



# UC **MERCED**

# STRATEGIC PLAN

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**2021-2031**

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We are thrilled to share the inaugural long-range comprehensive strategic plan of the University of California, Merced. The plan culminates a year of thoughtful engagement and refinement by faculty, staff, students and external partners while preserving many of the insights and contributions of past planning efforts.

This is a plan of immense ambition: a blueprint that will drive our success and momentum into the future as we build on this campus' first 15-plus years of achievement. We share with you here not only a vision of our future but also the codification and mechanisms by which we intend to fulfill that vision — namely, the measures by which we, and the world, will judge our progress toward R1, and beyond.

Moreover, the plan announces with clarity and conviction what UC Merced values as a community and an institution: engaging our world through discovery and the advancement of knowledge; developing future scholars and leaders; and cultivating a culture of dignity and respect for all.

UC Merced has been on a remarkable trajectory since our founding faculty and staff arrived in the Central Valley to establish the youngest campus in the University of California system. In a short time, we have become a top-100 institution and an R2 research enterprise; we have doubled the size of our physical campus with the nation's largest higher education public-private partnership; substantially increased research grants awards; we have enrolled successive record first-year classes, including a record number of graduate students; and we have achieved record philanthropic support including the university's largest single gift. Our faculty are brilliant researchers and empowering educators, inventors, National Academy members and presidential nominees. Our alumni launch spacecraft, treat heart disease, start leading-edge businesses, and battle poverty and injustice.

We have any number of reasons to be immensely proud of where we are today and how far we have come since our early days. But we should not rest on those laurels, nor will we. UC Merced has limitless potential yet to be realized, new heights to ascend, and generations of students whose minds we will help to shape and expand. UC Merced is uniquely poised to impact a rapidly changing world, and together we will. I am excited to join this bold new adventure with you.

Our 2021 Strategic Plan is a roadmap to an exciting future — but the journey is up to each of us and all of us. Together, we are one.

Fiat Lux,  
Chancellor Juan Sánchez Muñoz





A photograph of a modern glass-walled building with a person walking on the sidewalk in front of it. The image is overlaid with a dark blue gradient. The text 'I. INTRODUCTION & OVERVIEW' is centered in the middle of the image. The word 'I.' is in white, 'INTRODUCTION' is in white, and '& OVERVIEW' is in yellow. There are two yellow diagonal lines in the bottom left corner.

# **I. INTRODUCTION & OVERVIEW**



## INTRODUCTION TO THE PLAN

The University of California, Merced is grounded purposefully in the San Joaquin Valley and bounded only by the energy and resolve of its students, faculty, staff, and community.

The campus is situated in Merced to uplift, in the way that only a research university can, educational, health, societal, environmental, and economic outcomes, and to build civic capacity in this region, as well as in the state of California and beyond. In the process, UC Merced will shift the way higher education is conceived, seeing its most powerful role as convening coalitions of students, staff, faculty, and community to ensure that the issues they collectively investigate and the new knowledge they create are truly appropriate to and derived from the values of all constituents.

Drawing from the community and cultural wealth of its diverse, predominantly first-generation students, the University seeks to build on the strengths of higher education while profoundly changing its practices to promote excellence through equity and justice. In doing so, UC Merced honors the broad representation of backgrounds on the campus. In its attempts to transform higher education, the University acknowledges the historic indigenous people of the region, including native groups like the Yokuts and Miwuk, and shares their understanding that the earth is a shared legacy and responsibility. Enacting this understanding must be essential to the University's work.

The value of a research university derives from its ability to promote unbounded inquiry, enabling those who work and study here to ask and pursue answers to questions great and small. The University disciplines such inquiry to deepen society's understanding, thereby satisfying a fundamental human instinct – to comprehend the world around and within us – while generating knowledge essential to addressing challenges big and small. It is through this comprehension that UC Merced is enabled better to serve both current needs and desires and those of succeeding generations. Keeping in mind this responsibility to the future, the University seeks a just, equitable, and sustainable world.

This strategic plan is shaped as much by the University's need to expand and sustain a community of inquiry as it is by the outcomes the work will achieve. As such, this plan focuses on the fundamental conditions of energetic and effective inquiry: that all see themselves as lifelong students and teachers, that all develop and follow best practices for disciplining these inquiries so that they can be shared and used ethically, and that all recognize that inquiry requires divergent perspectives and understanding. Inquiry drives change and is therefore to some degree disruptive; the University must therefore celebrate difference and creative tension if it is to transform human understanding and behavior.



While the conditions of inquiry are completely interdependent, the University separates them into *three broad goals* in order to measure progress. Those three interlocking goals are to:

- *Push the bounds of knowledge and wisdom through disciplined and well-supported creative inquiry of the highest order;*
- *Build, offer, and share diverse and meaningful educational opportunities with all. This education will cultivate in our students' curiosity, sound judgment, perspective-taking, aesthetic sensibilities, self-reflection, wellness, innovation, and a strong moral compass. UC Merced will provide intellectual leadership and support for students as they develop into impactful future scholars and civic leaders;*
- *Manifest inclusive excellence and advance justice by bringing into the University's inquiry the broadest possible range of experiences and ideas through cultivation of a culture of dignity and respect for all.*

In their intersections, our goals reflect what does and will continue to make UC Merced exceptional among universities. Moreover, its ever-deepening commitment to continuous and iterative transformation toward a socially just, equitable, and sustainable campus and society will expand and enrich the nature of our educational offerings and our research portfolio. UC Merced will create new and different opportunities for transformative, empowering experiences for its students, who will in turn deepen and diversify national leadership across all fields.

