open up an opportunity for UC to help families plan over four years, and could give students an incentive to complete their degree on time. Properly structured, the public relations aspect of the proposal is also very helpful. The problem is that the legislature does not give UC a three-year budget and the state does not have a predictable three-year economy. It could also harm student morale by establishing four unequal cohorts and place a large burden on each entering freshman class. Such a fee schedule is a good idea only if it does not constitute a "guarantee" that legally constrains UC's options with regard to state funding. UCPB does not anticipate a rapid series of fee increases, but the University should not rule out the possibility. We do encourage UC to secure a multi-year funding schedule from the state.

Recommendation 6: Rename the Education Fee and the Professional Degree Fees (but not the Registration Fee) as "tuition."

Agree

Funding Strategies

Recommendation 1: Develop a multiyear advocacy campaign aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding.

Agree

Recommendation 2: Design and implement a system to identify, promote, and adopt the best administrative practices within the UC system.

Agree conditionally: see Size and Shape Recommendation 5

Recommendation 3: Revise practice and policy on charging indirect cost recovery for non-federally funded research.

Recommendation 4: Improve indirect cost recovery rates with federal agencies.
See also Research Strategies #1

Agree Conditionally

As UCPB notes in the Choices Report, UC spends $5.2 billion each year on research and recovers about $700 million in ICR. The net recovery of indirect costs is well below the actual overall cost of supporting

research at UC. Other universities do much better. Though ICR is a considerable source of funding, long-term reductions in state support have forced UC to cover from operating funds a growing share of its facilities and administrative costs related to research. The Senate has grown uneasy with the gap between funds available to support research facilities and administration, and the actual indirect costs of research. UCPB also notes a simultaneous increase in reliance on ICR funds to support activities that are not associated with research.

UC's inability to recover the true costs of research strains other funding sources and leaves UC with a limited number of unappealing options: refusing research awards that require significant institutional subsidy, letting research facilities deteriorate, a substandard compliance environment if UC cannot afford mandated compliance costs, and tuition increases to cover costs that have shifted to the institution. As per-student support from State General Funds has dropped in real dollars during a time of considerable enrollment growth, UC student fees have increased, but not enough to close the gap. Because a significant fraction of federal ICR is placed in the UC General Fund pool, some of the increase in UC's per student General Fund spending is attributable to ICR; at the same time, however, the cost for grant administration and research facilities has also continued to grow. In short, ICR funds are increasingly important to the UC budget, and they are increasingly spread thin.

A school that generates $8m in ICR in a given year receives $4.2, while $3.8 goes to UCOP and state. UCOP takes $1.5m, and the state takes $2.3m. The state funds come back as 199xx funds ($1.5m) and as research-admin 19900 funds ($800k). Garamendi debt subtracted from the campus allocation is $45k, leaving a bit more than $4.1m, minus debt service and leases of $1.5m. The remaining $2.65m is divided between school ($1.3m) and campus ($1.35m), and the latter share largely benefits startup funds for hires. At first glance, it may look as if the school is not getting a lot: but consider that the Garamendi debt, debt service and leasing, the substantial start-up funds for faculty research, and the return of funds to the school (for its own administrative efforts in grants and in labs) amounts to $10.25m, or actually more of a benefit than the school can claim direct responsibility for in that year. In addition, it is important for all faculty members to understand that start-up costs and laboratory expenses are amortized over many years, or even decades, due to low actual recovery rates and the fact that mandatory expenses such as building debt and utilities tend to consume the bulk of ICR.

Maintaining a high degree of flexibility in the use of ICR funds may have had some short-term benefits in the past, but this policy places the UC research enterprise at risk in the long term. Increasing ICR income implies associated increases in costs related to conducting research rather than a net revenue gain. UC gains flexibility by putting ICR into the General Funds and Opportunity Funds categories, without tracking their use, but using any of these funds for non-research purposes reduces the availability of ICR to support the research for which it was obtained. As prior Senate reports noted, this contributes to the continued deterioration of the environment for conducting research at UC. Moreover, if UC continues to build facilities, more of any given revenue stream, including ICR, goes to cover debt, which means less ICR can support other facilities and administration costs, forcing academic departments to get state funds from their Deans to pay for F&A. Deans do this, for example, by not filling approved and allocated faculty lines so as to redeploy the cash equivalent.

