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CHANCELLORS
MEMBERS, ACADEMIC COUNCIL
✓ MEMBERS, ACADEMIC PLANNING COUNCIL
MEMBERS, PRESIDENT'S CABINET

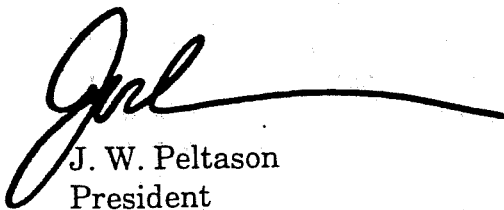
Dear Colleagues:


We are pleased to enclose a summary of the October 20-22 Joint Policy Meeting. This summary includes descriptions of the leading policy issues we agreed to address, and assignment of responsibilities for addressing those issues. With the assistance of Assistant Vice President Sandra Smith, we have attempted to provide the reasons for addressing each of the issues on the list. In some cases, we have refined the implementation process to spell out the membership of various review bodies and to assign responsibility for convening meetings.

We deeply appreciate your taking the time to participate in such an important and productive discussion of issues affecting the University. The meeting last month enabled us to develop a clearer understanding of what those issues are, and of the different options we can consider. It is clear that we are still developing a consensus of what the future holds for the University and of the direction we should take. We hope that finding solutions to the issues described in the enclosure will help us in formulating our long-term plans.

We look forward to reports from each of the groups assigned responsibilities by the end of this academic year.

Sincerely,


J. W. Peltason
President


Daniel L. Simmons
Chair, Academic Council

Enclosure

Agenda of Major Policy Issues for 1994-95

Developed Jointly by
the Council of Chancellors, the Academic Council,
and the Academic Planning Council
of the University of California

At a joint meeting on October 20-22, 1994, the Council of Chancellors, the Academic Council, and the Academic Planning Council discussed many of the major issues facing the University of California and developed an agenda of action items for the coming year.

Assembly Member John Vasconcellos, Chair of the Assembly Committee on Ways and Means, and Legislative Analyst Elizabeth Hill began the session by emphasizing the seriousness of the problems faced by the State of California and urged the University's leadership not to rest on past successes but rather to act decisively in shaping a positive future for the University and the State. Mr. Vasconcellos called upon the University to undertake "heroic" efforts to address the moral, social and fiscal problems that affect the State of California.

The participants discussed at length the serious effects of the past four years of State budget cuts, the dramatic changes occurring in Federal research funding, and the difficulties involved in providing undergraduate access to increasing numbers of students while protecting the University's special character in graduate education and research. After an extensive debate about the values held by the University community and by our constituents, the group developed ten action items to pursue in the coming year.

This list does not include all of the activities that will be pursued in the next year, nor even all of the important activities; for example, it does not include the ongoing efforts to improve undergraduate education, to explore the possibilities for better use of educational technology, and to develop new enrollment planning principles. Rather, it identifies ten issues that require immediate attention. Courses of action are presented at the end of each item. The President and the Chair of the Academic Council will monitor implementation of these activities.

1. Evaluate the role and reward of teaching research and service over an academic career as a contribution to the mission of the University to define clearly the work of the faculty.

The future is certain to be different from the past, financially and demographically. The University faces not only constrained State resources and increasing undergraduate demand, but also potential reductions in Federal research funding. Consequently, it seems timely to re-evaluate faculty roles, to define the ways in which faculty will be expected to contribute to the mission of the University over the course of their careers, and to ensure that the rewards that shape their work support both their individual excellence and the University's mission.

Because faculty work is complex and does not follow one predictable pattern across disciplines or across careers, it is important to ensure that review processes are sufficiently flexible to reward diverse, excellent individual efforts. The review process must continue to recognize research accomplishment and scholarship as the foundation for the overall mission of the University. However, it is equally important to provide appropriate incentives for faculty, individually and in groups, to fulfill the mission of the University in teaching, and public service.

Course of Action:

A high level Task Force will be appointed, chaired by Chancellor Atkinson, to review present reward processes and procedures and develop appropriate incentives that will achieve all of the University's essential missions. The Task Force will include, among others, the Chair and Vice Chair of the Academic Council, several Chancellors, and the Chair of the University Committee on Academic Personnel.

2. Strengthen the role of the department in ensuring essential outcomes.

The University's departments are the locus of faculty activity and the front line managerial organization of the University. They are the place new faculty are socialized, values are imparted, and contributions to the discipline are rewarded. Departments deliver curricula, assign faculty instructional activities, and monitor student progress. The department chair and the faculty of a department through collective action are responsible for monitoring the curriculum offered by the department and ensuring that the teaching resources of the department are marshaled to meet student needs. Resource allocations and faculty rewards should be marshaled to provide collective incentives to a department that fulfills various aspects of the University's mission. The role of the department chair is central to the effectiveness of each department and could be strengthened by reconsidering the ways in which faculty are rewarded for group effort.

Course of Action:

The Council of Vice Chancellors and the Academic Senate Divisional Chairs will meet together to develop incentives for departmental effectiveness and rewards for faculty group efforts. This meeting will be called and co-chaired by the Provost and Chair of the Academic Council.

3. Develop increased cooperation between campuses, courses and programs, which includes consolidation of academic programs where possible and appropriate, and exploration of program differentiation among campuses.

At a time of limited resources, the University must maximize the efficient use of its available resources. Access to faculty specialties and unique course offerings should not be limited to one campus site, but should be available to the system. While the effects of retirements and financial constraints are being sorely felt, improvements in educational technology are making it possible to share the University's great remaining strengths. In addition, programs that have suffered losses through retirements that diminish the strength of the program might be consolidated on fewer campuses to concentrate strength.