UC Merced is on an exceptional trajectory of growth and development, and its goals reflect its intention to continue to expand the reach of our mission by focusing institutional energies on its core. This includes the ambition of being the youngest university ever to achieve a very high research (R1) designation in the Carnegie Classification of Institutions of Higher Education, building aggressively on its achievement of being the youngest ever to reach the high research university (R2) classification. This approach will not only acknowledge the University's increasing research prowess and the scale of its impact, but also provide access to greater resources to accelerate and sustain its rise.

None of this happens without a robust institutional structure and inclusive workforce. Staff, like faculty and students, engage in creative inquiry to build flexible support structures that evolve with the research and learning enterprise. UC Merced must, too, develop the physical infrastructure it needs, while being ever cognizant that what it builds must also be sustainable.

UC Merced's history as the tenth campus of the University of California demonstrates the creativity, nimbleness, and determination of its founding San Joaquin Valley communities that advocated for and continue to support a campus in Merced, and its colleagues in inquiry everywhere — past and present — upon whose shoulders UC Merced stands. The plan that follows embodies this founding spirit, functioning as an implementation framework — awake to opportunity, responsive to its communities, adaptive to circumstance, and eager to rise ever higher.

Drawing on the collective wisdom of faculty, staff, students, and supporters and grounded in its abiding principles, the strategic plan affirms and expands upon the unique evocation of the University of California's core mission and UC Merced's fierce commitment to region, people, sustainability, justice, and planet that mark it as exceptional among universities.



## HOW THE PLAN WILL BE USED: OVERVIEW OF THE PLAN'S COMPONENTS

With this campus-wide strategic plan, UC Merced moves into the next phase of the development of its institutional planning processes. Over this next decade, and particularly the first several years of the plan's implementation, UC Merced will iteratively strengthen its capacity for campus-level planning and resource allocation in order to grow and mature campus operations sustainably into those of a very high research activity (R1), student-engaged and community-responsive university distinctive in its emphasis on serving an historically underserved student body and geographic region. The next several paragraphs describe how this unique institutional ethos and context is reflected in the components of this strategic plan, specifically Sections II, III, and IV.

In Section II, the University outlines the desired ends of its collective efforts, defining campus-level **goals** and associated **objectives** and, for each objective, **measures** that will allow it to track progress. As possible at this juncture, for each measure, success is defined in the form of four-, seven-, and ten-year **targets** taking the campus to 2030-31. Recognizing that UC Merced initiates this plan in uncertain financial times, establishing targets as its measures of success allows for the possibility that the timeline for achievement may change while its ambitions remain steadfast. In some cases, the University has yet to develop targets and, in other cases, it has committed to measures it must develop the ability to assess routinely. This is because UC Merced seeks to measure what it cares about not just what it can. In particular, its efforts to **Cultivate a Culture of Dignity and Respect for All** reflect this need to build capacity. In the same spirit, the University also notes that the suite of measures established below will evolve with the campus's capacity and maturity and must do so sustainably to ensure equal or greater opportunity for current and future generations. Toward these ends, a key part of its planning will be developing data sophistication, quantitative and qualitative, to support implementation of this ambitious plan.







Consistent with the theme of ongoing growth and development, the plan, and associated planning processes, must also account for the initiatives necessary to directly move a measure and the larger institutional-level infrastructure that indirectly supports these outcomes. Correspondingly, in Section II, for each objective, broad categories of strategic initiatives are listed. Drawn from academic plans prepared by the schools, library, and divisions of undergraduate and graduate education, and stakeholder input gathered through the strategic planning stakeholder engagement process, these initiatives illustrate the kinds of efforts anticipated to support a given objective. As such, they are labeled examples. Ultimately, stakeholders will determine what is implemented through an ongoing planning and budgeting process to be undertaken by divisions and the campus over the coming decade. In Section III, nine vital, campus-level, strategic initiatives focused on administrative needs that cross-cut the campus are outlined. Also developed from the broad input of campus stakeholders, the details of these initiatives will be elaborated through ongoing planning.

Finally, Section IV of the plan outlines the framework for an annual planning and resource allocation process that, through an ongoing prioritization process led by the Chancellor, and assisted by the Executive Vice Chancellor and Provost and the Vice Chancellor for the Division of Finance and Administration, will help the campus sequence strategic financial investment in support of its goals over the next ten years.





# **II. GOALS, OBJECTIVES, MEASURES, TARGETS AND INITIATIVES**





## GOAL 1

# ENGAGE OUR WORLD AND REGION THROUGH DISCOVERY AND THE ADVANCEMENT OF KNOWLEDGE <sup>1</sup>

We are a young campus already recognized for the unparalleled trajectory and quality of our research. As we move toward joining the select number of campuses at the very high research classification (R1), we will continue to establish ourselves as a national hub for interdisciplinary and transformational research that supports equity and prosperity globally and locally, with particular sensitivity for the San Joaquin Valley. Research experiences, a hallmark of our educational programs, will provide fertile ground for our undergraduate and graduate students to develop the 21st century skills and knowledge essential to creating and leading positive change at global, national, and local levels.

## 1.1

### Expand the public and scholarly influence of the campus's research at regional, national, and international levels.

#### Measure 1.1.1

Advancement rates for tenure and promotion, disaggregated to track parity.<sup>2</sup>

#### Targets

Maintain or increase the percentage and diversity of faculty promoted at barrier promotions while maintaining UC standards for promotion; develop capacity to regularly disaggregate and report data.

#### Measure 1.1.2

Number of impactful publications, relevant to disciplinary norms.

#### Targets

Increase department-specific numbers; metrics will be developed.

