

## Size and Shape Working Group

### Framing language for the Working Group's March Recommendations

The Size and Shape Working Group is pleased to forward the following initial set of five recommendations to the Commission. However, these recommendations represent only a subset of our deliberations. Additional recommendations will be forthcoming regarding the more complex issues of the future size and shape of UC and campus funding models. We expect these recommendation to address specifics such as whether or not the University can maintain its current growth path given the trend in reduced state support, what the proportions of different kinds of students (graduate, professional, freshmen, transfers) at each campus might be in the future, how different fund sources should be allocated among the campuses, how decisions should be made to add new schools and departments, and how campuses can better collaborate in offering curricula and programs.

As concerned as we are about the severity of the recent fiscal crisis in California, and about the terrible constraints it imposes on UC, we must not respond by putting into effect measures that will undermine and degrade the very qualities and values that make UC the envy of the world. Even short-term, "emergency" actions have a surprising power to effect permanent change. It would be a Pyrrhic victory indeed if we "rescued" UC, only to find that we had effectively destroyed this unique institution in the process.

We recommend, then, that we first recognize and affirm the special character and philosophy of our university, and then embody those values clearly in all of our decisions concerning the future structure and operation of the institution.

Three elements in particular deserve our vigilance and protection:

**(1) Our structure as a multi-campus system.** UC's power and excellence derives from our unique structure as a coherent collection of ten campuses, each with its own vision and character. Each campus is freed and encouraged to aspire to world-class excellence in the disciplines it chooses — in effect, we are ten individual experiments in building a great university. At the same time, coordination and collaboration among campuses, fostered by the systemwide organization, generate synergies that make the whole greater than the sum of the parts.

**(2) Our status as a university with a tripartite mission of teaching, research, and public service.** Universities build the societies they serve, by educating the citizenry, fostering creativity of all kinds, encouraging cultural discovery and social development, and driving economic growth and evolution. The UC system is founded on the fervent belief that these goals are best accomplished in an environment rich in research, experimentation, and innovation. Our philosophy is that the human mind most fully realizes its potential when it is asked to bring new things to life, and not merely to learn what is known. Consequently, our students are taught by researchers, writers, and artists at the leading edge of their disciplines, and then are invited to join these leaders on the path to discovery. As California's land grant institution, the University has an obligation to ensure that new discovery is used to address the pressing issues facing the state and the nation. The wisdom of this philosophy is evident in the astonishing impact of our comparatively young system — locally, nationally, and globally.

**(3) Our commitment to graduate education as part of the University’s mission.** Graduate education is integral to the University of California’s research, teaching and service mission. Graduate students teach, mentor and inspire undergraduate students. The relationship between graduate and undergraduate education ensures a continuous “pipeline” of knowledge. Graduate students are closely mentored and trained by faculty for leadership in both academic and applied fields. As the next generation of scholars, they are poised to generate new knowledge in all fields in invaluable ways. It is essential to support graduate education to enhance the undergraduate teaching and research mission, to regenerate the professoriate, and to provide leadership in public policy, industry, and the arts in California. Our recommendations on graduate education, currently in development, will be forthcoming in our final report.

**(4) Our commitment to offer the best education to the most academically qualified students.** Societies thrive best when human potential is not wasted — when the natural abilities of the residents are brought to flower in a nurturing yet disciplined environment. As California’s pre-eminent public university, UC has a solemn responsibility, first, to offer the best possible educational experience, and second, to make this opportunity available to all residents who can best benefit from it. We must be constantly on guard against a gradual erosion of the quality of a UC education. Talent and academic merit, not economic status, should determine a student’s eligibility to come to the University.

We believe it is critical to make decisions today in light of our vision of what we want UC to be 50 years from now and not in response to this or that exigency. Our choices should be informed by the principles and values articulated above, for these are what have brought our University to its present heights of excellence and world renown.