Unfortunately, UC does not currently have an effective mechanism to improve its clout with funding agencies. An additional recommendation might be to develop a specific implementation plan that will provide the strategic means for UC to negotiate successfully for more equitable ICR rates and to avoid unintended consequences associated with raising the rates and denying more waiver requests, particularly negative effects on faculty research and junior faculty in terms of losing awards.

Recommendation 5: Adopt a multiyear strategy to replace student fees with tuition, generate new revenue to protect academic quality, and strengthen university planning.

Agree conditionally: see Access and Affordability #5

Recommendation 6: Increase enrollment of nonresident undergraduates

Agree conditionally: see Size and Shape #1

Recommendation 7: Advocate for a Pell Augmentation Grant to Institutions ("Pell PLUS").

Agree

UCPB endorses the recommendation to advocate for additional direct payments to institutions with many Pell-eligible students. UC appears to be leaving money on the table.

Recommendation 8: Examine alternate faculty compensation plans.

Disagree

UC's uncompetitive salary scales have led campuses to rely increasingly on payment of off-scale supplements. The working group calls for exploring the use of non-state revenue sources, such as grants and contracts and perhaps earnings from professional and self-supporting degree programs, to offset some of the off-scale salary component, to preserve core funds for instruction. The impacts and challenges inherent in this recommendation appear to have been enumerated by the task force, though not carefully analyzed because of the existence of an ad hoc task force charged by the UC Provost to assess the issues. Regardless of the efforts of this task force, at least two crucial principles must underlie the consideration of any such compensation plan and must be considered by the commission.

First, any such plan must recognize academic merit, not income generation, as the primary basis for faculty compensation. The distinction is crucial. The expectation that academic merit be the primary criterion for advancement and a competitive salary as embodied in the merit-based salary scale is almost unique to UC and a major factor in retention and recruitment of its faculty. This principle has served UC well for over half a century. Yet, the financial requirements of any successful alternative compensation plan will necessarily reward income generation (e.g., grant support). While there may be some correlation between merit and grant support within the confines of a narrowly defined discipline, even there the particular sub-discipline almost certainly contributes more to the differential ability to generate income than merit. This is even more important in recognizing the differences between disciplines and maintaining the scope of inquiry that underlies the concept of a university.

A successful compensation plan must be layered on competitive salary scales, which UC does not currently offer. The off-scale component of faculty salaries is not an added bonus, but an integral component of base pay. Alternative compensation plans designed to substitute non-core funds will have to include incentives to allow participating faculty to earn more than their regular salary, including the off-scale component, if they are to replace any of the off-scale component paid now. From a faculty perspective, replacing merit-based off-scale components with grant funds that will necessarily be removed from the research enterprise they are designed to support is not only a non-starter, but also damaging to the UC research enterprise, which forms the basis of its reputation as an elite institution.

In addition, it will be necessary to balance the interests of different academic disciplines whose ability to generate non-State income sources varies substantially. To the extent that some units might be able to replace the off-scale component and provide competitive salaries, it decreases UC's incentive to fix the base salary scales. It seems unlikely that a compensation plan will be adopted if this is perceived to be a serious risk. On the other hand, faculty will have little incentive to participate in a compensation plan that requires them to direct substantial grant resources into their own salaries and away from the research that underlies their competitiveness for future grants, if the plan merely pays an off-scale salary component that their colleagues in other disciplines are being paid anyhow.

A second crucial principle is maintaining a balance between teaching, research, and service. This balance exists now, but might be at risk under a poorly developed compensation plan. Compensation plans are much easier to envision in the medical schools (and perhaps other professional schools) where they primarily exist now. In addition to generating substantial clinical income, the hugely reduced undergraduate teaching and service loads there, compared to the main campus, contribute to the ability to generate the additional grant funding necessary to underwrite the plans.