#### Measure 1.1.3

Participation in public and professional service activities related to areas of expertise.

#### Targets

Increase the number of awards, consultancies, advisory board memberships, Op-eds, public scholarship, media citations, etc. that reflect contributions to public and professional service; metrics will be developed.

<sup>1</sup>For Goals 1 and 2 an asterisk (\*) next to a measure indicates the measure was adopted from [academic planning](#), specifically the measures established by the Academic Planning Work Group.

<sup>2</sup>For this and other measures specifying disaggregation, data will be disaggregated per the footnote associated with Measure 3.1.1.



#### Example Strategic Initiatives:

- Grow industry, agency, and community relationships to support and collaborate on research and educational programs
- Continue to invest in areas of faculty research expertise through academic planning
- Continue to improve and expand mentoring and workshops to support faculty tenure, promotion, and advancement
- Develop a formal structure to prepare faculty nominations for national awards and recognitions, i.e. National Academies of Sciences
- Adopt technologies and staff support that increase the external profile of the campus' scholarly and creative activities
- Cultivate a staff culture of thought-leadership in functional roles, including specific contributions to the research enterprise
- Nominate staff for national professional development programs and opportunities
- Increase the utilization of open-access scholarship to promote research dissemination
- Build institutional capacity to enable faculty and staff to host conferences at regional, national, and international levels in areas identified as strategically important.

## 1.2 Grow UC-quality research and creative activities by strengthening the infrastructure for, and levels of, extramural funding.

### Measure 1.2.1

Total research and development expenditures\*

Current Value	\$45 M
AY 2024-25	\$70 M
AY 2027-28	\$85 M
AY 2030-31	\$100 M

### Measure 1.2.2

Percentage of doctoral students supported by Graduate Student Research (GSR) appointments and external fellowships,<sup>3</sup> disaggregated\*

Current Value	23%
AY 2024-25	27%
AY 2027-28	30%
AY 2030-31	33%

### Measure 1.2.3

Expenditures on Research Experiences for Undergraduates (REUs) and training grants (i.e. NRT)\*

#### Targets

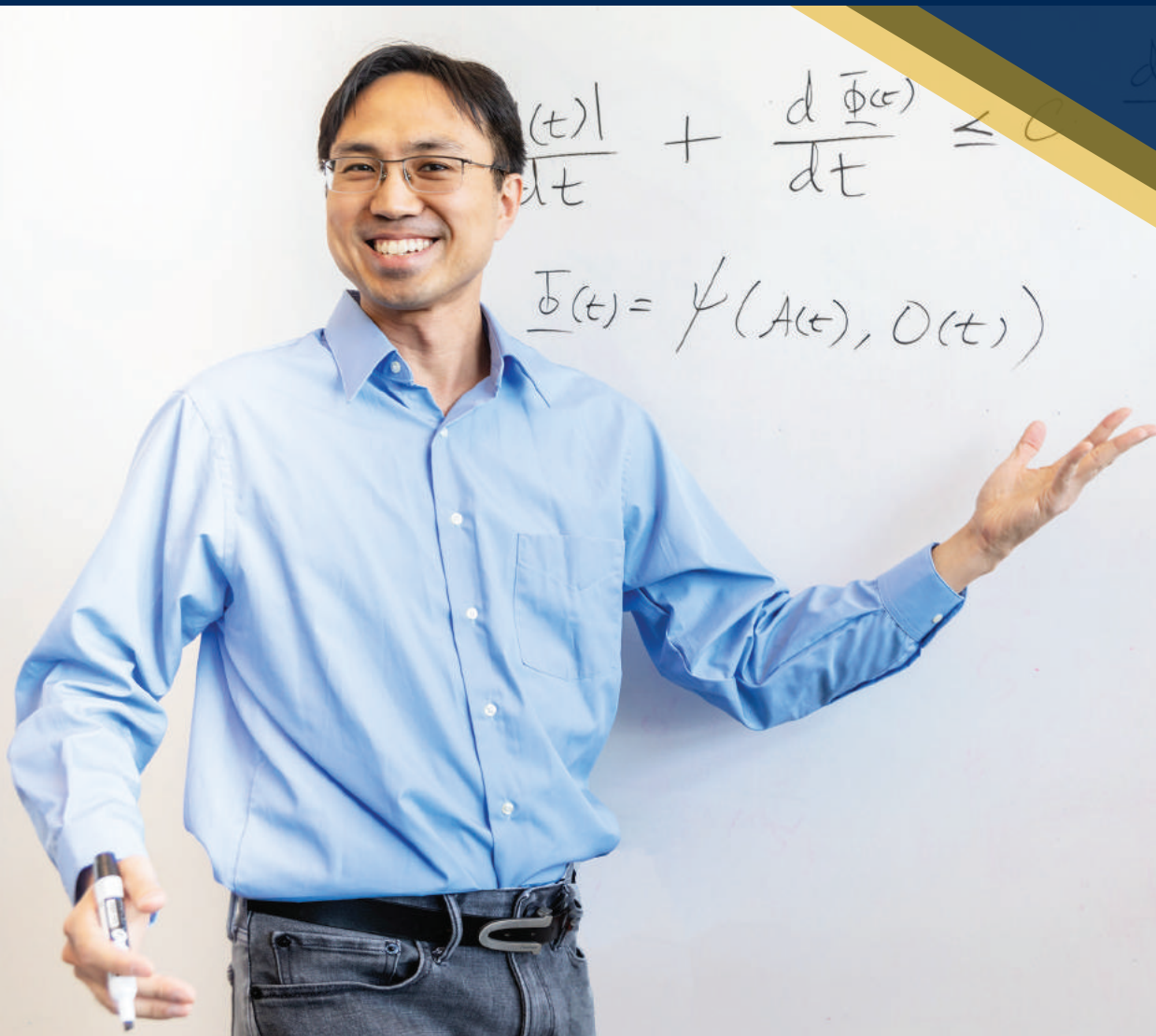
Increase expenditures; develop capacity to measure.