## WORKING GROUP FIRST ROUND RECOMMENDATIONS

### Size and Shape

#### **Recommendation 1: Increase the number and proportion of non-resident students at the undergraduate level.**

The Size and Shape Working Group recommends that University of California campuses increase the number and proportion of undergraduate non-resident students in order to improve the educational quality of the campuses by broadening the geographical diversity of the student body and generating additional resources that can support California students. The working group further recommends that:

- The increase in non-resident students should not displace funded resident students.
- Revenues generated by increased enrollment of non-resident students should be spent on enhancing the educational experience of all students.
- Admission standards shall be set such that the academic record of non-resident students qualifies them for admission at or above the median of all undergraduate students admitted to that campus.
- Over the next five years, each UC campus, in consultation with the Office of the President, should set its own target for undergraduate non-resident students. Each campus and the University shall evaluate this target every five years to determine if it is appropriate, given the educational and fiscal situation at the time of the evaluation.

Note: the Working Group discussed setting minima and maxima for the range of non-resident undergraduates but did not reach consensus on a single approach. Options that were suggested include:

- A systemwide minimum (such as 5 percent) that would apply to every campus in order to make it clear that this recommendation is not just about funding, but rather about the need for every campus to have a minimal level of representation from the rest of the U.S. and the world.
  - A systemwide maximum (such as 15 or 20 percent) that would apply to every campus or systemwide maximum that would apply to system as a whole. There were two arguments for setting (or not setting) such a maximum: (1) the desire to make it clear that UC was maintaining its commitment to Californians and (2) the concern that a uniform systemwide maximum would send the message to the general public that every campus would attain that target in the next few years, when it appears that only a few campuses could actually meet a 15 or 20 percent target in the next five years. Another concern with a systemwide maximum percentage was the possibility of competition across campuses for the right to enroll more non-residents.
  - A systemwide range within which each campus would set its target. This would allow campuses to make individual decisions, but provide some lower and upper limits.
- To ensure that non-resident students are attracted to all campuses, a referral pool mechanism should be incorporated into the application/acceptance process. Students not admitted into one campus would be referred for consideration at other campuses.

### Rationale:

- Just as other forms of diversity enhance the educational experiences of students, California's dependence on an increasingly global society and economy requires geographic diversity among the student body.
- Since students often remain in and contribute to the states where they are educated, increasing the numbers of highly qualified non-resident students can contribute to California's future workforce and social, cultural, and economic development.
- UC has very low proportions of non-resident students compared to other major research universities, both public and private. This recommendation can generate needed additional revenue to enhance the educational experience of all students without unwanted displacement of resident students.

### Impact on Access:

- To the extent that this recommendation is implemented without displacing California residents or negatively affecting student diversity, it can provide resources to provide more access to California residents.
- However, given the reduction in state support for new enrollment, this recommendation is likely to result in fewer unfunded resident students at campuses. This is particularly true for campuses that are near or at their maximum physical capacity or Long Range Development Plan (LRDP) caps.

### Impact on Quality:

- Overall educational quality should improve because non-resident students would:
  - Enhance pedagogical and educational experience for resident students.
  - Provide additional resources to improve educational quality for resident students.
  - Be required to meet rigorous admissions standards.

### Fiscal Implications:

- Currently, there are approximately 7,600 undergraduate students who pay non-resident tuition.<sup>1</sup> Assuming that each non-resident student (at current non-resident tuition rates) contributes about \$12,900 in resources above educational costs, each 10-percent increase in non-resident students would generate \$9.8 million.

### Challenges:

- Some campuses have very low yield rates for non-resident students. Efforts will need to be made to ensure that all campuses can be competitive in the national and international recruitment of non-resident students.
- A greater reliance on non-resident students could hasten withdrawal of state support if it is perceived that UC is less interested in serving Californians.
- Campuses risk becoming dependent on increased revenues and may be reluctant to give up non-resident students if state support returns.

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<sup>1</sup> Budgeted non-resident enrollment. Actual number for 2008-09 was 7,958 (see Appendix 1).

Next Steps for Implementation:

- Create a better model that takes into account physical capacity and instructional costs and that realistically projects demand by non-residents in order to create a feasible plan for growth in undergraduate non-residents.

Other Options Considered:

- Increase non-residents one for one up to the total of unfunded California residents.

