UC and UCSC
UC Mission

• The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge.

— from the University of California Academic Plan, 1974-1978
**Expanded Mission: We Teach**

**We teach** - educating students at all levels, from undergraduate to the most advanced graduate level. Undergraduate programs are available to all eligible California high-school graduates and community college transfer students who wish to attend the University of California.

Instructional programs at the undergraduate level transmit knowledge and skills to students. At the graduate level, students experience with their instructors the processes of developing and testing new hypotheses and fresh interpretations of knowledge. Education for professional careers, grounded in understanding of relevant sciences, literature and research methods, provides individuals with the tools to continue intellectual development over a lifetime and to contribute to the needs of a changing society.

Through our academic programs, UC helps create an educated workforce that keeps the California economy competitive. And, through University Extension, with a half-million enrollments annually, UC provides continuing education for Californians to improve their job skills and enhance the quality of their lives.
Expanded Mission: We Research

We do research - by some of the world's best researchers and brightest students in hundreds of disciplines at its campuses, national laboratories, medical centers and other research facilities around the state. UC provides a unique environment in which leading scholars and promising students strive together to expand fundamental knowledge of human nature, society, and the natural world. Its basic research programs yield a multitude of benefits for California: billions of tax dollars, economic growth through the creation of new products, technologies, jobs, companies and even new industries, agricultural productivity, advances in health care, improvements in the quality of life. UC's research has been vital in the establishment of the Internet and the semiconductor, software and biotechnology industries in California, making substantial economic and social contributions.
Expanded Mission: We Serve

We provide public service, which dates back to UC's origins as a land grant institution in the 1860s. Today, through its public service programs and industry partnerships, UC disseminates research results and translates scientific discoveries into practical knowledge and technological innovations that benefit California and the nation. UC's agricultural extension programs serve hundreds of thousands of Californians in every county in the state.

Open to all Californians, UC's libraries, museums, performing arts spaces, gardens and science centers are valuable public resources and community gathering places.

The University's active involvement in public-school partnerships and professional development institutes help strengthen the expertise of teachers and the academic achievement of students in communities throughout California.
CA Master Plan for Higher Education

The original Master Plan was approved in principle by the Regents and the State Board of Education (which at that time governed the CSU and the Community Colleges) on December 18, 1959 and was submitted to the Legislature in February 1960. A special session of the 1960 Legislature passed the Donahoe Higher Education Act, which included many of the Master Plan recommendations. Governor Edmund G. (Pat) Brown signed the Donahoe Act into law on April 26, 1960.

For various reasons, many of the key aspects of the Master Plan were never enacted into law although agreed to by the public higher education segments and the State.

There are four major dimensions to this accomplishment:

- The Master Plan created a system that combined exceptional quality with broad access for students.
- It transformed a collection of uncoordinated and competing colleges and universities into a coherent system.
- It established a broad framework for higher education that encourages each of the three public higher education segments to concentrate on creating its own kind of excellence within its own particular set of responsibilities.
- And it acknowledged the vital role of the independent colleges and universities, envisioning higher education in California as a single continuum of educational opportunity, from small private colleges to large public universities.

The major features of the Master Plan as adopted in 1960 and amended in subsequent legislative reviews are as follows:

DIFFERENTIATION OF FUNCTIONS among the State’s three public postsecondary education segments:

UC is designated the state's primary academic research institution and is to provide undergraduate, graduate and professional education. UC is given exclusive jurisdiction in public higher education for doctoral degrees (with the two exceptions--see CSU below) and for instruction in law, medicine, dentistry, and veterinary medicine (the original plan included architecture).

CSU's primary mission is undergraduate education and graduate education through the master's degree including professional and teacher education. Faculty research is authorized consistent with the primary function of instruction. SB 724 (2006) authorized CSU to award a specific Doctor of Education (Ed.D.) in educational leadership. Other doctorates can be awarded jointly with UC or an independent institution.

The California Community Colleges have as their primary mission providing academic and vocational instruction for older and younger students through the first two years of undergraduate education (lower division). In addition to this primary mission, the Community Colleges are authorized to provide remedial instruction, English as a Second Language courses, adult noncredit instruction, community service courses, and workforce training services.
Higher Education in California

• California Community Colleges (CCC)
  – 112 campuses, 1.7 million students

• California State University (CSU)
  – 23 campuses; 412,000 students

• University of California (UC)
  – 10 campuses; 234,000 students
CA Master Plan for Higher Education

ACCESS AND DIFFERENTIATION OF ADMISSIONS POOLS

Established the principle of universal access and choice, and differentiation of admissions pools for the segments:

UC was to select from among the top one-eighth (12.5%) of the high school graduating class.

