

UC Merced Strategic Plan 2021-2031

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I. Introduction & Overview

A. Introduction to the Plan

The University of California, Merced is grounded purposefully in the land and the peoples of the San Joaquin Valley and bounded only by our energy and resolve. We were situated in Merced to improve educational, health, environmental and economic outcomes in the San Joaquin Valley, the state of California, and more broadly in our largest possible communities, while also helping to build civic capacity in a traditionally underserved region. As members of a research university, we address these needs at fundamental, practical, and sustainable levels through inquiry.

The basic value of a research university derives from inquiry, that is, asking and pursuing answers to important questions. We discipline our inquiry to put it to work. Some of that work is to do no more, and no less, than to deepen our understanding, by which we satisfy a fundamental drive: curiosity. Some of that work is to serve our current needs and desires as well as the needs and desires of succeeding generations. And we do this work not just to prepare people for the “world as it is,” but also to prepare us to envision a better way of acting in the world.

This strategic plan is shaped as much by our need to develop and sustain a community of inquiry as it is shaped by the outcomes our work is achieving. Our plan, then, focuses on three interlocking conditions of energetic and effective inquiry while also taking into account the infrastructure we must develop to grow by about 60% by 2030. Those three interlocking areas are:

- Pushing the bounds of knowledge and wisdom through disciplined and well-supported creative inquiry of the highest order;
- Ensuring that we share knowledge and wisdom with all members of our community to cultivate curiosity, judgment, perspective-taking, aesthetic sensibilities, self-reflection, and a strong moral compass, so that our students develop into future scholars and leaders;
- Inviting into our inquiry the broadest possible range of experiences and ideas by creating a culture of dignity and respect for all.

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. We must, too, develop the physical infrastructure we need, while being ever cognizant that what we build must be sustainable.

UC Merced is on an exceptional trajectory of growth and development, and our goals reflect our 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 our achievement of being the youngest ever to reach the high research university (R2) classification, that will not only acknowledge our research prowess and the scale of its impact, but also provide access to greater resources to accelerate our rise.

In their intersections, our goals reify what does and will continue to make UC Merced exceptional among universities. Our ever-deepening commitment to continuous and iterative transformation toward a socially just and equitable campus and society will expand and enrich the nature of our educational offerings and our research

portfolio, creating new and different spaces for transformative, empowering experiences for our students. Our students in turn will deepen and diversify national leadership in the sciences, engineering, arts, and culture.

Our institutional history is one of entrepreneurial spirit, nimbleness, and a competitive metabolism that owes a great debt to our founding community of faculty and staff, who fashioned the first American research university of the 21st century with equal parts intellect, passion, and grit, and to the San Joaquin Valley communities that advocated for a campus in Merced. The plan that follows sustains this founding spirit, functioning as a framework to guide ongoing development while remaining flexible in its implementation — awake to opportunity, responsive to our communities, adaptive to circumstance, and eager to rise ever higher.

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

B. 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 its development regarding its institutional planning processes and related infrastructure. Over this next decade, and particularly the first several years of the plan's implementation, we will be iteratively strengthening our capacity for campus-level planning and resource allocation in order to grow and mature campus operations into those of a very high research activity university distinctive in its emphasis on serving an historically underserved student body and region. The next several paragraphs describe how this critical context is reflected in the components of this strategic plan, specifically Sections II, III, and VI.

In Section III, we outline the desired ends of our collective efforts, defining campus-level *goals* and associated *objectives* and, for each objective, *measures* that will allow us to track progress. As possible at this juncture, for each measure, success is defined in the form of three, five- and 10-year *targets*. Recognizing that we initiate this plan in uncertain financial times, establishing targets as our measures of success allows for the possibility that the timeline for achievement may change while our ambitions remain. In some cases, we have yet to develop targets and, in other cases, we have committed to measures that we must develop the ability to assess routinely. This is because we seek to measure what we care about not just what we can. In particular, our efforts to *Cultivate a Culture of Dignity and Respect for All* reflect this need to build capacity, including with respect to a set of supplemental measures that appear in Appendix I. In the same spirit, we also note that the suite of measures established below may evolve with our campus's capacity. Toward these ends, a key part of our planning progress will be developing our data capacity, quantitative and qualitative, to support the project of implementing this 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 III, for each objective, broad categories of strategic initiatives have been identified. In Section IV, eight, campus-level, strategic initiatives focused on cross-cutting administrative needs are provided. Collectively, these initiatives reflect the input of campus stakeholders through academic planning and the strategic planning stakeholder engagement process.

