

October 7, 2022

To: Darnell Hunt, Executive Vice Chancellor and Provost

From: Allison Baird-James, Interim Vice Chancellor & Chief Financial Officer
Jessica Cattelino, Chair, Los Angeles Division, Academic Senate
Lydia Coleman, Director of Strategic Initiatives, Academic Planning and Budget (APB)
Kate Glassman, Associate Director of Strategic Initiatives and New Programs, APB
Andrea Kasko, Vice Chair/Chair Elect, Los Angeles Division, Academic Senate
Andrew Leuchter, Chair, Council on Planning and Budget, Los Angeles Division, Academic Senate
Shane White, Immediate Past Chair, Los Angeles Division, Academic Senate

Re: **Academic Planning: Guidance on Current Issues, Challenges, and Opportunities**

I. Guiding Concepts: Furtherance of the academic mission—teaching, research, and service—must be central to discussions and decisions related to UCLA’s academic planning regarding, for example, budget, campus expansion, enrollment growth, and faculty to student ratio. For context, the Academic Planning Council at the University of California Office of the President (UCOP) notes that strategic academic planning efforts entail “rais[ing] questions, fram[ing] issues, and guid[ing] analyses concerning the university’s overall size, shape, and long-range academic direction.”¹ UCLA should embrace an integrated planning framework² for our campus, grounded in shared governance and guided by clear principles,³ processes, and structures.⁴

II. Issues:

Enrollment Growth. There is an urgent need for a consolidated, strategic, and academically focused proposal to meet the enrollment growth expectations outlined in UC’s 2030 Capacity Plan. UCLA’s current ideas include campus expansion, increasing summer and/or online enrollment opportunities, and making additional progress toward closing graduation gaps. Academic goals must drive this process. In addition, faculty hiring plans must complement enrollment growth plans so as not to further erode student-to-faculty ratios. The campus must also determine the appropriate balance of undergraduate and graduate student enrollments, as well as State-supported and self-supporting programs. Each of these growth strategies must be assessed in relation to UCLA’s academic mission. Enhanced partnership between the faculty and the Administration is necessary moving forward.

Budget Issues and Model, Revenue Streams. UCLA faces several pressing budgetary challenges, including determining how and when to implement the Bruin Budget Model (BBM). With respect to the BBM’s implementation, the campus must consider budgetary sustainability; the BBM’s unresolved issues, including governance mechanisms; interdisciplinary research and teaching; and processes for valuing research and teaching. We acknowledge that our current approach is unsustainable. That said, implementation decisions about UCLA’s budget model should be driven by academic mission considerations and informed by strong

¹ <https://www.ucop.edu/institutional-research-academic-planning/files/APC%20Charge.pdf>.

² The Society for College and University Planning (SCUP) notes that an *integrated planning framework* “engages all sectors of the academy—academic affairs, student affairs, business and finance, campus planning, IT, communications, development, etc.... [and] involves all stakeholders—faculty, students, staff, alumni, and external partners—to work together toward a common vision.”

³ Such principles would likely include educational and research excellence; access and affordability; equity, diversity, and inclusion; and sustainability (budgetary and environmental). See also <https://www.ucla.edu/about/mission-and-values>

⁴ On processes and structures, some preliminary ideas and resources are included below.

faculty input. In addition, the BBM goal of “enhancing the transparency of allocations decisions” must remain a focus, and the campus should continue to build strategic approaches for the allocation and governance of shared resources.⁵ Other budget-related issues that require increased engagement with the Academic Senate include: updates regarding UCLA’s annual State support and recent five-year funding agreement (or “Compact”) with Governor Newsom; Self-Supporting Graduate Professional Degree Programs (SSGPDPs), including the need to understand their finances and impact on State-supported programs; how Big 10 revenues will serve the academic mission; and how the California Immunology and Immunotherapy Institute, for which \$200 million was allocated to UCLA by the State in 2022-23 (the total over three years to be \$500 million), will benefit the campus given its tangible and intangible costs (and proposed land use). Lastly, the effects of UCLA’s cost-savings program on academic quality, accessibility, and affordability should be assessed.⁶

Health Enterprise, Medical Education, and Research. There remains a need to clarify the uses and governance of Health System funding streams, including the extent to which they support the academic mission of the David Geffen School of Medicine (DGSOM) and the general campus. More broadly, it would benefit the campus to clarify the relationship between UCLA Health and DGSOM with regard to both academic mission and governance. The path forward requires enhanced collaboration and inclusiveness.