CSU was to select from among the top one-third (33.3%) of the high school graduating class.

California Community Colleges were to admit any student capable of benefiting from instruction.
CA Master Plan for Higher Education

ACCESS GUARANTEE Subsequent policy has modified the Master Plan to provide that all California residents in the top one-eighth or top one-third of the statewide high school graduating class who apply on time be offered a place somewhere in the UC or CSU system, respectively, though not necessarily at the campus or in the major of first choice. State law affirms the State’s commitment to fund all eligible California residents:

“The University of California and the California State University are expected to plan that adequate spaces are available to accommodate all California resident students who are eligible and likely to apply to attend an appropriate place within the system. The State of California likewise reaffirms its historic commitment to ensure that resources are provided to make this expansion possible, and shall commit resources to ensure that [eligible] students ... are accommodated in a place within the system.” [CA Education Code 66202.5]

CA Master Plan for Higher Education

COMMUNITY COLLEGE TRANSFER

The transfer function is an essential component of the commitment to access. UC and CSU are to establish a lower division to upper division ratio of 40:60 in order to provide transfer opportunities into the upper division for community college students. The goal was that UC and CSU would enroll at least one community college transfer student for each two freshmen enrolled. All eligible California Community College transfer students are to be provided a place in the upper division and are to be given priority over freshmen in the admissions process.

UCSC Current Students

- Frosh (22%): 3997
- Soph (16%): 2953
- Junior (24%): 4258
- Senior (29%): 1587
- Graduate (9%): 5164
The 1960 Master Plan reaffirmed California's prior commitment to the principle of tuition-free education to residents of the State. However, the 1960 Master Plan did establish the principle that students (as well as faculty and staff) should pay fees for auxiliary costs like dormitories, parking, and recreational facilities rather than the State. Because of state general fund reductions in the 1980s and 1990s, fees were increased and used for instruction at UC and CSU, effectively ending the no-tuition policy. However, these fee increases were accompanied by substantial increases in student financial aid.
Per-Student Average Expenditures for Education

Average inflation-adjusted resources per general campus student. Excludes financial aid. 2010-11 dollars.
CA Master Plan for Higher Education

**CALGRANT PROGRAM**

The provisions on student financial aid, now called the CalGrant program, are designed to ensure that financially needy, high-performing students have the ability to choose a California institution of their choice, whether it be at UC, CSU, the community colleges, or at one of the independent California colleges and universities. The Cal Grant maximum award level was designed to give students the choice of attending independent California colleges and universities, thereby partially alleviating the demand for spaces in public institutions.
CA Master Plan for Higher Education

SEPARATE GOVERNING BOARDS
The plan established a governance structure for the segments, reaffirming the role of the UC Regents and creating a Board of Trustees to oversee CSU and, in 1967, a Board of Governors for the Community Colleges.

HIGHER EDUCATION COORDINATING AGENCY
It established a statutory coordinating body, the Coordinating Council for Higher Education, to renew the Master Plan at regular intervals and to coordinate new campuses and new academic offerings among the segments of higher education. This was replaced in 1973 by the California Postsecondary Education Commission (CPEC).
CALIFORNIA CONSTITUTION
ARTICLE 9  EDUCATION SEC. 9

(a) The University of California shall constitute a public trust, to be administered by the existing corporation known as "The Regents of the University of California," with full powers of organization and government, subject only to such legislative control as may be necessary to insure the security of its funds and compliance with the terms of the endowments of the university and such competitive bidding procedures as may be made applicable to the university by statute for the letting of construction contracts, sales of real property, and purchasing of materials, goods, and services. Said corporation shall be in form a board composed of seven ex officio members, which shall be: the Governor, the Lieutenant Governor, the Speaker of the Assembly, the Superintendent of Public Instruction, the president and the vice president of the alumni association of the university and the acting president of the university, and 18 appointive members appointed by the Governor and approved by the Senate, a majority of the membership concurring; provided, however that the present appointive members shall hold office until the expiration of their present terms.
Regent’s Standing Order 105.2: Duties, Powers, and Privileges of the Academic Senate

(a) The Academic Senate, subject to the approval of the Board, shall determine the conditions for admission, for certificates, and for degrees other than honorary degrees. It shall recommend to the President all candidates for degrees in course and shall be consulted through committees appointed in such manner as the President may determine in connection with the award of all honorary degrees.
Regent’s Standing Order 105.2: Duties, Powers, and Privileges of the Academic Senate