Finally, Section V of the document outlines the framework for an annual planning and resource allocation process that, through an ongoing prioritization process led by the Chancellor and EVC/Provost, will help the campus

sequence for financial investment its efforts in support of its goals over the next ten years. As part of this process, stakeholders will refine the initiatives broadly outlined in sections III and IV into specific actions to be taken.

II. Goals, Objectives, Measures, Targets and Initiatives

GOAL 1: Engage Our World and Region Through Discovery and the Advancement of Knowledge

We are a young campus already recognized for the unparalleled trajectory and quality of our research. We will continue to move toward being among the select number of campuses at the very high research classification (R1). Our research addresses issues that have deep roots in history and strong relevance for our understanding of the future. We will continue to establish ourselves as a hub for interdisciplinary and transformational research that supports equity and prosperity both globally and locally, and especially within the San Joaquin Valley. Research experiences, a hallmark of our educational programs, will provide fertile ground for our students to understand and lead the region, nation, and the world.

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

Measure 1.1.1: Advancement rates for tenure and promotion.

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

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 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 service.

Select Strategic Initiatives:

- Grow industry and agency relationships to support and collaborate on research and educational programs
- 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
- 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
- Increase the utilization of open-access scholarship to promote research dissemination
- Build institutional capacity to enable faculty to host conferences at regional, national, and international levels in areas identified as strategically important to academic leadership.

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

Measure 1.2.1: Total contract and grant dollars, five-year moving average*

Current Value	3-year Target	5-year Target	10-year Target
\$40 million	\$50 million	\$57 million	\$86 million

Measure 1.2.2: Percentage of graduate students supported Graduate Student Research (GSR) appointments and external fellowships^{1*}

Current Value	3-year Target	5-year Target	10-year Target
22.5%	25.8%	28.1%	32.5%

Measure 1.2.3: Expenditures on Research Experiences for Undergraduates (REUs) and training grants (i.e. NRT)*

Targets: Develop capacity to measure.

Select Strategic Initiatives:

- Develop programs (e.g. mentoring, workshops, and pre-submission review) and pre-award services (e.g. grant writing, editing, gathering institutional data) to support success in extramural funding, including for 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 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
- Develop library collections and resources to support the campus’s growing research portfolio

1.3 Increase involvement of students and staff in research and creative activities.

Measure 1.3.1: Number of research/technical support staff with a doctorate per faculty member^{2*}

Current Value	3-year Target	5-year Target	10-year Target
0.31	0.34	0.37	0.41

¹ E.g. NSF Graduate Research Fellowship Program

² Includes post-docs and non-faculty research staff with a Ph.D.

Measure 1.3.2: Rolling 5-year average of doctoral degrees conferred*

Current Value	3-year Target	5-year Target	10-year Target
45.2	90.1	120.1	180

Measure 1.3.3: The percentage of graduating seniors who report conducting research with a faculty member as an undergraduate at UC Merced (Graduating Senior Survey)*

Current Value	3-year Target	5-year Target	10-year Target
33% ³	35%	37%	40%

Select 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 associated 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
- Redesign processes and workflows used to appoint teaching assistant and graduate student research positions

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.