<sup>3</sup>E.g. NSF Graduate Research Fellowship Program



#### Example Strategic Initiatives:

- Expand programs (e.g. mentoring, workshops, and pre-submission review) and pre-award services (e.g. grant writing, editing, institutional data gathering, graphics assistance, etc.) to support success in extramural funding, including for fellowships and REU and training grants
- Develop administrative capacity to support large-scale grants
- Streamline grants and contracts workflow to industry standards and prioritize the integration of technologies to ensure post-award financial management, including up-to-date expenditure accounting and timely, correct invoicing
- Expand the number and use of research centers and organized research units (ORUs) to support interdisciplinary scholarship and creative activity
- Develop donor base in support of research priorities identified through academic planning
- Establish budget mechanisms that increase revenue streams to departments in support of research and graduate programs
- Strengthen school-based administrative support for the teaching, research, and service mission



# 1.3 Increase the contributions of students and staff to research and creative activities.

**1.3.1**  
Ratio of research/technical support staff with a doctorate to faculty member<sup>4\*</sup>

Current Value	0.17
AY 2024-25	0.19
AY 2027-28	0.27
AY 2030-31	0.36

**Measure 1.3.2**  
Doctoral degrees conferred, disaggregated to track parity\*

Current Value	63
AY 2024-25	80
AY 2027-28	80
AY 2030-31	150

**Measure 1.3.3**  
The percentage of graduating seniors who report conducting research with a faculty member as an undergraduate at UC Merced, disaggregated to track parity (Graduating Senior Survey)\*

Current Value	33%
AY 2024-25	36%
AY 2027-28	38%
AY 2030-31	40%

Example Strategic Initiatives:

- Increase the number of grants that fund research/technical staff with doctorates
- Expand undergraduate research opportunities, including donor support for increased student participation and data infrastructure to track post-baccalaureate outcomes
- Expand non-traditional, research-related opportunities for undergraduate and graduate students (e.g. applied research, support for CORE facilities)
- Increase the number of doctoral students advised per faculty member, while decreasing time to degree
- Simplify the processes by which research staff, graduate student researchers, and teaching assistants are appointed



<sup>4</sup>Includes post-docs and non-faculty research staff with a Ph.D.



## GOAL 2

### DEVELOP FUTURE SCHOLARS AND LEADERS

As our campus continues to grow, we will provide our students with the personal and academic support to succeed through world-class educational experiences delivered by outstanding educators and researchers. Honoring our students' experiences as strengths upon which to build, our offerings will develop lifelong learners empowered by the habits of mind and tools of a researcher and address whole-student development, lead to career readiness, and encourage and enable civic engagement. Through a supportive community and educational experiences that are inclusive, high-impact, experiential, and research-based, we will foster the intellectual and personal development of diverse scholars and leaders. Our students will leave our campus recognizing the importance of global and local community and having contributed to the San Joaquin Valley. They will be prepared to be the next generation of diverse scholars, leaders, and agents of change.

#### 2.1

#### Grow and diversify UC-quality educational opportunities for undergraduate and graduate students and the public.

##### 2.1.1

Total campus enrollment  
(undergraduate and graduate)<sup>5</sup>

Current Value	9,018
AY 2024-25	11,800
AY 2027-28	14,000
AY 2030-31	15,000

##### Measure 2.1.2

Undergraduate student-to-Senate  
faculty ratios<sup>\*</sup>

Current Value	26.7:1 <sup>6</sup>
AY 2024-25	27.7:1
AY 2027-28	27.7:1
AY 2030-31	27.7:1

<sup>5</sup>Aligned to MOU with UCOP

<sup>6</sup>The current (Fiscal Year, FY 2020/21) undergraduate student to faculty ratio is lower than the FY 30/31 goal as a result of two factors. First, the campus hired a large number of new faculty, including an atypical number of spousal hires, in fall 2020 which resulted in a net increase of 36 Senate faculty. Second, the campus missed its Fall 2020 student enrollment targets, in part due to the COVID pandemic. The combination caused the ratio to fall sharply. For comparison, the FY 2019 ratio was 29.7 (8151/274). The 2030 target brings the ratio back to the average of our UC peers (27.7).

### Measure 2.1.3

Undergraduate student access to courses measured as the percentage of courses with an active waiting list broken down by required and elective courses\*

#### Targets

To be determined; wait-list function in development

### Measure 2.1.4

Graduate student access to courses measured as the percentage of respondents rating the “availability of courses to complete your graduate program” as “excellent” or “good” (as opposed to “fair” or “poor”) to question 6 on the existing Graduate Student Survey\*

Current Value	63%
AY 2024-25	70%
AY 2027-28	75%
AY 2030-31	80%



#### Example Strategic Initiatives:

- Develop new schools, majors, tracks, minors, masters, and/or combined bachelors/masters programs in high demand areas and signature undergraduate experiences that will attract new students, including domestic non-resident students
- Grow transfer student enrollment by continuing to develop relationships and pathways externally and internally to UC Merced
- Develop analytic capacity, including market analytics, to identify new degrees, certificates, and skill sets that are in demand now and predicted to be so in the future
- Implement a wait-list function for courses
- Increase the number of summer session offerings and align offerings with programmatic needs
- Sustain and improve affordability, access, and debt reduction efforts
- Develop high quality, targeted, online course offerings, including certificates
- Expand Extension offerings for the public and working professionals
- Integrate the General Education program into the campus's educational culture
- Expand donor support for historically underrepresented students (e.g. scholarships and fellowships)
- Build the campus's capacity to market and conduct outreach for our educational programs, including with a focus on continuing to attract historically underrepresented students
- Ensure that faculty hiring aligns with student expectations and disciplinary norms