(b) The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board, except that the Senate shall have no authority over courses in the Hastings College of the Law, San Francisco Art Institute, in professional schools offering work at the graduate level only, or over non-degree courses in the University Extension. No change in the curriculum of a college or professional school shall be made by the Academic Senate until such change shall have been submitted to the formal consideration of the faculty concerned.
DIVISION OF UNDERGRADUATE EDUCATION
Leadership & Management Group

Richard Hughey
Vice Provost & Dean of Undergraduate Education

- Assistant Dean: Planning & Resource Mgmt - Ted Colling
- Assistant Dean: Policy & Personnel - McKenzie Aufti

Educational Partnership Center (EPC)
- Faculty Leadership: Catherine Cooper
  - Executive Director: Maria Richey-Duszy
  - EADP Director: Veronica Cervantes
  - PSE Director: Brian Hu
  - COSMOS Director: Paul Elso
  - MESA Director: Alexandra Leid Shaver
  - CRP Director: Jennifer Weiszmann
  - CAL-SPAN Director: Sonia Ramirez
  - Interim GEAR-UP/SOMO Director: Martha Levy
  - Interim GEAR-UP/PPY Director: Veronica Cervantes

Enrollment Management (EM)
- Faculty Leadership: Richard Hughey
  - VPOLE: Richard Hughey
  - Associate Vice Chancellor: Michelle Whitlaming
  - Orientation Director: Rosa Plaza
  - Admissions Director: Michael McGarry
  - Interim Financial Aid & Scholarships: Michelle Whitlaming
  - Interim Registrar: Tash Sanger

Colleges Academic
- Faculty Leadership
  - Chair: CoP: Faye Crosby
  - Colleges: UE
    - College of Business: Provost: Faye Crosby
    - College of Education: Provost: Joel Ferguson
    - College of Engineering: Provost: John Filipponi
    - College of Humanities: Provost: Elizabeth Arana
    - College of Sciences: Provost: Alice Yung
    - College of Social Sciences: Provost: Matthew Wolf Mayer

Strategic Programs
- Faculty Leadership
  - Interim Associate Dean: Inter Ed: Joel Ferguson
  - Assistant Vice Provost: Faye Crosby
  - Summer Session Director: Mark Parshin
  - International Ed: Director: Anne Butler
  - Development Director: John Filipponi

Advising & Honors
- Faculty Leadership
  - VPOLE: Richard Hughey
  - Faculty Director: Honors - Raoul Zimmbern
  - Advising Coordinator: Stacy Stetler-Resiner
  - Associate Director of Advising: John Bergerson
  - Honors & Awards Coordinator: Marline Robinson

10/01/2013
Draft Campus Long-Term Goals

1. Improve performance on nationally accepted measures of quality as assessed in external benchmarks and rankings.
2. Increase campus research activity and extramural funding by 33% within 5 years.
3. Increase national and international student numbers to 8% of total undergraduate enrollment and 25% of graduate students by 2018.
4. Build robust relationships with local and regional industry, defining the campus’s unique contributions as a regional player, creating a ready flow between faculty and students and industry, and engaging the full campus in the resulting intellectual, academic and research challenges.
5. Develop a campus culture that values fund-raising as vital to the success of the academic mission.
6. Become a national leader in shaping the ecology and economy of higher education.
Draft Campus 2-Year Goals

1. Develop a campus strategic plan [LTG 1, 2, 3, 4, 5, 6]
2. Raise an additional $70M by the end of FY15 [LTG 1, 3, 4, 5, 6]
3. Increase graduate enrollments, number and proportion, by 200 incremental Ph.D. enrollments and 100 incremental master’s enrollment within two academic years [LTG 1, 2, 3, 6]
4. Improve first-year retention by 2 percentage points for all frosh and transfer undergraduates, including the broad range of overlapping subpopulations [LTG 1, 3, 6]
5. Measurably increase grant proposal submissions across all disciplines and units to achieve per-unit targets [LTG 1, 2, 3, 4, 6]
6. Make progress on capital and infrastructure priorities as articulated in the 10-year capital financial plan [LTG 1, 2, 3, 6]
Goals for UE: 2013-14

Student Success
• Develop coordinated approaches to student success throughout campus
• Maximize portion of students declaring and completing majors in normative time
• Ensure access to classes
• Expand actionable information about all students
• Enhance the Transformative Student Experience
• Augment student jobs by 5% within the Division.

Fiscal Health
• Exceed fee-paying non-resident enrollment targets
• Grow fee-paying summer enrollment
• Increase extramural funding in the Educational Partnership Center
• Build gift and endowment funding with University Relations

http://www.ue.ucsc.edu/ue2012-13