

Regents task force on institutional growth

May 2023



Foreword

The University of California is at an important inflection point. On the one hand, UC's momentum and impact on California has never been greater. The University has a record number of applications, nation-leading graduation rates, a worldwide reputation for excellence in research and clinical care, a more diverse student body than virtually all peer institutions in American higher education, and tremendous supporters among alumni and community members who see first-hand the vital service performed by the campuses in their regions. The University is addressing many of California's most pressing challenges and in the recent COVID-19 public health emergency, partnered with the state to focus its health care and research operations to produce treatments, vaccinate, and care for Californians.

At the same time, despite significant enrollment growth over the past decade, too many Californians still feel as if the University is out of reach for their college-bound children. The University that was designed to be of service to the people of this state still leaves many parts of the state unserved which leads many people in California to view the University as playing no role in the well-being of their families and communities. Throughout the country, many are questioning the affordability and value of higher education. There is wide agreement that the University must continue to expand the reach of its educational opportunities, research, and health care operations and work even harder to make itself more accessible to all Californians. At the same time, the world is evolving quickly with the advent of new technology, such as generative AI, that will have profound effects on both how we teach and how people learn in the future.

The UC President and Chancellors began this work through the Council of Chancellors working group that examined traditional and non-traditional ways to expand capacity and impact. Their findings were published in the report, *University of California 2030 Capacity Plan*, which outlined UC's commitment to grow by 23,000 students by 2030 and with sufficient resources, up to an aspirational 33,000 state-supported undergraduate and graduate students. This is the same amount of growth that could be achieved by building a new campus but without the cost of constructing a new campus. The plan also anticipates more on-campus growth at UCs in the growing regions of the Central Valley and the Inland Empire where there is a critical opportunity to increase UC's presence.

To support this work, the Board of Regents convened a task force on institutional growth to examine expansion opportunities beyond 2030 to 2050. Membership included five appointed Regents, led by Regent Maria Anguiano who served as Chair, along with the faculty representative and staff advisor-designate to the Regents, chancellors of UC Irvine and UC Riverside, and the UC Provost. The task force met on a monthly basis from March 2022 through October 2022 and reviewed and received feedback on these recommendations from all the Regents during the November 2022 Regent Retreat.

The taskforce explored the long-term positioning of UC in the state. It explored the future through an equity lens with a commitment to ensuring that the California Dream is for truly for everyone.

Acknowledgements

This report benefited from the time and contributions of the following task force members:

Regent Maria Anguiano, Chair of the UC Task Force on Institutional Growth
Regent Michael Cohen
Regent José Hernandez
Regent Lark Park
Student Regent Marlenee Blas Pedral
Staff Advisor to the Regents Priya Lakireddy
Chancellor Howard Gillman
Chancellor Kim Wilcox
Provost Emeritus Michael T. Brown
Former Chair of the Academic Senate Robert Horwitz

The report also incorporated input from the UC President and all UC Chancellors, UC Office of the President leadership, and all members of the Board of Regents that participated in the 2022 UC Board of Regents retreat.

In addition, task force meetings and report production were supported by Capitol Impact, including Christopher Cabaldon, Lex Carlsson, Robynne Rose-Haymer, Annie Sterling, Serena Rodriguez, Traci Verardo-Torres, Ana Fontus, and Natalie Leinhart; the Secretary of the Regents office, particularly Clare Sheridan; and UC Institutional Research & Academic Planning, including Vice President Pamela Brown, Todd Greenspan, and Darin Jensen. Thanks to Vikash Reddy, Vice President for Research with the Campaign for College Opportunity, for helping us to reimagine degree attainment goals that advance educational equity for California.

The work of the task force was made possible through funding from the College Futures Foundation and the support and participation of Regent Emerita Monica Lozano.

Finally, this effort was initiated by Regent Emerita and former Chair of the Board of Regents Cecilia Estolano who was committed to expanding capacity, sustaining quality, and expanding impact from the University of California.