Measure 2.1.1: Total campus enrollment

Current Value	3-year Target	5-year Target	10-year Target
9,018	11,012	13,006	15,000

Measure 2.1.2: Student (declared majors)-to-Senate faculty ratios*

Current Value	3-year Target	5-year Target	10-year Target
29:1	28.5:1	28:1	25:1

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 by 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	3-year Target	5-year Target	10-year Target
63%	71%	77%	90%

Select Strategic Initiatives:

- Develop new schools (e.g. Medical School, Gallo School), majors, tracks, minors, MS, and/or combined BS/MS programs in high demand areas and signature undergraduate experiences that will attract new 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 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
- Develop high quality, targeted, online course offerings, including certificates
- Expand Extension offerings for the public and professionals
- Integrate the General Education program into the campus's educational culture
- Develop a budget structure to support graduate student education
- Expand donor support for historically underrepresented students (e.g. scholarships and fellowships)
- Build the campus’s capacity to market and conduct outreach in support of our educational programs and to attract historically underrepresented students to our degree programs
- Ensure that faculty hiring aligns with student demands 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 (HIPS⁴) ([NSSE](#))

Current Value	3-year Target	5-year Target	10-year Target
55%	58%	60%	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%)

⁴ Service learning, learning community, research with faculty, internship/field experience, study abroad, culminating senior experience.

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 2.2.5: Percentage of 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 2.2.6 Percentage of 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

Measures to be developed:

- Student belonging
- Student [well-being](#)
- Assessment of undergraduate career preparation

Select Strategic Initiatives:

- Develop fund raising plans for undergraduate education
- Enhance and expand graduate student preparation and pipelines for academic and non-academic careers
- Foster a student-first focus in all activities 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 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 on campus 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 program
- Expand and enhance leadership and community service opportunities
- Continue to develop and expand student wellness support services, including basic needs
- Continue to develop and expand student constituency/identity programming

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*

	Current Value	3-year Target	5-year Target	10-year Target
Four-year	48%	55%	59%	70%
Six-year	69%	75%	80%	90%

Measure 2.3.2: Full-time transfer student two-year and four-year graduation rates, disaggregated to track parity*

	Current Value	3-year Target	5-year Target	10-year Target
Two-year	40%	49%	54%	70%
Four-year	88%	89%	89%	90%

Measure 2.3.3: PhD completion rate over a 7-year time interval^{5*}

Current Value	3-year Target	5-year Target	10-year Target
57%	59%	61%	65%

Measure 2.3.4: First-time, full-time first-year student retention rates, disaggregated to track parity*

Current Value	3-year Target	5-year Target	10-year Target
85%	86.7%	87.8%	90%

Select Strategic Initiatives:

- Engage in, and expand support for, pedagogical and curriculum redesign
- Expand support for graduate students, including for first generation and historically underrepresented students
- 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 causes of poor retention and on-time 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 to support academic and personal success
- Build out ‘recovery pathways’ for students who veer off track

⁵ The percentage of students who start PhD’s complete them within seven years, calculated using projected growth in graduate growth in the number of graduate students advised per a faculty member.

GOAL 3: Cultivate a Culture of Dignity and Respect for All⁶

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 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 representative of our student-scholars.

Measure 3.1.1: Campus enrollment (undergraduate, graduate, and transfer students) disaggregated by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.

Target: Maintain undergraduate, graduate, and transfer student diversity to be reflective of the state of California as we grow to 15,000 students

Measure 3.1.2: Number of academic and administrative staff by school and major, disaggregated by race, ethnicity, gender, ability, religion, first generation, sexuality, etc.

Target: The composition of academic and administrative staff reflects that of our students

Select Strategic Initiatives:

- Establish and implement a university-wide equity and justice strategic plan that engages all campus constituency groups (academic, student affairs, business/administrative units, students, and community members) in order to develop collective practices and policies
- Recruit faculty who are passionate about inclusion, who genuinely value diversity in their teaching, research, and service
- Create a sustainable and innovative fundraising plan for diversity work by seeking and expanding individual donor, philanthropic partners, and grant opportunities
- Continue to develop and implement creative strategies and secure resources for the recruitment and retention of 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 staff of color
- Integrate nontraditional measures of success to review and evaluate academic and administrative staff (e.g. mentoring)
- Develop institutional infrastructure and practice to assess and improve inclusion of URM faculty and staff

⁶ 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 render.