## Appendix 1

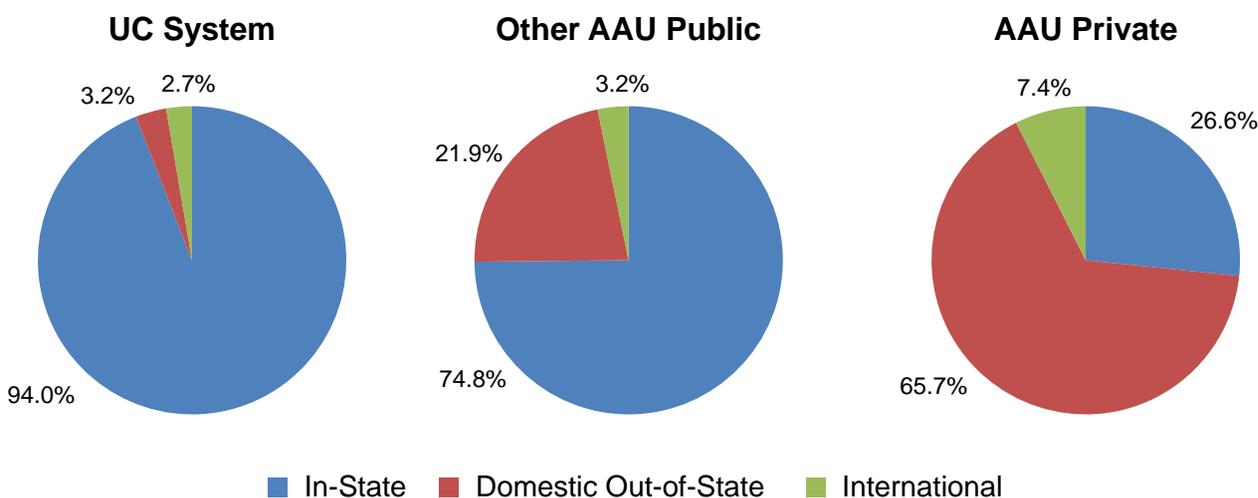
**Table 1: UC Undergraduate Non-Resident Students  
2008-09**

Campus	Total Undergrads	Non Resident Undergrads			
		Total Non-Resident	% of all UGs	Paying Non-Res. Tuition	% of all UGs
Berkeley	24,800	2,542	10.3%	2,157	8.7%
UCLA	25,464	2,605	10.2%	2,061	8.1%
San Diego	22,214	1,353	6.1%	1,099	4.9%
Santa Barbara	18,242	840	4.6%	720	3.9%
Irvine	21,709	907	4.2%	648	3.0%
Davis	23,404	877	3.7%	713	3.0%
Santa Cruz	14,662	442	3.0%	352	2.4%
Riverside	15,179	339	2.2%	191	1.3%
Merced	2,481	43	1.7%	17	0.7%
<b>UC System</b>	<b>168,156</b>	<b>9,947</b>	<b>5.9%</b>	<b>7,958</b>	<b>4.7%</b>

Source: Data on Non-Resident students from UCOP Budget Office Table 10; "Total Undergrads" is Year Average Headcount (YAHC) from UC Corporate Student System.

Note: Approximately 2,000 Non-Resident students did not pay Non-Resident tuition, including AB540 students, children of certain employees, and others with statutory and other exemptions. Numbers may not total due to rounding.

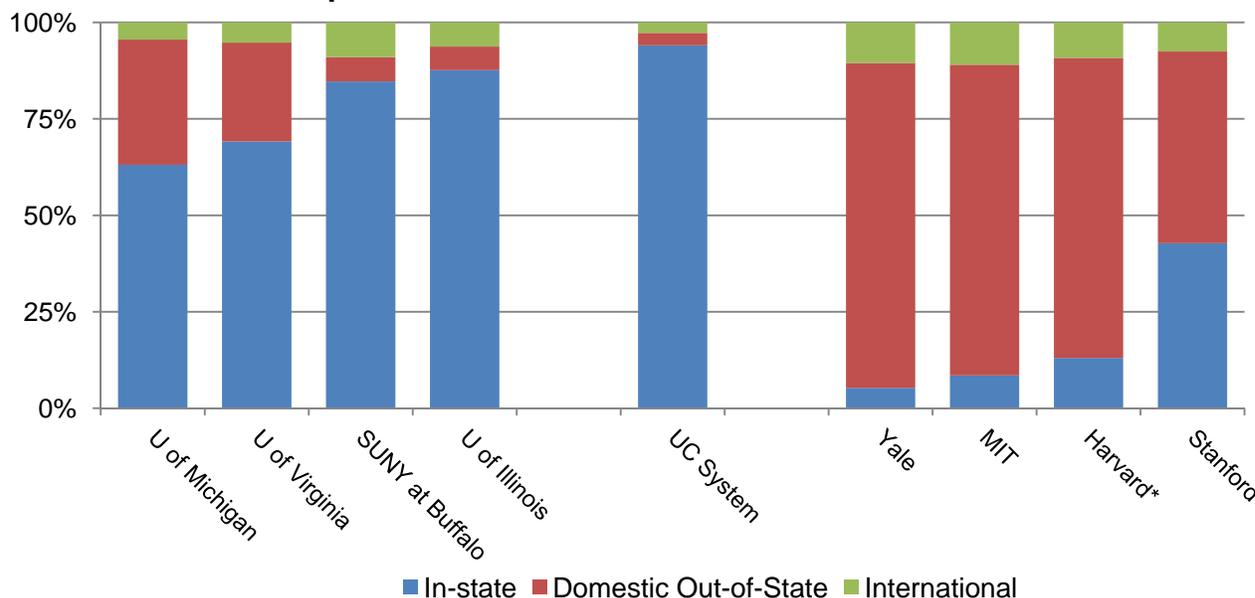
**Chart 1: Geographic Distribution of Entering Freshmen  
UC and Other AAU Institutions, Fall 2007**