The University of California - an Audacious Idea

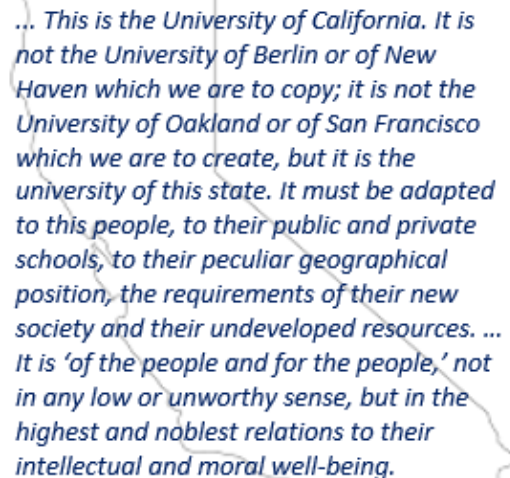
The University of California was founded in 1868 with the audacious idea that California should have a great public university – one that educates the wealthy and low-income alike, so that everyone could benefit.

The idea for this grand enterprise began with the state's first constitution in 1849 that directed the legislature to establish a university that would "promote literature, the arts and sciences." The idea was realized in 1862 when President Abraham Lincoln signed the Morrill Act which created institutions of higher learning that were no longer just reserved for the elite. Morrill Act proponents believed democracy required an educated populace and universities were needed to secure democracy for future generations. They also recognized that institutions of higher education would unlock discoveries and create advanced knowledge that could transform communities and propel the country into a world leader in education and innovation.

As California grew, so did the idea of expanding the university to increase opportunities for people who had been historically excluded, either due to lack of sufficient capacity or because of location. What began as one university with 40 students and 10 faculty has grown to encompass 10 campuses, five medical centers, three national research laboratories and is nearing 300,000 undergraduate, graduate, and health science students.

However, California high school graduates and their parents know all too well that it is becoming increasingly difficult to gain admittance to UC and even for those who are admitted many find it cost prohibitive to attend. Over the last 25 years, UC's freshman admission rate for California residents has declined from over 80 percent to 65 percent while cost of attendance has significantly increased. These trends must be reversed if UC is to meet the needs of the California economy and its constituents.

The University of California is premised on the assumption that all people who demonstrate the character, talent, and ambition to be educated at the highest level of achievement deserve that opportunity. With over 150 years since UC's founding, the Regents call upon all stakeholders of the University to recommit to the hard work necessary to uphold this promise.



... This is the University of California. It is not the University of Berlin or of New Haven which we are to copy; it is not the University of Oakland or of San Francisco which we are to create, but it is the university of this state. It must be adapted to this people, to their public and private schools, to their peculiar geographical position, the requirements of their new society and their undeveloped resources. ... It is 'of the people and for the people,' not in any low or unworthy sense, but in the highest and noblest relations to their intellectual and moral well-being.

UC President Daniel Coit Gilman,
November 7, 1872

Summary Taskforce Recommendations

While California has benefited enormously from the 20th century expansion of the University, there are still many Californians who do not have sufficient access to the benefits of a UC education, and there are many parts of California that feel untouched by the ways in which UC can transform communities for the better. The Taskforce's recommendations are grounded in the acknowledgement that 2050 marks almost 100 years after the adoption of the California Master Plan and that California's demographics and economy have and will continue to dramatically evolve. Thus, we must reimagine what it will take for UC to serve the State of California in this new era.

By 2050, the University of California has an opportunity to further demonstrate its national leadership by embracing its historical legacy of being the people's public research university, and enhancing its impact to the people of California and communities of the state. The need for expanded educational access grows every day as we move to a knowledge-based economy. The expanded scope and reach of the University of California becomes even more important to the success of the future of California in an increasingly innovation driven and connected global world.

The taskforce identified five overarching recommendations to guide the University of California's path forward and secure the University's position as the nation's leading post-secondary research institution, a beacon of academic and research excellence, a model of higher education equity and inclusion, and a key driver of innovation and economic mobility for the state.

These recommendations and outcomes are intended by the task force to be high-level and visionary, serving as a point of departure for the Regents and the University of California system to use as a guide for discussions and work plans to operationalize this 2050 vision; they are meant as guideposts to light the way, not as the roadmap itself.

By committing to the achievement of these goals, UC will remain a leader of higher education institutions by accepting the challenge of reminding a free, diverse, and democratic people that our future is best guaranteed by an educated populace, one that has eliminated systemic barriers of exclusion and also puts its faith in the power of knowledge and discovery to forge a more brilliant future for all the people.



Taskforce Recommendations

1

Reimagine How and Where UC Happens

UC will expand its impact to every corner of California – in terms of educational opportunities, research opportunities, health care delivery, and regional transformation and revitalization.

