

SANTA CRUZ: OFFICE OF THE CAMPUS PROVOST
AND EXECUTIVE VICE CHANCELLOR

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Dear Colleagues:

Re: Implementation of Academic Programs in Silicon Valley

Education is our university's core mission. Our efforts in Silicon Valley should be anchored in high quality academic programs that match the strengths of UC Santa Cruz with the unique opportunities of the region. Silicon Valley-based academic programs will help us to build and sustain an active presence in the Valley. Moreover, becoming known as a leading provider of academic and professional graduate degrees that integrate well with the innovative spirit that characterizes Silicon Valley will help us better leverage our research expertise and forge valuable partnerships with industries and governmental organizations.

In order to make significant strides in developing our presence in Silicon Valley, the campus is committing a substantial portion of its new faculty lines to the development of graduate/professional degree programs that will be housed in Silicon Valley. Over the course of winter and spring of 2015, proposals for new programs utilizing these faculty lines (or the funds from these lines) will be developed, and the most likely candidates for future funding will be prioritized. During 2015-16, prioritized proposals shall be finalized, including submission of the FTE requests and new degree program proposals for campus-level approval (systemwide and UCOP approval of programs should occur in 2016-17).

The following document outlines the goals for this activity, some information on the current status of Silicon Valley programs, the selection process with criteria and accountability measures, and the campus commitment to support this effort.

Goals for UC Santa Cruz in Silicon Valley

The campus goals for excellence in research and graduate education depend on success in Silicon Valley because:

- Silicon Valley is home to some of the most innovative companies – companies that match the unconventional approaches often taken by our faculty and students. These connections would be

exciting and productive for all parties and would attract new pools of students seeking Silicon Valley experiences and opportunities through our academic gateway.

- Silicon Valley is also home to a very diverse population with a global reach. A strong UC Santa Cruz connection in the heart of the Valley would raise our national and international visibility and benefit our recruitment of new students, faculty and staff.
- Connections to Silicon Valley companies and government agencies, in particular to the NASA-Ames research facility, provide interesting research projects, additional mentoring power, supplementary funding and placement opportunities for our doctoral students.
- Silicon Valley presents a viable option for the campus to continue its enrollment growth opportunities.
- A larger base of fee-paying master's students may aid in the support of our doctoral students. For example, the return to aid component may be redirected to doctoral students, and the Master's Incentive Program returns funds directly to departments for use in student support and program improvements.

Background

The academic programs most applicable to Silicon Valley at this point in time are professional master's programs. To date, the Technology and Information Management (TIM) and Games and Playable Media (GPM) Master's programs have operated in Silicon Valley, with the Network Engineering concentration of the Computer Engineering Master's previously existing there. There have been successes and failures, but consistently programs have struggled with lack of staff support and infrastructure, and with insufficient numbers of students to provide a feeling of community and success.

To investigate how to build successful programs and develop an academic plan for Silicon Valley, Vice Provosts Miller and Lee had exploratory conversations with faculty from a variety of departments across campus during academic year 2013-14. Their goal was to assess the level of interest in potential programs in Silicon Valley, with the hope of facilitating new program proposals. They found that there was substantial interest in such programs but also that departments were crippled by lack of resources, particularly deployable faculty effort, to develop and mount new programs at a separate location while maintaining programs on the main campus. Additional faculty resources were viewed as an essential step to Silicon Valley-oriented program expansion or the development of new programs there.

Silicon Valley Proposal for New Programs

At the direction of Chancellor Blumenthal, UC Santa Cruz will invest the funds associated with 14 FTE over three years to jump start degree program development in Silicon Valley. The deployment of these faculty resources is contingent on timely, committed development of viable program proposals with specific benchmarks and accountability measures. ***The actual number of released faculty lines to provide instruction and research will likely be in the order of 8-10 FTE, given the need for support services identified from the experiences of existing SV degree programs.*** A portion of these FTE will be set aside to provide required support services for faculty and students (see Campus Investment, below). The campus administration is working now to determine the level of service needed and the size of the investment.