Course of Action:

The Council of Vice Chancellors and the Divisional Chairs of the Academic Senate will meet together to develop appropriate ways to ensure that the University's graduate and other academic programs are strong and to consider how to consolidate or eliminate any that are not. This meeting should also include the Vice-chair of the Academic Council, the Chair of the Coordinating Committee on Graduate Affairs, and the Chair of the University Committee on Educational Policy. The meeting will be co-chaired by the Provost and Chair of the Academic Council. In addition, the Academic Planning Council should identify opportunities for cooperation and facilitate their development. The APC should also ensure that procedures that unnecessarily constrain intercampus cooperation are revised.

4. Review entrepreneurial activity in academic programs to evaluate the appropriateness of and barriers to part-time degree programs and to assess the allocation of resources generated by entrepreneurial undertakings.

Another effect of financial constraints is aggressive pursuit of new sources of funding by many units within the University. While this is to be encouraged, especially if it can be used to sustain core units, it is imperative that it not dilute the quality of academic programs.

There are a number of policies, developed in less frenetic times, that deserve review to ensure that the right balance of incentives and controls for academic programs is defined. These include policies that constrain part-time degree programs, determine resource reallocation, and ensure quality in admissions and faculty hiring.

Course of Action:

The Academic Planning Council should review existing policies related to entrepreneurial activity in academic programs to ensure their adequacy for the future. The APC should work closely in this with CCGA, the Council of Vice Chancellors, and other interested parties as appropriate.

5. Enhance the climate for the support of research.

Budget cuts for academic support and challenges to Federal indirect cost recovery have made it increasingly difficult for faculty to seek external funding for their research efforts and fund administrative support for grants and contracts they receive. Budgetary reductions across the University have raised questions regarding the allocation of indirect cost funds within the University. Because research is a core element of the University's mission, essential to the kind of graduate and undergraduate education we offer, and contributes hundreds of millions of dollars annually to the California economy, it must be adequately supported.

Course of Action:

The Vice Provost for Research, working together with the Council on Research, and the University Committee on Research Policy, will address the climate for research support within the University.

6. Give careful consideration to student fees and to the University's affordability.

The rapid increase in student fees over the past few years raises important questions about access to the University and its affordability. At the same time, the University is dependent upon student fee revenue to counter a portion of the substantial reductions in state support for the University.

Course of Action:

The existing Task Force on Affordability, formed to examine the affordability model for student fees which was adopted by the Regents, is charged with assessing the validity of the affordability model, whether it is better than the former return-to-aid system, and the impact of student fees on enrollment in the University. The Task Force on Affordability should look broadly at all of the ways students are paying for their educations and should identify and develop creative ways to increase student support.

7. Consider implementing a coordinated University fund raising campaign for student financial aid.

To combat the impact of the rising costs of attendance, a significant increase in financial aid is essential. Keeping the University affordable is a high priority, and the University's alumni, who benefited from attendance in an era of great State subsidy, should be asked to invest in the State's future generations of students, who will not be as significantly subsidized.

Course of Action:

The Council of Chancellors and the Vice President for University and External Relations will assess the potential for a University-wide fund raising campaign, that will enlist the support of alumni and others for student financial aid.

8. Argue the University's case more assertively to the public by involving faculty, students and members of the business community in public information and advocacy activities.

While every public opinion poll indicates substantial support for the University of California, it is apparent that the public rarely understands the tradeoffs inherent in social policy decisions--e.g., the effect on the University of "three strikes" legislation. Nor does the public sufficiently understand the ways in which the University contributes solutions to social and economic problems in this State.

It will be important as competition for resources increases for the University to make its case effectively, both with its own information campaigns and by encouraging faculty, students, and community supporters to speak in support of the University.

Course of Action:

The Vice President for University and External Relations, working with the Vice Chancellors for University Advancement, will develop assertive communications and advocacy programs on the University's behalf, using internal and external speakers to make the case for public support. University and External Relations will develop centrally coordinated campus based and system-wide programs.

9. Prepare for the possibility of selective admissions and enrollment by developing criteria and approaches to eligibility and admissions, and consider the financial implications of enrollment levels.

There is a substantial possibility that the University will no longer have sufficient resources to continue to accept all students eligible for admission under the California Master Plan for Higher Education. If funding for the University is not sufficient to accommodate all of the eligible undergraduate students who want to attend, new criteria for admission and/or eligibility will be necessary. Rather than wait for that possibility to occur, the University should begin now to identify and analyze its alternatives and their implications.

Course of Action:

The Executive Budget Committee is charged to examine the financial implications of enrollment issues in the context of available resources. BOARS is charged to develop alternative approaches to eligibility and admission, in case it becomes necessary to select from among undergraduate applicants who are eligible for admission under existing standards.

10. Develop intersegmental cooperation in enrollment planning and for undergraduate demand.

While the University of California must attend to its own quality and its own missions, no solution to the problem of accommodating undergraduate demand can be developed in isolation from the State's other higher education segments. The best thinking of all of the institutions, public and private, must be applied to this issue to find educational solutions for the State's young people. This effort will probably require that some (if not all) of the State's colleges and universities reconsider their traditional relationships and roles. It is crucial to begin to do so now.

Course of Action:

Provost Massey and Academic Council Chair Simmons will convene a joint meeting with their counterparts in the CSU and Community College systems, and with the segments' senior Budget Officers, to explore development of intersegmental approaches to the demand for undergraduate education.