Source: IPEDS Fall 2007 Enrollment Survey

Note: Represents Fall first-time students classified according to their permanent address at the time of admission. Excludes students with "unknown" state or country of residence.

**Chart 2: Geographic Distribution of Entering Freshmen  
UC and Comparison Institutions: Fall 2007\***

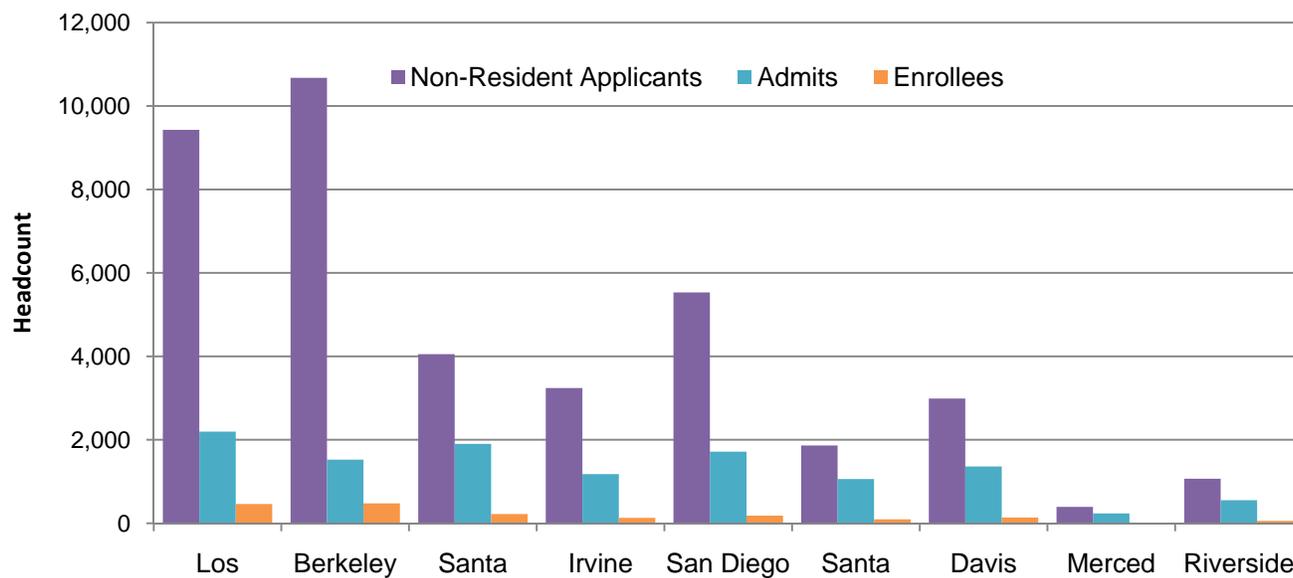


Source: IPEDS Fall 2007 Enrollment Survey

\* Harvard data is from Fall 2006 Enrollment Survey.

Note: Represents Fall first-time students classified according to their permanent address at the time of admission. Excludes students with "unknown" state or country of residence.