We envision seeding two to three new degree programs to augment those already mounted in Silicon Valley. It is our expectation that we will commit to building critical mass of faculty and students, with incremental increases in program funding being contingent on achieving specific

benchmarks and enrollment targets in a timely way. Proposals for academic programs in Silicon Valley will be assessed on the following criteria:

- It is expected that the programs will have a close interaction with SV communities in order to form a natural draw for students from the area or appeal to students elsewhere who would find this location particularly appealing as a place for study. Therefore, proposed degree programs must have a persuasive, intrinsic reason to be located in Silicon Valley. This reason should be:
 - A close tie to the industries and/or workforces of Silicon Valley so that faculty and students will see ready research/career interactions, or
 - A strong link to governmental organizations, primarily NASA-Ames, and the research foci of the organization.
- Silicon Valley efforts should be complementary and synergistic with the main campus, leveraging, enhancing and extending existing areas of campus excellence.
- Proposal must have intellectual rigor and reflect our research and graduate mission and core values of the campus.
- Programs will be housed in Silicon Valley and faculty will be located with these programs. Some teaching by main campus-based faculty or through distance/online methods are acceptable but should not be designed to negate the need for SV-based faculty.
- Programs must attract and be designed to attract and accommodate a significant number of students at the Master's level.
 - Numbers will be determined based on market analysis of price point for total fees (tuition + student services fee + PDST), potential applicant pool and placement potential for graduates.
 - Students may be drawn from local professionals seeking to advance their education or may be attracted to the region for this program, as is the case in normal Master's programs.
 - Programs should be of sufficient size as to have an impact on the educational profile of the region. Small, highly specialized programs are not suitable. Silicon Valley-based Master's degree programs will typically be designed for enrollments of 30 students or more.
 - It is expected that students will pay their own way. Large-scale program-based scholarships, TAs, or other financial assistance provided directly by the program jeopardize its financial viability.
- Programs are strongly expected to consider Professional Degree Supplemental Tuition (PDST) as part of the funding model. The PDST entails a separate, supplementary approval process, but it provides funds that can directly support the program in a variety of needs: special instructional needs, student financial aid, student project support, professional development and placement services, and other special needs related to these programs' professional training.
- Programs should be designed to address potential competition from other academic institutions in the area. Developing distinctive niches and/or demonstrable competitive edge over other existing programs should be a focus of program design.

Two possible faculty models may be considered for funding programs, one based on ladder faculty and one on non-ladder faculty. Proposals may meet one of these models or may consist of a blend of models but must take into account the need for critical mass with regard to both faculty and students based in Silicon Valley.

The first model is focused on building ladder-rank faculty in an area. An investment of FTE is possible depending upon expected enrollment and the number of existing UCSC faculty in the area (i.e., how much additional curricular need must be met to mount the program). FTE might be allocated over time as curricular needs rise after the program has been approved by CCGA and

launched. As with many cluster hires, it may be helpful to have the first hire be at a more senior level, unless there is clear existing faculty leadership that has a significant presence in Silicon Valley. A full proposal will need to consider the additional expenses associated with the program such as advising staff, adjunct professors, and other program costs. Proposals calling for ladder-rank faculty will be stringently evaluated for program viability, clear commitments of necessary departmental and divisional resources, and a commitment and need for long-term presence in Silicon Valley.

A second funding model utilizes adjuncts and/or lecturers for much of the initial program-building and instruction. If the program is found to be successful, these FTE may be available for conversion to senate faculty in the future. For example as enrollment increases, adjunct positions might be transitioned to funding from PDST revenue and the FTE could then be recycled into ladder faculty, or a lecturer position could be converted into a Lecturer with Security of Employment. This model assumes existing senate faculty champions for the program, and provides a flexibly adaptive approach for higher-risk proposals, where a program could be launched on a trial basis with temporary faculty, to be continued or modified only if successful. Proposals calling for initial temporary faculty will be evaluated with appropriate consideration to the proposed program's degree of risk, opportunity, and adaptability during start-up and the early period of the program's existence.

It is possible that a broader "umbrella" program could be designed that captures critical elements and around which more specialized curricula could be added. Examples of this could include sustainability, international relations, leadership and management. The criteria for selection would, however, still apply.

Faculty lines will be released over the course of several years. This will allow programs to develop and submit proposals to Graduate Council and CCGA (and further submissions for PDST approval). Continued release of faculty lines or associated funding will depend of achievement of specific benchmarks and enrollment targets.

