Overview

The 2020 Initiative at its core seeks to replace declining state support of the campus with new sources—and thereby make it possible for a new generation of California, national, and international students to enjoy the benefits of the University of California. A core principle of the initiative is to provide a better community for faculty, students, and staff—not simply “more of the same.”

- **Generate opportunity, access, and an improved quality of student experience** for an additional 5,000 new undergraduate students and commensurate growth in graduate student enrollment
- **Build a more diverse educational experience** for our future global leaders
- **Grow the faculty** by 200 ladder faculty and 100 lecturers
- **Improve existing capital and other support infrastructure** to sustain excellence (classrooms, faculty labs and offices, research cores and other research support)

To date, the 2020 Initiative has fulfilled its promise in some measure—the campus is better off than had we not embarked on the 2020 path. Nonetheless, changes in the state’s higher education funding and enrollment planning signal obstacles ahead that may require consideration of new ways and means.

The words and pictures that follow demonstrate that progress has occurred and highlight the challenges that remain. There will be ongoing opportunities to consider what changes in our planning may be necessary to meet the challenges and seize the opportunities that lie ahead.
2020 Enrollments
Undergraduate Totals - Straight-line Trajectory v. Actuals
Total Undergraduate and California Residents

Undergraduate Enrollment Growth

- Changing state enrollment policies caused faster than anticipated growth in numbers of California resident, national and international students. UC Davis has already added 800 more California resident students than the total number of California residents planned through 2020-21.

- This is one of several unexpected external policy changes that call for re-envisioning our approach to the future. Enrollment growth unexpectedly has been front-loaded, and with it, revenues. However, limited classroom, student housing and student support resources face greater near-term challenges than expected.

Graduate Enrollment Growth

- From 2011-12 to 2015-16, there was modest enrollment growth in graduate academic programs. Enrollment in master’s degree programs increased by 12%, and enrollment in doctoral degree programs increased by 4%.

- Going forward, additional growth is anticipated in response to new incentives for master’s programs. Also, as faculty hiring continues, additional graduate student growth is expected. (Note: additional financial investments are identified on page 4.)

- For more details about graduate enrollment, see this report: http://budget.ucdavis.edu/data-reports/documents/enrollment-reports/grad_enrlsumm_1112to1516.pdf.

Note: The enrollment categories of Resident and National/International are determined by the students' NRST fee assessment status.
Faculty Growth

- **2020 Hiring Goals**: 200 net new (i.e., growth above replacing for retirements and resignations) ladder rank faculty and 100 net new lecturer positions at steady state. Ladder rank faculty includes lecturers with security of employment.

- **Faculty Hiring Investment Program (HIP)**: In addition, the provost established HIP with the goal of bringing an additional 60 net new faculty positions to UC Davis over six years. To date, 48 of the 60 HIP faculty positions are authorized and 21 hired.

- **Faculty Start-Up Investments**: Prior to 2014-15, central campus invested $6-9 million annually in faculty start-up packages. In the past three years, this amount increased to $15-16 million annually. The deans combine these funds with school or college and departmental resources.

These efforts combined are anticipated to result in a total of 360 net new faculty by 2022-23, 260 ladder rank faculty and 100 lecturers. The chart [below] shows that 94 net new ladder rank faculty and 78 new lecturers have been hired to date. Disproportionate growth in the number of lecturers was anticipated in early years as ladder faculty hiring lags enrollment growth. Figures for 2016-17 include all individuals who have been hired are and expected to start during the fiscal year.

Cumulative Faculty Hiring Compared to Growth Model (Colleges and Divisions)

*Includes Hiring Investment Program positions, 60 planned*
2020 Investments: Better, Not Just Bigger

In addition to funding the cost of instructing and supporting an increased number of students, 2020 revenues have allowed UC Davis to invest in:

- **Advising**: At least 25 additional advisors in the colleges/divisions and new technologies to support advising and student progress.

- **Retention**: The Division of Student Affairs has launched new retention initiatives to support the success of historically underrepresented students.