**Chart 3: Yield\* for Admitted Non-California Residents  
UC Campuses: Fall 2009 Freshmen**



Non-Res. Yield	Los Angeles	Berkeley	Santa Barbara	Irvine	San Diego	Santa Cruz	Davis	Merced	Riverside
<b>Domestic</b>	21.7%	20.1%	11.2%	10.9%	10.6%	9.6%	9.4%	5.6%	5.2%
<b>International</b>	19.4%	42.8%	12.8%	11.2%	10.7%	7.0%	11.1%	3.6%	12.3%

\*Yield: the percentage of admitted students who enroll.

Source: UC Corporate Student Database, Fall 2009 admissions and enrollment data.

## WORKING GROUP FIRST ROUND RECOMMENDATIONS

### Size and Shape

**Recommendation 2: LOWER-DIVISION MAJOR REQUIREMENTS.** Improve the student transfer function by requesting that UC campuses develop more complete lower-division transfer pathways in high-demand majors. Building on the existing transfer streamlining efforts, disciplinary faculty in high-demand majors at UC and the CCCs should be brought together to reach agreement on transfer pathways with a greater degree of commonality than the current pathways (some of which only have a few common major courses across the UC campuses).

#### Background:

The Master Plan segments – CCC, CSU, and UC – have agreed to a lower-division transfer core curriculum for general education requirements. This curriculum is articulated in the Intersegmental General Education Transfer Curriculum (IGETC), which provides information on community college courses that fulfill CSU or UC lower-division general education requirements.

In 2005 the Academic Senate adopted Regulation 477 which specifies the following: When four or more UC Senate Divisions agree to accept a course from a given California Community College as transferable for preparation for a specific major, the course will be deemed as transferable for the same major at all UC Senate Divisions one year after notification of the divisions. Similarly, if four or more Senate Divisions agree to accept a set of courses as adequate for lower-division major preparation for a UC upper-division major discipline, that set of courses will be deemed as accepted for lower-division preparation in the same major at all the UC Senate Divisions one year after notification of the Senate Divisions.<sup>1</sup>

In response to the regulation and to California Senate bill SB 652,<sup>2</sup> UCOP worked with campus faculty to develop Transfer Preparation Path documents for the top 20 transfer majors to the University ([http://uctransfer.universityofcalifornia.edu/statewide\\_paths.html](http://uctransfer.universityofcalifornia.edu/statewide_paths.html)). While these documents specify common requirements across UC campuses, there remains considerable diversity among campuses regarding lower-division major preparation.

#### Rationale:

- Greater consistency in lower-division major preparation across campuses in key majors can smooth and expedite the transfer process for students and has the potential to minimize the number of excess units taken by students. Consistency across campuses does not preclude campus academic units from requiring additional courses following transfer. Campuses can also recommend additional courses for transfer preparation.
- The value-added dimension of the UC degree is the differentiation that occurs in the upper-division coursework. Creating a common core at the lower-division level provides

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<sup>1</sup> During the year following initial notification, individual Senate Divisions may decline to participate in the agreement. Additionally, all Senate Divisions will be given an annual opportunity to opt out of any previous obligation resulting from this regulation. The Academic Council or the senate agency it so designates shall advise the President on the implementation of this regulation so as to ensure that there is adequate notice for all Senate Divisions, that Senate Divisions have an annual opportunity to opt out of these obligations, and that community college students who intend to transfer to UC are minimally affected by a Senate Division's decision to no longer accept a course or set of courses.

<sup>2</sup> [http://www.leginfo.ca.gov/pub/05-06/bill/sen/sb\\_0651-0700/sb\\_652\\_bill\\_20060930\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/05-06/bill/sen/sb_0651-0700/sb_652_bill_20060930_chaptered.pdf)

prospective students a clear pathway leading to academic preparation and success at the University while offering students flexibility in campus choice. Nothing in this proposal precludes campuses from continuing to use admissions selection processes that reflect local campus values.

#### Impact on Access:

- To the extent the transfer process is improved, these recommendations can improve access in two ways. First, since large numbers of low income, at-risk, and underrepresented students begin their postsecondary education in the community colleges, effective transfer provides a viable route to a four-year degree. Second, streamlined transfer has the potential to improved time to degree, thereby freeing up more spaces for additional students.