Alternative compensation plans that rely on grant income will increase pressure on participants to buy-out teaching. This is incompatible with the principle of a comprehensive research university. Certainly there might be an expectation that individuals who do not contribute significant non-State sources to the plan take on extra-teaching responsibilities. For example, summer session earnings are a potential source of compensation plan income, and perhaps there might be a mechanism to account for extra academic year teaching too. This is consistent with the current expectations in grant-funded research units now. But we must maintain the principle that faculty teach, and at a level of effort consistent with the basic salary scale, regardless of the actual contributions from different fund sources.

Recommendation 9: Allow for the possibility of charging differential tuition by campus, as a means of mitigating potential future enrollment impacts on some campuses.

Disagree

Differential campus fees are a fundamental challenge to UC as a system of ten campuses. Differential campus fees will influence public perceptions about the quality of individual UC campuses. Such an obvious stratification of campuses would lock in tiers and hinder the development of the newest campuses by making it more difficult for them to recruit excellent faculty and students and rise in status and excellence. It is incorrect to assume such a policy would bring more money into the system.

Research Strategies

Recommendation 1: The University of California must recover a greater share of the costs of research sponsored by outside agencies and make its management of those funds more transparent to ensure accountability to its sponsors and its researchers.

Agree

Faculty are dissatisfied with the opacity of the process by which ICR is generated and distributed, and frustrated that research infrastructure is not being supported effectively. The lack of transparency in the allocation processes on the campuses is partly due to the fact that each grant is different and places unique demands on institutional resources.

The history of indirect costs over the past decade has been one of increasing decentralization, with control of these funds delegated from OP to the campuses, and from central campus administration to divisions or departments. How recovery is distributed is a matter not of Federal regulations or accounting, but of campus governance.

Without transparent accounting throughout UC, it is difficult to evaluate how much ICR funds actually support the research enterprise, or how this number may change over time (in real dollars or as a fraction of ICR). Arguably, the issue is not that ICR accounting is too complex. UC gathers information on ICR in order to enter into periodic negotiations with the federal government, so there is reliable, quantitative information available. UC must also be prepared for financial audit of its research activities at any time. Indeed, every Principal Investigator (with assistance from a team of financial analysts) tracks

both direct and indirect research expenditures. Thus it is possible to do so with all of UC's ICR expenditures in the General Fund and Opportunity Fund categories.

Recommendation 2: UC must ensure continued excellence across a broad spectrum of cutting-edge research. To aid in this effort, UC should (1) prioritize internal funds to support world-class research in disciplines where extramural fundraising options are limited; (2) motivate the development of large-scale, interdisciplinary, collaborative research projects to capture new funding streams; and (3) augment and enhance opportunities for graduate student research and support wherever possible.

Recommendation 3: Create multicampus, interdisciplinary "UC Grand Challenge Research Initiatives" to realize the enormous potential of UC's ten campuses and three national laboratories on behalf of the state and the nation.

Disagree

UCPB supports the spirit of Recommendation 2 (3), to augment and enhance opportunities for graduate student research and support wherever possible. But in general, we favor the decentralization of decision-making about academic priorities, grand or otherwise; UCOP should allocate funds to campuses and let them make decisions, rather than mandating how they should spend a rapidly shrinking pool of fungible money. UC's main "Grand Challenge" at the present moment is to remain solvent and make ends meet. In lean times, there must be restraint on centrally funded initiatives or at the very least, an even-handed and transparently fair inclusion of all disciplines in handling any such funding in the form of a competitive RFP. Anything else exacerbates budget inequality.

With regard to Recommendation 2 (1) and (2), and Recommendation 3, as UCPB states in the Choices Report, we generally prefer campus-level over centralized initiatives. Centralized support for large-scale research initiatives could help the system realize its enormous potential and empower UC to advance human knowledge in all fields, but we cannot jump to the conclusion that all research can be multi-campus and multi-disciplinary. Again, in any case, such initiatives should not be top-down and driven by administrators. They will work only as faculty driven, bottom-up initiatives. There is already a great deal of money being spent centrally on research. It is unclear whether this would be perceived as fair across disciplines and campuses.

Recommendation 4: Streamline risk management practices to increase the efficiency of the research enterprise, making optimal use of faculty researchers and administrative staff support.

Agree

Recommendation 5: Proactively demonstrate the significant and long-lasting benefits that UC research provides to California and the nation and advocate at the national level for increased and sustained investment in research.

Agree