## 2.2

## Broaden and deepen students' academic, personal, and career-related experience and preparation.

### Measure 2.2.1

Percentage of seniors reporting participation in two or more high impact practices (HIP<sup>7</sup>). (NSSE)

**Current Value** **55%**

**AY 2024-25** **59%**

**AY 2027-28** **62%**

**AY 2030-31** **65%**

### Measure 2.2.2

Percentage of seniors reporting involvement with student organizations (UCUES)

#### Targets

Maintain or increase current value of 73% (which exceeds UC value of 64%)

### Measure 2.2.3

Percentage of seniors reporting participation in community service, internal and external to the campus. (UCUES)

#### Targets

Maintain or increase current value of 56% percent of respondents reporting off-campus community service (which exceeds UC value of 47%)

#### Targets

Maintain or increase current value of 42% percent of respondents reporting on-campus community service (which exceeds UC value of 32%)

### Measure 2.2.4

Percentage of graduate student respondents indicating satisfaction with "graduate program mentorship and advising" on the UC Graduate Student Experience Survey

#### Targets

To be determined; following first administration of the survey in spring 2021

### Measure 2.2.5

Percentage of graduate student respondents indicating satisfaction with "the career support I receive in my program" on the UC Graduate Student Experience Survey.

#### Targets

To be determined; following first administration of the survey in spring 2021

### Measure 2.2.6

Percentage of undergraduates employed in fields related to their degrees, with well-paying salaries, one year after graduation.

#### Targets

To be determined; develop the capacity to measure

### Measure 2.2.7

Percentage of graduate students employed one year after graduation\*

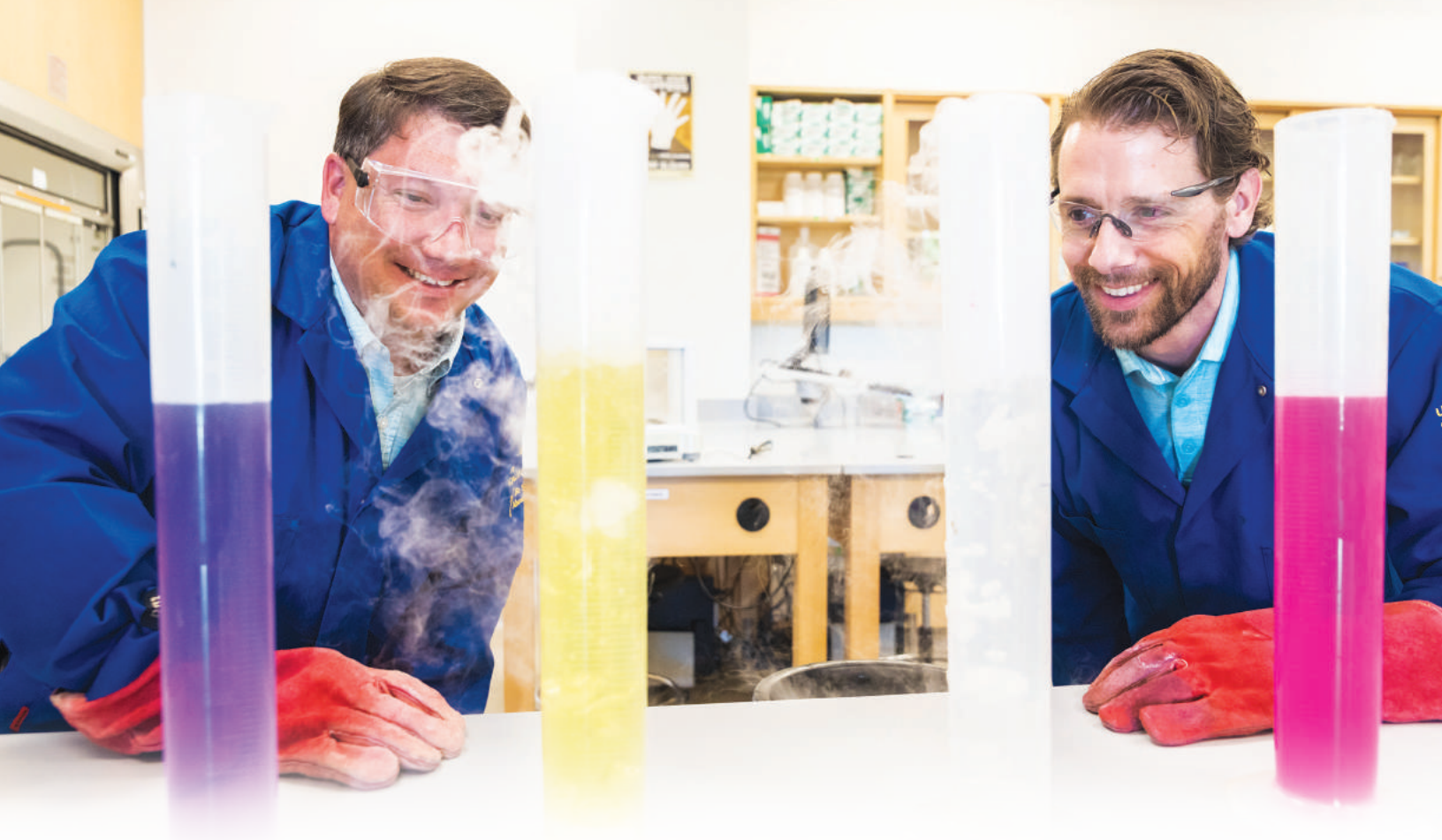
#### Targets

To be determined; develop capacity to measure

### Measures to be developed:

- Student belonging
- Student well-being

<sup>7</sup>The National Survey of Student Experience (NSSE) gathers data on student participation in the following HIPS: service learning, learning community, research with faculty, internship/field experience, study abroad, culminating senior experience.