#### Impact on Quality:

- Bringing UC disciplinary faculty together across campuses to discuss core lower-division requirements can help ensure that lower-division requirements at all campuses are brought up to date as disciplines evolve. In addition, quality of community college education would similarly be improved as these conversations broaden to include CCC faculty.

#### Fiscal Implications:

- Long-term savings to the segments and transfer students can be achieved if curricular streamlining successfully reduces excess courses and units taken by transfer students and improves their overall time-to-degree.
- Short-term costs for convening disciplinary faculty across campuses and between the two segments may be incurred. Costs include those associated with faculty time devoted to the meetings and to any curricular redesign that may result as well as the administrative costs required to facilitate this process across many campuses and disciplines. This recommendation may require campuses to reexamine required courses and develop specific new courses for transfer students to expedite acquisition of essential knowledge.

#### Challenges:

- Campuses have autonomy to establish requirements for their major; to some degree, SR 477 addresses this concern, but the full intent of SR 477 has never been fully addressed. This proposal requires the commitment of faculty and staff time at a time when resources are severely stretched.
- The design of some majors may, in fact, necessitate specific and unique academic preparation in lower-division course preparation.
- Common lower-division major preparatory pathways offer the potential to provide a clearer channel to transfer in specific majors, but those pathways are most useful for students who decide early on their major.

#### Next Steps for Implementation:

- Propose that the following Academic Senate committees seriously study the benefits and feasibility of the proposal: the Board of Admissions and Relations with Schools

(BOARS); the University Committee on Preparatory Education (UCOPE); and, the University Committee on Education Policy (UCEP).

- Convene disciplinary faculty in disciplines (such as physics, mechanical engineering, etc.) where there is already a strong degree of commonality to begin the conversation about more commonality at the lower division.

Other Options Considered:

- Compel full implementation of SR 477.

## WORKING GROUP FIRST ROUND RECOMMENDATIONS

### Size and Shape

**Recommendation 3: To improve the student transfer function, enhance the ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) website to provide (1) a more user-friendly interface for its current functions and (2) improved capabilities in helping community college students undertake transfer education planning, becoming more of an online advising tool that would enable review of a student's record and provide information on what courses the student must take to be prepared for a major on any campus.**

#### Background:

ASSIST ([www.assist.org](http://www.assist.org)) is the official repository of course articulation – how course credits earned at one college or university can be applied towards a degree after transferring to another – between California's public colleges and universities. ASSIST stores articulation information from the California Community College (CCC), California State University (CSU), and University of California (UC) systems and provides an online information tool for community college students interested in transfer and the counselors who advise them.

ASSIST was built in 1985 and updated in the early 1990s. As described in the Community College Transfer Task Force Interim Report (September 2009), the system is outdated and cumbersome. Improvements have been made to shore up the current system, but the ASSIST management is now embarking on a redesign of the system to make the site more facile, up-to-date, and user-friendly. The new ASSIST, dubbed ASSIST: The Next Generation, will be modernized in two phases. The first phase involves the creation of an extensible, robust database that will link to other data systems across the state. The second phase will develop a student-friendly web interface and, potentially, counseling tools. Such tools have already become the norm in many facets of students' lives, and it is essential that we provide this information to students in an as easily accessible way as possible.

ASSIST is an intersegmentally funded and managed project for which the University of California is the fiscal agent.

#### Rationale:

- The transfer function provides an efficient use of state resources and aligns with the University's enrollment goals.
- Transfer students who have not already narrowed their campus and major decisions need advice and counseling on which coursework to take at community college.
- A robust ASSIST will provide online advising tools for students and academic advisors.
- ASSIST is one of the best examples of intersegmental cooperation.

#### Impact on Access:

- To the extent the transfer process is improved, these recommendations can improve access in two ways. First, since large numbers of low income, at-risk, and underrepresented students begin their postsecondary education in the community colleges, effective transfer provides a viable route to a four-year degree. Second,

streamlined transfer has the potential to improved time to degree, thereby freeing up more spaces for additional students.

#### Impact on Quality:

- Faculty feel strongly that course selection for transfer students at community colleges is key to academic preparation. The more accurate and understandable articulation information is in California, the better prepared students will be.