2

Reflect the Diversity of California

California’s diversity is its competitive advantage. By 2050, the University should reflect the full diversity of California at every level: students, faculty, and staff, with intentional growth to meet the demand of Californians for a UC degree at the undergraduate and graduate levels.

3

Achieve Equitable Student Success

UC will be the national leader in delivering inclusive and effective pedagogies that produce equitable success outcomes across all student demographics. Every student will have a transformative educational experience with access to rigorous intellectual opportunities that encourage them to engage with viewpoints different from their own. Learning to thrive within a respectful and supportive UC culture and environment, students will graduate as both engaged citizens and leaders prepared for the world.

4

Advance UC’s Academic and Research Excellence

UC has a long legacy of academic and research excellence. Advancing it means to constantly pursue rigorous, groundbreaking, and thoughtful scholarship in all areas of academic life and a diverse cohort of world-class faculty and facilities. It also means UC faculty are supported to deliver cutting-edge curricula and pedagogy designed for students to demonstrate mastery of advanced knowledge, intellectual curiosity, and research skills.

5

Apply UC Research and Thought Leadership to California’s Biggest Challenges

UC will be a national leader in tackling existing and unanticipated future societal challenges, spurring innovation, the creation of future industries, and the promotion of individual and community health and well-being. Every Californian will see tangible ways in which UC impacts their lives for the better.

UC in 2050 Task Force Recommendations

1

Reimagine How and Where UC Happens

What is the Vision?

UC will expand its impact to every corner of California – in terms of educational opportunities, healthcare delivery, and regional transformation and revitalization.

Why is this important?

Since its inception, UC's vision to serve all of California has required work to evolve with the major economic, political, technological, social and cultural shifts California has faced. This has resulted in new campuses and research collaboratives making UC a leader in forging new community partnerships, fortifying emergent industry relations, and expanding both its physical and virtual footprint. Even with these efforts, many of California's fastest growing areas such as the Inland Empire and Central Valley are not being served adequately by UC, due to underdeveloped infrastructure.

To truly serve every corner of California, UC needs to take opportunities to expand its reach through satellite campuses, research parks, and other physical and virtual locations to support Californians in areas where there are no UC campuses. The freedom to pilot innovative tools, modalities, and curricular and pedagogical approaches—and modernize antiquated, inflexible structures—will also be paramount to achieving this goal.

Whether its students seeking a traditional or flexible undergraduate education; adults seeking health care, a return to learning, or a greater connection with their community; families looking for enriched K-12 opportunities for their children; and industries seeking the latest cutting-edge research and technology, UC can continue to reimagine who, how, and where it serves the people of California.

Digital learning, communications, and technology are more readily available than ever before, allowing UC to connect to Californians in underserved areas and across their lifespan. Extending UC's reach and expertise in education, research, innovation, public administration, health care, urban and regional planning, and community service can transform and revitalize regions that need to fully share in California's prosperity.

What are the outcomes we want to see?

1. Establish new locations for instruction, research, innovation, and service, and health care, including but not limited to campus satellites, partner locations, and the opportunistic repurposing of spaces.
2. Invest in and enhance opportunities for digital learning and other innovative pedagogical technologies that facilitate high-quality instruction beyond solely in-person and traditional large campus models. This modality can be used for undergraduates and other age groups.
3. Growth in inter-institutional partnerships that create new avenues for innovation, technology, research, learning, and service, including but not limited to exploring collaborative degree and research programs between multiple campuses.
4. Tangible positive impacts on underserved communities in the form of learning, research or economic activity, improvements in health outcomes, and UC's presence in the community.
5. Invest heavily in the growth and research capacity of UC Riverside and UC Merced

What is the Vision?

California's diversity is its competitive advantage. By 2050, the University should reflect the full diversity of California at every level: students and alumni, faculty, and staff with intentional growth to meet the demand of Californians for a UC degree at the undergraduate and graduate levels and across all disciplines with a focus on affordability.

Why is this important?