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 race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.

Target: Improve measures of campus climate and ensure parity among stakeholder groups

Measure 3.2.2: Undergraduate and graduate student retention rates disaggregated by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.

Target: Improve undergraduate and graduate student retention rates and ensure parity among groups

Measure 3.2.3: All faculty and staff retention rates disaggregated by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.

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

Select Strategic Initiatives:

- Establish and implement a university-wide equity and justice strategic plan that engages all campus constituency groups (academic, student affairs, business/administrative units, students, and community members) in order to develop collective practices and policies.
- Interweave concepts and practices of diversity, equity, inclusion and social justice into all faculty personnel functions
- Develop inclusive curricula, programming, services, and equity and justice learning outcomes 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)
- Adopt an asset-based approach to our institutional discourse
- Monitor student-reported experiences within and outside of the classroom as demonstrated through campus experience surveys and other sources of feedback
- 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 consciousness 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

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

Select Strategic Initiatives:

- Establish and implement a university-wide equity and justice strategic plan that engages all campus constituency groups (academic, student affairs, business/administrative units, students, and community members) in order to develop collective practices and policies
- Increase the breadth of research and teaching programs to advance teaching and scholarship about power, privilege, and justice in contemporary and historical contexts across all disciplines 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
- Review and assess current campus policies that influences student, administrative, and staff success and revise through an equity lens

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	3-year Target	5-year Target	10-year Target
5.2%	6.6%	7.5%	9.8%

Measure 3.4.2: Percentage of international students on campus, undergraduate and graduate.

	Current Value	3-year Target	5-year Target	10-year Target
Undergraduate	0.2%	0.5%	1%	6%
Graduate	36%	36%	36%	36%

Measure to be developed:

- Cultural enrichment

Select 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, Graduate Division, 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 deliver on 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. **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.
3. **Digital Capability:** Adopt a multi-year strategic technology plan and campus model that governs the resource allocation, procurement, implementation, integration, and support of campus-wide technical solutions to meet academic and administrative needs.
4. **Campus Operational Workflow:** Redesign end-to-end campus business process improvement and streamlining as a prerequisite for achieving efficiencies, service excellence, and technology integration.
5. **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.
6. **Budget Planning and Allocation:** Design a transparent budget model to support campus priorities, enable future forecasting at the unit level, and support for lifecycle planning for campus assets to ensure sustainability of the campus physical infrastructure, space, and equipment.
7. **Equity, Diversity and Inclusion Commitment:** Incorporate the *BobCAT IDEAs* Strategic Framework into operational, budget, and planning decisions by documenting and demonstrating how EDI outcomes are achieved.
8. **Campus-to-System Alignment:** Establish a campus-wide process for the coordination and planning necessary to execute UC mandates, whether legislative, Regental, or Presidential, to resolve financial and human resource impacts and conflicts with local priorities.

A set of proposed first steps for moving these initiatives forward is provided in Appendix II. More complete plans 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 our priorities inform our resource allocation decisions.

A necessary first step in this process will be the alignment of each division's strategic plan with the campus' strategic plan. Starting in the late summer/early fall 2021 each division⁷ will be asked to revisit (or develop) their long-term plans⁸, 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 may not require any new resources. Rather, they may 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 the campus's budget call process. As part of this process, annually divisions will be invited to revisit and extend their plans.⁹ 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 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. To facilitate cross-divisional development of initiatives, time for collaborative planning will be built into the planning and budget allocation process.

For the budget call process to successfully support the campus' strategic plan, it must integrate planning across all campus divisions and account for the campus's budget projections, the realization of those resources and existing campus budget policies. It 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.