#### Fiscal Implications:

- ASSIST currently costs UC approximately \$380,000 annually (including the cost of campus articulation efforts).
- ASSIST: The Next Generation may require \$2-3 million over the next few years to implement (very early estimate).
- A well-functioning ASSIST avoids the costs of students taking non-transferrable courses and improves the transfer advising function in all the education segments.
- Sound advice for students on which courses to take to prepare for their major and campus of choice will reduce the number of excessive units students acquire on their path to a degree and improve time-to-degree.

#### Challenges:

- Funding has not yet been identified for ASSIST, although all three segments have tentatively agreed to review a business plan for the Next Generation project.
- Articulation is a complex undertaking and it will be challenging to design a system that is flexible enough to allow linkages to other campus advising systems (e.g., degree audit systems, online advising tools) while ensuring data quality.

#### Next Steps for Implementation:

- Accelerate implementation by authorizing funding for the proposed redesign of ASSIST through The Next Generation project, which includes developing a business plan and technology solutions, and consultation across the segments.

#### Other Options Considered:

- Technological solutions to advising are being explored across California. Nevertheless, even if alternatives are developed for online advising, the existence of an official State repository will be necessary. Hence the two-step process to The Next Generation project.
- Significant changes to transfer policy could reduce the importance of course-to-course articulation.

## WORKING GROUP FIRST ROUND RECOMMENDATIONS

### Size and Shape

**Recommendation 4: Allied health practice doctorates. Examine the utility of practice doctorates for allied health professions in terms of national healthcare quality and costs, UC and CSU missions, and the future needs of California residents. Specifically, UC should undertake the following actions:**

- **Nationwide study.** Seek a comprehensive study of the impacts on health care quality and the effect on healthcare costs of requiring doctoral-level education for allied health professions. The study should be conducted by a nationally-recognized organization such as the National Academy of Sciences or the Institute of Medicine.
- **Review recent recommendations.** Request the UCOP Division of Health Sciences and Services to disseminate and collect comments from UC's health sciences schools on the recommendations of the March 2009 report of the UC Task Force on Planning for Doctoral & Professional Education (PDPE).<sup>1</sup>
- **California higher education summit.** Subsequent to the study and review, convene a statewide summit of Master Plan partners (UC, CSU, CCC, and AICCU) to discuss California's educational needs for allied health professions and the degrees required, with the goal of developing a plan for training the workforce to meet the future healthcare needs of the residents of California. Invite relevant state agencies, licensing organizations, policy experts, and health-care industry partners to provide input in advance.

#### Rationale:

- Allied Health Professions. There has been substantial growth in allied health professions – health-related professions that facilitate or complement the work of doctors and nurses. Allied health professionals include audiologists, physical therapists, and speech language pathologists. Over 60 percent of the health occupations in California are in allied health and are currently experiencing workforce shortages, according to a Health Workforce Solutions study.<sup>2</sup> Many such professions require associate's degrees, graduate certification or master's degrees for licensure. A few now require doctoral degrees, also known as practice doctorates.<sup>3</sup> Practice doctorates for these fields are a recent phenomenon. Fields requiring practice doctorates include audiology with emerging trends in other professions (such as physical therapy and advanced practice nursing).
- Utility of Doctoral Training. The utility of doctoral-level training for allied health professions has not been widely examined in terms of patient benefit and healthcare

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<sup>1</sup> PDPE report:

[http://www.universityofcalifornia.edu/senate/underreview/MW2DivChairs\\_PDPE%20Report\\_Review.pdf](http://www.universityofcalifornia.edu/senate/underreview/MW2DivChairs_PDPE%20Report_Review.pdf),

UC Academic Senate comments on PDPE report:

<http://www.universityofcalifornia.edu/senate/reports/MC%20to%20Beckwith%20re%20PDPE%20FINAL%20revised.pdf>

<sup>2</sup> [http://www.collegecampaign.org/assets/docs/hcwfs/cco\\_alliedhealth\\_report\\_10-30-07\\_final.pdf](http://www.collegecampaign.org/assets/docs/hcwfs/cco_alliedhealth_report_10-30-07_final.pdf)

<sup>3</sup> Association of Schools of Allied Health Professionals, [www.asahp.org](http://www.asahp.org)

costs. It has not been established that doctoral-level training contributes to improved patient care. There is concern that increased educational requirements for allied health professionals contribute to rising healthcare costs, e.g., higher salaries for professionals, and higher costs for practitioners, patients, employers, and insurers.