Selection Process

The development will begin with a call in December 2014 for pre-proposals (not exceed three [3] pages) that include:

- a short (half-page) description of the intellectual rationale for the program;
- a short description of the involvement of existing faculty;
- a short description of the enrollment goals and connections to campus research;
- a short description of the target market and evidence of demand; and
- an outline of resource needs including personnel counts, a rough estimate of start-up, and a high level description of any highly specialized space needs. This outline should be based on realistic estimates with the objective of ensuring that the program will not require additional ongoing funding once it reaches steady state. Of course, plans for significant expansion of a successful program could justify future additional resources should such resources be available.

Pre-proposals will be due March 31, 2015. Senate and administrative review will occur during spring quarter. Authors of the highest ranked pre-proposals will be asked to develop full proposals, which would be due to Graduate Council in fall 2015/winter 2016 (in advance of the submission of

FTE requests by the Deans). Summer 2015 is to be used for departments and/or divisions to complete market studies to ensure existence of reliable student demand for the proposed programs.

It must be underscored that these positions are to be based primarily in Silicon Valley. The faculty's primary office and all research space will be located in Silicon Valley, although they may have access to a shared office on the main campus. Their teaching shall be primarily for the graduate programs in Silicon Valley, however, ladder-rank faculty would be expected to teach an undergraduate class available on the main campus once every two years or so. We are seeking innovative faculty who are interested in starting programs, reaching out across the Valley, and making the most of their location to advance their program, UC Santa Cruz's industry and government partnerships, and their own research and entrepreneurial opportunities. The position advertisement should make all of these expectations clear.

Accountability

Programs receiving FTE would be accountable for steady progress in the approval and launch of the program. Initial approval of the FTE request would be given in early spring 2016. In addition to the FTE line approval, the EVC (or designate) will be in the approval chain for advertisements of the positions, to ensure consistency with the approved hires and clear communication of the Silicon Valley location and mission.

Second-year hires will be contingent on GC approval of the program (which may have required revisions). Any third-year hires will be contingent on CCGA approval and a firm launch date.

Programs may require one-time funding to get started, for example, hiring lecturers or academic support staff who need to be in place as soon as the students arrive. For programs that will have PDST, steady-state funding should come from PDST revenue once the program builds out to full size, but appropriate funding would be needed until build out is achieved. Depending upon the proposals, the EVC may need to set aside some FTE in years two or three to help fund these start-up costs. Once enough programs reach steady state, the EVC may choose to recycle these funds to seed additional new programs or to repurpose the FTE into additional regular faculty hires.

Campus Investment

The following resources are currently being assessed or shall be assessed by the administration and provided for centrally, to ensure a baseline of infrastructure and support to the suite of programs that will be mounted in Silicon Valley:

- **Space:** Faculty will need appropriate office and research space, and students will need quiet study areas, collaborative work space, and a communal lounge area. For master's programs, we do not anticipate the assignment of individual desks to students, but a hoteling model. Space issues are being investigated by other campus units for Silicon Valley, but an understanding that classroom and office spaces will be needed should be assumed. If a program needs unusual space, such as large laboratories with high ceilings or wet lab space, the campus would need to be informed of these needs early in the process (e.g., in the pre-proposal).
- **Student services and instructional space:** VP Miller has already explored possible solutions to the student health care issues; there will be other services and support to be identified. For instruction, both physical classroom space and improved remote teaching infrastructure (e.g., telecasting classes) are critical.

With respect to staffing, faculty will need the support of a Silicon Valley-based person covering some of the duties of a department manager or a cluster administrative manager. Both faculty and students will need IT support. Graduate students will need a graduate advisor. Library access would be provided primarily online. These are reasonable resources to be funded centrally.

Special staff, IT, equipment, or some library needs (e.g., increased access to databases or other resources depending upon the type of program) may be program expenses that should be covered by divisions or departments from PDST or Master's Incentive funds in the financial model for steady-state.

I look forward to reviewing proposals, and thank you for your efforts in this important project.

Sincerely,



Alison Galloway
Campus Provost and
Executive Vice Chancellor

cc: Vice Chancellor Brandt
Senate Chair Brenneis
Vice Chancellor Delaney
CPB Chair Friedman
Vice Provost & Dean Hughey
Vice Provost Lee
Vice Provost & Dean Miller
Assistant Vice Chancellor Peterson