The budget call process is expected to allocate resources at two points during the academic year, once in the spring and then again in the fall - the latter only if sufficient funds are present to support additional allocations. Planning will begin in late spring when the Chancellor and EVC/Provost announce to the campus their fiscal priorities for the upcoming two years. This prioritization is intended to help divisions and the campus sequence initiatives and investments over time in ways that logically support the campus's growth and development toward its ten-year goals. It also allows for relatively rapid response to changing circumstances. As part of this messaging, the campus's progress toward its strategic goals will be communicated, including areas of success and areas where additional effort is required moving forward. This feedback from campus leadership will also make resource allocation priorities transparent to all campus constituents, thereby increasing fiscal transparency. In late

⁷ 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

⁸ 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.

⁹ For Academic Affairs, plans will be updated as part of the academic planning process, and a single budget request submitted for the division.

fall, based on enrollment projections for the upcoming academic year, the campus will estimate the funding available for the budget call, enabling divisions to finalize their budget augmentation requests for the spring allocation process.

Prior to the budget call, operational budgets -- addressing baseline budgetary needs at the divisional levels -- will be developed using the campus's driver-based budgeting model. The difference between these projections and the projected total available resources will constitute the resources available to support the budget call in support of the campus' strategic initiatives. Once divisional budget call submissions are received, campus leadership, including representation from the Academic Senate, will evaluate the requests collectively and prioritize them for funding based on their support for the strategic plan and the associated priorities outlined by the Chancellor and EVC/Provost.

Funding for the fall budget call will only be provided if sufficient additional financial resources are present. Furthermore, if the spring's budget estimates were not sufficiently conservative, in light of the realized fiscal resources, budgetary adjustments will be made in the fall to ensure that our budgets align with financial resources. Shortly after the fall evaluation and allocation period, the budget cycle will restart for the upcoming year. In totality this process represents a complete loop of activities that aligns our budgetary resources to our strategic planning goals and ensures that our strategic initiatives drive budget allocation – a necessary element for our campus' success.

V. Strategies and Objectives Matrix

The intersections between our three strategic planning goals mean that in many cases strategic initiatives will support the achievement of more than goal and objective. By illustrating these relationships, the matrix in Appendix III highlights the potential synergies of our work and investments in advancing the campus's goals.

Appendices

Appendix I: Goal 1 Supplemental Measures

For each objective for Goal 1, 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.

- 1. Grow our academic and administrative staff demographic composition to be representative of our student-scholars**
 - Academic and administrative staff promotion rates disaggregated race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.
 - Academic and administrative staff retention rates disaggregated by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.
 - Percentage of graduate students supported by GSRs and external fellowships disaggregated by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.

- Timely degree completion, undergraduate and graduate disaggregated by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.
- Student feedback on quality of educational (undergrad/grad/etc.) experience disaggregated by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.
- 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 race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.
- Number of professional development opportunities by campus constituency type
- Number of equity and justice awards and recognitions by campus constituency type
- Percentage of courses offered with an explicit diversity, equity, and inclusion course learning outcomes
- 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 by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.
- 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 race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.

Appendix II: Suggested First Steps for Campus-level, Cross-cutting Initiatives

The following are proposed first steps in support of the eight cross-cutting, campus-level initiatives outlined in Section III.

- Clearly define decision-making authority, its related communication strategy, and post-decision action strategy.
- Support innovation and creativity that balances lessons learned from past/current practice and pivots away from zero-sum to win-win thinking.

- Develop/Implement clearly documented and adhered to business processes to support fair, equitable and transparent hiring and retention processes for staff.
- Leverage previously funded and developed initiatives that may have been paused or abandoned to recognize a (possibly) quicker realization of needed streamlined business processes, analytics and accountability.
- Inventory current efforts in-flight and decide which to continue and which to invest in and which to sunset.
- Implement a digital fluency initiative across campus to insure everyone has the same baseline skill in using common tools for collaboration and communication that will reduce the need for meetings., for example, by using technologies for knowledge management and info sharing that can substitute for -person meetings.

Appendix III: Strategies and Objectives Matrix

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