California is one of the most diverse states in the nation across educational, socioeconomic, geographic political, racial, and cultural measures. California's demographic trends have significantly shifted in the 50 years since the adoption of the 1960 California Master Plan for Higher Education. California has diversified from being 80 percent white in 1960 to today, where no single ethnic group forms a majority. The majority of California public high school students – the new generation of California – are underrepresented, low-income, and first-generation. Its fastest growing populations, the Inland Empire and Central Valley, are outside traditional metropolitan areas and are underdeveloped from an infrastructure standpoint. If California truly tapped the talent of its citizens by ensuring that high school students from all ethnic groups graduate at 94 percent – the highest high school graduation rate for one group – UC would need to more than double its degree attainment goals. UC should begin to think now about how it would expand to meet that aspirational goal.

To be the leading voice in defining the future of education, research, and industry, UC must fully serve all of California and benefit from its tremendous and growing diversity. Equity and inclusion are the necessary and defining preconditions of UC's continued excellence. This inclusion goal requires growing the pie. Success for this recommendation must result in coordinated and sustained intentional growth to meet the increased demand in California for a UC degree. In fall 2022, UC received over 210,000 applications for systemwide freshman admission and acceptance rates overall keep shrinking.

The University has committed to expanding capacity through 2030, adding a proposed 23,000 students and with sufficient resources, up to an aspirational 33,000 state-supported undergraduate and graduate students. This growth is the equivalent of adding a full UC campus, but in addition to some traditional enrollment growth, there is greater emphasis on creative and innovative methods to expand access, including but not limited to online courses, expanded summer sessions, off-campus programs, satellites, and additional support to help students graduate on time. Opportunities to expand will vary by campus, with more growth at campuses in the growing regions of the Central Valley and the Inland Empire where there is an opportunity to increase UC's presence. Our vision for UC 2050 requires the successful attainment of the UC 2030 goals, which are necessary but not sufficient to propel California forward.

What are the outcomes we want to see?

1. Intentional growth to fully meet the demand of Californians for a UC degree at the undergraduate and graduate levels.
2. UC will reflect the full diversity of California at every level: UC students and alumni, faculty, and staff.
3. UC serves all of the state's regions with a strong emphasis on growing in the Central Valley, Inland Empire, and the far north.
4. Affordability will advance equity goals and UC will provide a debt-free pathway, greater support to address basic needs and advance other affordability initiatives such as investing, refurbishing and/or building and managing affordable housing at or near UC campuses

What is the Vision?

UC will be the national leader in delivering inclusive and effective pedagogies that produce equitable success outcomes across all student demographics. Every student will have a transformative educational experience with access to rigorous intellectual opportunities that encourage them to engage with viewpoints different from their own. Learning to thrive within a respectful and supportive UC culture and environment, students will graduate as both engaged citizens and leaders prepared for the world.

Why is this important?

While UC is intentionally expanding to increase access to UC and reflect all of California's diversity, it must also support all students and provide equitable educational opportunities once admitted. Diversity is measured in numbers, but equity will be achieved through organizational actions and outcomes—establishing supports and systems to achieve educational parity between and among populations and to build inclusivity for all students. Advancing equitable student success means ensuring that all subgroups of students – across ethnicity, socioeconomic status, religion, gender, sexuality, age, ability, and educational background to name just a few categories – have fair and just opportunities to be successful within the UC system.

Research shows that students learn more and are more likely to succeed when research-proven pedagogical techniques are used and learning environments are inclusive.² While continuing to focus on streamlined and timely pathways to degree attainment, UC must transform its curricula and pedagogy to ensure equitable student success and mastery. This will mean that every student will have a transformative educational experience that prepares them not just work but for life and citizenship. By 2050, UC must be the leader in embedding new technology tools, such as generative AI to greatly augment the cognitive and creative powers of our students, making personalized and adaptive learning at scale the norm. In addition, in order to achieve UCs inclusion and equity goals, it will be essential that all students have rigorous intellectual experiences that encourage engagement with viewpoints different from their own. Democracy and social justice demand it.

What are the outcomes we want to see?

1. Timely and streamlined pathways to degree attainment.
2. Data-driven techniques to achieve comparable educational success across all student demographics, including retention and graduation rates.
3. UC is the leader in cutting-edge curricula and pedagogy designed and implemented for inclusive student success and mastery, supporting all learners who can benefit from the distinctive expertise of an outstanding research university.
4. Access to wide-ranging rigorous intellectual experiences for all students that encourage engagement with viewpoints different from their own.

² Student Experience Project (2022) Freeman

What is the Vision?