Example Strategic Initiatives:

- Establish a strategic, holistic development and grant-getting plan for funding undergraduate experiential learning and student success initiatives
- Enhance and expand graduate student preparation and pipelines for academic and non-academic careers
- Foster a student-first focus across campus
- Increase internships through partnerships with industry, agencies, the community, and alumni
- Develop a campus-wide Customer Management System (CMS) to build an integrated student journey from prospect to graduation; use the CMS to enable on-demand and personalized academic advising, mentoring, and other support services for all students
- Develop a plan for progressive student employment experiences that grow student skills and abilities over time in support of career preparation and to meet campus work needs
- Engage alumni in student success, e.g. mentoring, networking, internships, and provide data to school leadership to facilitate alumni involvement
- Expand the athletics facilities and programs to transition from NAIA to Division III, or beyond
- Expand and enhance leadership and community service opportunities
- Continue to develop and expand undergraduate and graduate student wellness support services, including for basic needs
- Continue to develop and expand student constituency/identity programming and associated spaces



## 2.3

## Increase degree completion rates, while maintaining equity in achievement.

### Measure 2.3.1

First-time, full-time, first-year student four-year and six-year graduation rates, disaggregated to track parity\*

	4-Year	6-Year
Current Value	43%	69%
AY 2024-25	50%	73%
AY 2027-28	55%	77%
AY 2030-31	60%	80%

### Measure 2.3.2

Full-time, transfer student two-year and four-year graduation rates, disaggregated to track parity\*

	2-Year	4-Year
Current Value	40%	88%
AY 2024-25	55%	88%
AY 2027-28	60%	89%
AY 2030-31	70%	90%

### Measure 2.3.3

PhD completion rate over a 7-year time interval<sup>8</sup>, disaggregated to track parity\*

Current Value	57%
AY 2024-25	59%
AY 2027-28	61%
AY 2030-31	65%

### Measure 2.3.4

First-time, full-time first-year student retention rates, disaggregated to track parity\*

Current Value	86%
AY 2024-25	86%
AY 2027-28	89%
AY 2030-31	90%

### Example Strategic Initiatives:

- Engage in, and expand support for, pedagogical and curriculum redesign
- Expand support for graduate students, including those who are first generation and historically underrepresented
- Develop an asset-based student success plan, that engages all administrative units, and identifies culturally responsive ways to assess student success
- Assess existing student support activities, eliminate redundancies, and invest in and scale practices that have measurable impact
- Expand and automate capacity to identify and analyze underlying systemic influences on undergraduate retention and timely completion that are specific to the UC Merced campus, communicate findings to faculty, staff, and administrators, prepare advisors to use and response to data analytics, and develop and prioritize strategies to address these causes
- Further develop an early alert system to enable timely interventions that connect students with the resources they require to support academic and personal success
- Build out 'recovery pathways' for students who veer off track

<sup>8</sup>The percentage of students starting a PhD that complete them within seven years; calculated using projected growth in the number of graduate students advised per a faculty member.



## CULTIVATE A CULTURE OF DIGNITY AND RESPECT FOR ALL <sup>9</sup>

Bold scholarship requires us to dismantle long-standing exclusionary practices in higher education. We aim to adopt research-grounded practices that drive our campus toward inclusive excellence. To do so, we will invest in the resources, and cultivate the skills, knowledge, and comprehensively inclusive and anti-racist attitudes necessary to ensure that each unit, department, division, and stakeholder clearly demonstrates their contribution to our Principles of Community.

### 3.1

**Grow our academic and administrative staff demographic composition to be more representative of the state, as research shows that students succeed when they can see themselves in the institution.**

#### Measure 3.1.1

Campus enrollment (undergraduate, graduate, and transfer students) disaggregated by different lived experiences and social identities<sup>10</sup>

#### Targets

Maintain undergraduate, graduate, and transfer student diversity as we grow to 15,000 students

#### Measure 3.1.2

Number of academic and administrative staff by school and major disaggregated by different lived experiences and social identities

#### Targets

The composition of academic and administrative staff reflects that of the state of California

<sup>9</sup>For all Goal 3 objectives, Appendix II provides a set of supplemental measures that are essential to understanding progress on these primary measures and which the campus must develop the capacity to measure.