Graduate Education Funding. UC has fallen behind in graduate student funding and enrollments, especially in academic degree programs, for a number of reasons, including years of insufficient support from the State for graduate-level education and budget constraints that prevent departments from securing adequate and competitive student financial support. To better understand graduate funding on our campus, the Graduate Division has a central funding report in progress. The Academic Senate’s Graduate Council and Council on Planning and Budget are attempting to understand graduate funding globally. Academic Planning and Budget (APB) consultation is important to both efforts. President Drake has invited UCLA to share, in the near future, our vision of fair, just, and competitive graduate funding levels/models.

Infrastructure to Support the Academic Mission. Based on widespread anecdotal evidence from faculty, paused efforts by former campus senior leadership to “bust bureaucracy,” and well-documented obstacles in human resources, purchasing, and other administrative processes, UCLA must dramatically reduce administrative barriers to research and teaching. Because of the pandemic and leadership changes, the “busting bureaucracy” working group made very limited progress. We also hope to garner a better understanding of the following: the technology and space available on campus to enhance the academic mission; Project Ascend; and intellectual property and patent tracking.

III. Process, Structure, Shared Governance:

We have identified an unmet campus need to define academic planning more clearly and to implement a more intentional and deliberative approach to academic planning at UCLA. This is the right moment to clarify our approach, principles, and organizational structure (including governance). Some actionable proposals include the following:

- Draft a clear roadmap of the budget planning process at both the campus and the school/divisional levels.
- Reincorporate Faculty Executive Committee (FEC) chairs and perhaps the Council on Planning and Budget into key steps of the budget planning process.

⁵ See the ABP “Bruin Budget Model Overview” white paper: https://evcp.ucla.edu/wp-content/uploads/Bruin-Budget-Model-White-Paper_9-29-22.pdf

⁶ See the APB briefing paper “UCLA’s Cost-Savings Program, Five-Year General Funds Forecast, and Financial Plan”: <https://apb.ucla.edu/file/06a36538-a3bc-4235-8749-a9b549720f7e>

- Consider whether to install a faculty officer in the Provost’s office to lead academic planning (perhaps a new Vice Provost).
- Ensure that academic views and expertise guide academic planning via checks/balances, including across the Academic Senate.
- Overall, commit to centering the academic mission (including through Academic Senate consultation and collaboration and through the steadfast application of shared, agreed-upon principles) in the academic planning process.

IV. Resources:

Consider how other campuses organize academic planning:

UC Berkeley: <https://vpap.berkeley.edu/about-division>,

UC Santa Cruz: <https://sap.ucsc.edu/>,

UC Irvine: <https://oapir.uci.edu/academic-program-development/academic-planning-groups/>,

University of Wisconsin: <https://apir.wisc.edu/academic-planning/>,

Ohio University: <https://www.ohio.edu/provost/academic-planning-strategy>,

Rutgers University: <https://newbrunswick.rutgers.edu/academic-master-plan>

Society for College and University Planning: <https://www.scup.org/planning-type/academic-planning/>,

UC Merced recent job advertisement for Vice Provost for Academic Affairs and Strategy:

<https://aprecruit.ucmerced.edu/JPF01229>

Consult the charter and structure of the UC systemwide academic planning council:

(<https://www.ucop.edu/institutional-research-academic-planning/content-analysis/academic-planning/academic-planning-council.html>; <https://www.ucop.edu/institutional-research-academic-planning/files/academic-planning-topic-brief.pdf>)

The Society for College and University Planning (SCUP) defines “academic planning” as follows:

“Academic planning in higher education (also known as educational master planning or academic master planning) is planning that outlines a college’s or university’s overall academic goals and how those goals will be met. Academic planning identifies long-term and short-term objectives to match the mission of an institution with the needs of learners.”⁷

In addition, UCOP’s Academic Planning Council’s charge pertains to the university’s “overall size, shape, and long-range academic direction.”⁸ Similarly, the Academic Planning unit at UCOP is engaged in five broad dimensions of planning: strategic academic planning; educational effectiveness planning; institutional effectiveness planning; strategic enrollment planning; and state and national academic planning.⁹

⁷ <https://www.scup.org/planning-type/academic-planning/>

⁸ <https://www.ucop.edu/institutional-research-academic-planning/files/APC%20Charge.pdf>

⁹ <https://www.ucop.edu/institutional-research-academic-planning/files/academic-planning-topic-brief.pdf>