UC has a long legacy of academic and research excellence. Advancing it means to constantly pursue rigorous, groundbreaking and thoughtful scholarship in all areas of academic life and a diverse cohort of world-class faculty. It also means UC faculty are supported to deliver cutting-edge curricula and pedagogy designed for students to demonstrate mastery of advanced knowledge, intellectual curiosity, and research skills.

Why is this important?

UC is recognized for its academic excellence in service to the state of California, the nation, and the global community. UC is committed to a continuation of excellence through its research to benefit the public good. This research takes the form of both inquiry-designed efforts seeking to solve real-world problems, and research whose intrinsic value is derived in the advancement of knowledge and discourse. Advancing academic excellence means to constantly pursue rigorous, groundbreaking, and thoughtful scholarship in all areas of academic life at the University. UC teaching and research seeks to understand societal challenges and differences, recognize political divides and diversity of viewpoints, and produce graduates and discoveries that can bridge existing gaps and benefit all Californians. Further, advancing academic excellence in 2050 may also mean redefining the metrics by which faculty expertise and leadership is assessed. Faculty research and leadership within fields of expertise should not come at the expense of service in leadership roles within the school and should also result in better teaching and learning.

Faculty also need to be supported to bring the best pedagogical approaches to their classrooms. Instructional methods in classrooms and laboratories should be innovative and represent the very latest research on good teaching practices so all students can attain mastery in their fields of study. What makes a research university unique is that its students are immersed in work that involves inquiry, discovery, and creativity, and this allows students to grow their intellectual curiosity and research skills. By design, UC will need to ensure all its students have opportunities for interactive learning, exploration of their fields of study outside of the classroom, and ways to give back to their communities.

What are the outcomes we want to see?

1. A diverse cohort of world-class faculty.
2. Faculty growth in leadership, engagement, and prominence in fields of expertise.
3. Students demonstrate mastery of advanced knowledge, intellectual curiosity, and research skills.
4. All students have access to high-quality research experiences, experiential learning, and service-learning opportunities.

What is the Vision?

UC will be a national leader in tackling existing and unanticipated future societal challenges, spurring innovation, the creation of future industries and the promotion of individual and community health and well-being. Every Californian will see tangible ways in which UC impacts their lives for the better.

Why is this important?

Today, California faces numerous social, economic, and environmental challenges: climate change-induced hazards like wildfires, drought, and sea level rise; rising global carbon emissions, political polarization, racial and income inequality; soaring cost of living; and a lack of affordable housing. UC is uniquely positioned to build on its tradition of excellence and commitment to public service in order to partner with the state and other California organizations to tackle these challenges through research and thought leadership. Innovation is key to California's ability to meet these challenges, and it is critical that the state continue to invest in the UC infrastructure and human capital necessary to support innovation that will lead to a more vibrant, inclusive, and sustainable economy with sustainable clean energy sources.

All of this work must be informed by scholarship and creative expression that illuminates and interrogates fundamental human values, conceptions of social justice, the norms and practices that sustain diverse democratic societies, and the best ways to maintain a culture of free inquiry and robust debate. Innovation must be in service of the public good and the well-being of the people can only be understood by humanistic inquiry. Moreover, in the United States and across the world, we are witnessing a rise in hate, political violence, misinformation, authoritarian politics, and resistance to scientific knowledge. UC must also be a resource to address these threats.

While UC is poised to be at the forefront of efforts to address a wide range of socio-economic, political, and environmental challenges, it can only do so if it continues to be a world leader in academic excellence and cutting-edge research. This will require further investment in UC's research facilities, innovation capacity, and academic programs. It will also require UC to better leverage the extraordinary expertise of its three national laboratories. In partnership with the state, UC can contribute to a stronger, healthier, sustainable and more prosperous California.

What are the outcomes we want to see?

1. Faculty, staff, and students produce exemplary research and knowledge that shape policy decisions in California, nationally, and internationally, by developing innovative solutions and technologies that meet pressing economic, social, scientific, and environmental challenges.
2. Faculty develop curricula that include inquiry and solutions-focused approaches to societal challenges.
3. UC increases its investments in world-class facilities for research, health care, and new fields of study.
4. UC incentivizes the creation of future industries built and shaped by UC talent, resources, and research.
5. Affordable graduate and post-graduate education with expanded capacity to meet California's demand in high priority fields.