- **Maintenance, Improvements, and Classroom Construction**
  - Debt financing for a $96 million investment in facilities with new classrooms—over 1,700 new classroom seats for completion fall 2016 through spring 2019.
  - $8 million for classroom renovations and technology upgrades through fall 2016.
  - More than 600 new bicycle parking spaces by spring 2019.
  - Increased frequency of clean-up and minor repairs in classroom buildings.
  - Over 1,500 net new student beds through 2017-18, with more to follow.

- **Honors Program and First-Year Seminars**: Expansion and improvement of programs that provide students with faculty-led small courses. During 2016-17 we anticipate offering over 300 first-year seminars, a 50% increase since 2012.

- **Increased Graduate Student Support**: About $4.5 million in recurring annual funds for fellowships to support the cost of nonresident supplemental tuition for international Ph.D. students; increased support for graduate student researchers; subsidies for childcare programs and other programs that largely benefit graduate students.

- **Investments in research infrastructure**: Almost $5 million to reinvent pre-award support processes and research administration, as recommended by the Washington Advisory Group, and investment in research core facilities.

- **Faculty Salary Equity Program**: Almost $4 million to advance faculty salary equity in addition to regular raise and merit funding.

2020 Initiative Financial Goals

The campus is better off financially than it would have been without the 2020 Initiative.

- Recurring annual revenue from supplemental tuition has increased by $80 million since 2011-12 (from about $20 million annually to about $100 million annually—from 3% to 10% of total state funds and tuition revenue).

- But...slower than expected growth of state support and the unexpected absence of modest tuition increases required the campus to divert most of the new funding—about $45 million—to fund annual salary and benefit increases for existing faculty and staff.

- While new investments have been possible, the campus has not been able to enhance quality and close the $25M structural deficit with which we entered the 2020 initiative. The deficit remains.
What’s Next?

Although the 2020 Initiative has helped the campus keep pace with the escalation of employee compensation and fulfill in some measure the promise that growth would improve the financial circumstances of the university, challenges have arisen that beg consideration. Assumptions that undergirded 2020 planning have evolved in different directions. Further, the state of California is asking that we enroll more California students but providing resources less than sufficient to cover the additional cost. These changes have potentially profound implications for the quality and sustainability of UC Davis as a public research university.

Inadequate classroom and laboratory facilities hinder the ability of the campus to achieve the fullest impact of its teaching and research mission. Constraints imposed by the state’s enrollment goals and limited investment require continuously reinventing the campus’s operations for greater efficiency. Under current circumstances, growth alone will not be sufficient to achieve sustainability—financial and programmatic tradeoffs must be weighed and decided. For example:

• Should the campus consider modifying its disciplinary profile, weighing cost, programmatic merit from various perspectives, and student demand?

• How much additional growth is sustainable—financially and programmatically—within the parameters of the campus’ mission-driven priorities?

• What financial, operational, and programmatic choices should the campus implement now to create options for a sustainable future if growth stops?

Working in partnership with the Academic Senate, the campus will consider these and other important questions as it charts a course into the second half of the decade.

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Student Diversity and Success

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<thead>
<tr>
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<th>2011</th>
<th>2016</th>
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<tbody>
<tr>
<td>% URM in new freshman cohort</td>
<td>23%</td>
<td>31%</td>
</tr>
<tr>
<td>First year retention</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Freshman time to degree</td>
<td>12.4</td>
<td>12.4</td>
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<tr>
<td>% of new students that are transfers</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>National &amp; international SAT scores</td>
<td>1736</td>
<td>1856</td>
</tr>
<tr>
<td>Four-year graduation rate</td>
<td>51%</td>
<td>58%</td>
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</tbody>
</table>

- Underrepresented minority (URM) students have increased from 20% to 29% of the undergraduate student body through successful outreach, recruitment and retention efforts with historically underrepresented California communities.
- UC Davis has increased its first-year retention rate to 93% and maintained time to degree at 12.4 quarters.
- UC Davis is one of three campuses that currently meets the UC goal of enrolling one transfer student for every two freshmen.
- Average SAT scores of national and international students have increased from 1736 to 1856.
- UC Davis students represented 63 countries in 2011, and 93 in 2015.
- In 2016, 74% of UC Davis students stated that their ability to analyze and discuss global issues is good to excellent.
- Our four-year graduation rate increased from 51% to 58%. Our six-year graduation rate increased from 82% to 85%.