<sup>10</sup>The University of California Board of Regents Policy 4400: Policy on University of California Diversity Statement states: "Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more." As UC Merced's data capacity grows, we anticipate data disaggregation by these lived experiences and social identities to assess our progress with integrity. See the full statement here:

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>



### Example Strategic Initiatives:

- Establish and implement a university-wide equity and justice strategic plan that engages all campus constituencies, internal and external, in developing collective practices and policies in support of the campus strategic plan<sup>11</sup>
- Recruit faculty, including from diverse backgrounds, who are passionate about inclusion, and who genuinely value diversity in their teaching, research, and service
- Create a sustainable and innovative fundraising approach for diversity work by seeking and expanding individual donors, philanthropic partners, and grant opportunities
- Continue to develop and implement creative strategies and secure resources for the recruitment and retention of faculty and academic and administrative staff of color (e.g. cluster hires, cohorts, mentoring programs)
- Provide targeted and equitable professional development for academic and administrative staff within each unit to support recruitment, retention, and leadership cultivation
- Enhance campus onboarding efforts for academic and administrative staff and ensure succession planning efforts within and across divisions are equitable
- Build intentional relationships with other post-secondary institutions and community-based organizations to recruit and support faculty and administrative staff of color
- Integrate nontraditional and creative measures of success to review and evaluate academic and administrative staff (e.g. mentoring)
- Develop institutional infrastructure and practice to assess and improve the successful inclusion and development of faculty and staff of different lived experiences and social identities



<sup>11</sup>Will support Goal 3 objectives 3.1 through 3.3.



## 3.2

**Transform campus culture by ensuring that all members of the community thrive as their authentic selves through equitable and inclusive structures, policies, and practices.**

### Measure 3.2.1

Campus climate data by campus stakeholder type disaggregated by different lived experiences and social identities.

#### Targets

Improve measures of campus climate and ensure parity among stakeholder groups.

### Measure 3.2.2

Undergraduate and graduate student retention rates disaggregated by different lived experiences and social identities.

#### Targets

Improve undergraduate and graduate student retention rates and ensure parity among groups.

### Measure 3.2.3

All faculty and staff retention rates disaggregated by different lived experiences and social identities.

#### Targets

Improve or maintain faculty and staff retention rates and ensure parity among groups.

### Example Strategic Initiatives:

- Develop inclusive curricula, programming, and services across the student experience
- Provide inclusive excellence programming to all students, starting with orientation and matriculation
- Increase opportunities that showcase and celebrate academic and administrative staff efforts that embody the values of diversity, equity, and inclusion (e.g. traditions, awards, celebrations)
- Evaluate campus communication strategies for inclusivity (e.g. alternatives to text-based communication, print/digital information in multiple languages)
- Review campus climate and engagement indicators connected to academic and administrative staff sense of belonging and value – and effectively respond to negative and undesired trends
- Invest in diversity and critical dialogue trainings, curriculum, and professional development within each campus office to drive inclusive culture change
- Ensure all personnel and campus units, departments, and divisions demonstrate their commitment to diversity, equity, and inclusion via statements, goals, values, commitments, syllabi, data visualizations of efforts, and core practices



### 3.3

## Build our collective capacity to remove structural barriers negatively impacting success through equity-informed administrative and educational decision-making.

### Measure 3.3.1

Amount of budget and other resources available for diversity and equity-related efforts

### Targets

Budget sufficient to support comprehensive programming and services that improve academic and student success measures of equity over time

#### Example Strategic Initiatives:

- Advance teaching and scholarship about power, privilege, and justice in contemporary and historical contexts so that the injustices of the past do not continue to shape our lives
- Improve services and foster relationships that support the success and thriving of all students, faculty, and staff, on and off campus, including engaging our city, county, and region
- Increase data literacy among all campus personnel with an emphasis on disaggregating, triangulating, and responsibly using data derived from mixed-method approaches
- Develop meaningful opportunities to engage alumni and community-based organizations to advance our institutional mission
- Integrate a focus on equity and justice into all aspects of the campus's talent management activities



## 3.4

# Deepen our collective appreciation for diversity by developing a more robust international perspective.

### Measure 3.4.1

Percentage of seniors who have studied abroad

Current Value	5.2%
AY 2024-25	7.0%
AY 2027-28	8.4%
AY 2030-31	9.8%

### Measure 3.4.2

Percentage of international students on campus, undergraduate and graduate.

	Undergraduate	Graduate
Current Value	0.2%	36%
AY 2024-25	2.5%	36%
AY 2027-28	4.3%	36%
AY 2030-31	6.0%	36%

### Measure to be developed:

- Cultural enrichment

### Example Strategic Initiatives:

- Facilitate international research, educational, and cultural partnerships
- Increase undergraduate participation in international experiences.
- Increase the profile of study abroad at UC Merced
- Improve curricular integration of courses taken abroad to increase the number that fulfill degree requirements
- Implement mechanisms to increase affordability of education abroad (e.g. scholarships, financial aid packaging, new program models)
- Develop an international student recruitment plan involving key campus stakeholders (e.g. Admissions, International Affairs)
- Develop mechanisms to address the material, academic, and socio-cultural needs of international students and better facilitate their inclusion into the campus community







# **III. CROSS-CUTTING, CAMPUS-LEVEL, STRATEGIC ADMINISTRATIVE INITIATIVES**



Achieving the campus' strategic goals will require investment in the set of cross-cutting campus-level initiatives outlined below. Collectively, these initiatives speak to core aspects of UC Merced's capacity and capability to move toward R1 and to sustainably deliver its mission. They are:

- 1. Operational Capacity:** Increase UC Merced's organizational capacity by aligning the campus workforce to meet current and planned operational priorities.
- 2. Physical Capacity:** Develop an ongoing process to recommend, assess, and implement capital projects necessary for the enrollment growth and research objectives of the university as determined by the strategic plan.
- 3. Operational Capability:** Develop and implement a multi-year Talent Management Plan that positions UC Merced to be competitive in the recruitment of a skilled workforce and to remain competitive by supporting ongoing professional development opportunities and by ensuring succession planning.
- 4. Digital Capability:** Adopt a multi-year, strategic, technology plan and campus model that informs the resource allocation, procurement, implementation, integration, and support of campus-wide technical solutions to meet academic and administrative needs.
- 5. Campus Operational Workflow:** Redesign end-to-end campus business process improvement and streamlining as a prerequisite for achieving efficiencies, service excellence, and technology integration.
- 6. Data Analytics and Reporting:** Build a data-informed culture in which all campus constituents have access to analytics services, tools, and staff expertise for decision-making and continuous improvement.
- 7. Budget Planning and Allocation:** Design a transparent budget model to support campus priorities, enable future forecasting at the unit level, and support lifecycle planning for campus assets to ensure sustainability of the campus physical infrastructure, space, and equipment.



**8. Equity, Diversity and Inclusion Commitment:** Incorporate the **BobCAT IDEAs Strategic Framework** into operational, budget, and planning discussions by documenting and demonstrating how EDI outcomes support the strategic plan.

**9. Sustainability Commitment:** Advance and implement an integrated campus sustainability strategic plan that showcases by 2030 how knowledge is generated and applied to effect institutional and societal change toward a just and sustainable environment and society for all communities present and future.

Steps for implementing these strategies will be developed as part of the campus's ongoing planning process outlined in Section IV.







# **IV. IMPLEMENTATION**





Having defined the campus's goals for the next decade and identified sets of initiatives to support the achievement of these goals, the campus must also develop a clear understanding of how the plan will be implemented to ensure its priorities inform our resource allocation decisions.

A necessary step in this process will be the ***alignment of each division's strategic plan with the campus' strategic plan***. Starting in 2021 each division<sup>12</sup> will be asked to revisit (or develop) its long-term plan<sup>13</sup>, developing a multi-year document that outlines the initiatives the unit plans to undertake to advance the campus's goals as outlined in the strategic plan. Depending upon the division, these initiatives may address the infrastructure that underpins the campus's goals, or they may directly contribute to advancing a specific goal, objective, and measure. As emphasized throughout this strategic plan, both types of initiatives are important as the campus must continue to develop the operational capacity to support the core of its mission. It is also important ***to note that initiatives might not require any new resources. Rather, they could simply represent a framing or reframing of existing efforts to make more explicit, for all stakeholders, how the work contributes to the advancement of the campus's goals.***

Division plans will form the basis for resource requests made during future campus budget call processes. As part of this exercise, annually divisions will be invited to revisit and extend their plans.<sup>14</sup> It is anticipated that, on a rolling basis, the first two years of initiatives outlined in the plan will represent a prioritization/sequencing of the unit's work based on the priorities identified by Chancellor and advised by the EVC/Provost as part of the annual budget call. In this way, the plans will be living documents, revisited and extended annually to be responsive to near-term campus priorities and needs while providing a longer-term vision of the work the division plans to undertake in support of the campus's goals.

The budget call process must also be sufficiently forward thinking to enable proactive divisional planning in support of our strategic plan while also conservative in its projections to ensure that the campus is fiscally responsible.

<sup>12</sup>Academic Affairs, the Chancellor's organization, External Relations, Finance and Administration, Office of Research and Economic Development, Physical Operations, Planning and Development and Student Affairs.

<sup>13</sup>With the exception of the divisions within Academic Affairs engaged in academic planning. The plans for these units are already aligned with the campus-level plan.

<sup>14</sup>For Academic Affairs, plans will be updated as part of the academic planning process, and a single budget request submitted for the division.

A modern building with a curved, metallic facade and large glass windows, partially obscured by a dark blue overlay. Two yellow diagonal lines are visible in the bottom left corner.

# **APPENDIX: GOAL 3**

# **SUPPLEMENTAL**

# **MEASURES**





For each objective for Goal 3, the supplemental measures provided below will help the campus better understand progress on the primary measures in the plan and/or areas that require attention in order to advance the primary measure. Supplemental measures will be developed for Goals 1 and 2.



**1. Grow our academic and administrative staff demographic composition to be more representative of our state, as research shows that students succeed when they can see themselves in the institution.**

- Academic and administrative staff promotion rates disaggregated by different lived experiences and social identities
- Academic and administrative staff retention rates disaggregated by different lived experiences and social identities
- Percentage of graduate students supported by GSRs and external fellowships disaggregated by different lived experiences and social identities
- Timely degree completion, undergraduate and graduate, disaggregated by different lived experiences and social identities
- Student feedback on quality of educational experience disaggregated by different lived experiences and social identities
- Percentage of institutional budget allocated for academic and student success services with an equity and justice focus

## **2. Transform campus culture by ensuring that all members of the community thrive as their authentic selves through equitable and inclusive structures, policies, and practices.**

- Undergraduate and graduate student retention rates disaggregated by different lived experiences and social identities
- Number of professional development opportunities by campus constituency type
- Number of equity and justice awards and recognitions by campus constituency type
- Percentage of institutional budget allocated for academic and student success services with an explicit equity and justice intent
- Number of equity-focused policies changes or additions by department/unit/office/division

## **3. Build our collective capacity to remove structural barriers negatively impacting success through equity-informed administrative and educational decision-making**

- Ratio of personnel to students disaggregated following ethical data management protocols applied to all the data we legally collect
- Percentage of institutional budget allocated for academic and student success services with an equity and justice focus
- Fiscal and other resources available for equity-related efforts per academic year
- Number of grants received to advance DEI efforts by campus department/office/unit
- Number of unique equity and justice initiatives by unit/department launched and/or sustained per academic year
- Percentage of university offices/units demonstrating commitment to advance diversity work through a diversity statement
- Percentage of institutional budget allocated for academic and student success services with an equity and justice focus
- Percentage of student debt disaggregated by different lived experiences and social identities