- Master Plan issues. Under the California Master Plan for Higher Education, with few exceptions, high-cost doctoral education and research is assigned to UC among California's public segments of higher education. CSU offers graduate degrees, both Master's and certificates, in many allied health professions, including Nursing, Physical Therapy, Communicative Disorders/Speech Pathology, and Audiology.<sup>4</sup> In certain instances, as professional accrediting organizations elevate requirements for program accreditation, and as licensure bodies require practice doctorates from accredited programs, CSU's Master's programs in allied health professions fields will no longer qualify for professional accreditation. Because state licensure is dependent on completing an accredited program, these programs do not qualify for licensure as well. In fact, CSU closed Master's level audiology programs when the national accrediting bodies required a Doctor of Audiology beginning in January 2007. CSU has expressed interest in offering practice doctorates in a number of professions and has sought legislation modifying the Master Plan. In addition, CSU is interested in using the Doctor of Nursing Practice degree as a degree to train future university faculty in nursing.
- Quality and cost issues. In some of the past discussions of how to address this training, there does seem to be evidence that having allied health professionals trained in the setting of a university hospital/medical school can enhance the quality of the programs. This is one argument for having UC involved in the training of these practice doctorates. However, programs with an intensive clinical experience can be very costly and divert resources from other UC priorities. UC's five academic medical centers already serve as internship sites for many of the CSU and CCC allied health professionals programs and there would be costs to UC even if practice doctorates are offered at CSU. In the long run, a non-doctoral solution to these training demands could reduce both educational and healthcare costs.

The issue of practice doctorates in allied health professions has not been studied to determine the benefit of these degrees for patient care. There is a need for a comprehensive study to determine whether there is a benefit in doctoral-level training for certain allied health professions. The costs of such training, both for healthcare, and for the individual pursuing the degree, should be explored.

The issue of allied health professions, and the future of health professions education in California, is relevant to all the public higher education segments. The California Community College system offers a large number of associate's degree allied health programs. In 2009, Governor Arnold Schwarzenegger announced his Allied Health Initiative – a \$32 million public-private partnership, which began in fall 2009 with 25 community colleges enrolling more than 700 additional allied health students.

Accordingly, California's higher education segments should convene and discuss how best to meet the state's needs for trained healthcare professionals within the context of overall needs

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<sup>4</sup> CSU Nursing and Allied Health Professions Pathways and Best Practices  
[http://www.calstate.edu/research/health-professions/documents/PathwaysandBestPractices\\_Final.pdf](http://www.calstate.edu/research/health-professions/documents/PathwaysandBestPractices_Final.pdf)

and resources. That discussion should be informed in advance by a national study of the utility of these degrees.

#### Impact on Access:

- The expansion of degree requirements for certain allied health professions from Master's to doctorate imposes greater expense and time commitment on students. Lengthier requirements and costlier programs could lead to fewer enrollments, fewer graduates, and produce fewer professionals for the allied health fields.

#### Impact on Quality:

- Training for practice doctorates could divert campus resources from other UC healthcare research and education priorities.
- It may be difficult to stimulate UC faculty interest in teaching these fields.

#### Fiscal Implications:

- The cost of a nationwide study of allied health professions education may be significant, but it could be shared by stakeholders, or borne by organizations for which such efforts are a mandate of their charter, e.g., healthcare foundations.

#### Challenges:

- Offering these programs, either at the doctoral level or the master's level, whether at UC or CSU or jointly, requires additional resources.
- If such a review concludes that UC should take a more prominent role in offering such degrees, these new programs could compete with existing UC priorities in the health sciences and in general.

#### Next Steps for Implementation:

- Nationwide study. Explore the cost and capacity of policy organizations to conduct such a study, the availability of funding from foundations, and, if necessary, the interest of stakeholders in supporting the cost.
- UC Review. Through a simultaneous review of the PDPE report by the relevant constituencies, UC should seek to articulate its position on the issue of allied health practice doctorates.

#### Other Options Considered:

- None.

## WORKING GROUP FIRST ROUND RECOMMENDATIONS

### Size and Shape

**Recommendation 5: The University of California should work to eliminate administrative redundancies across the system and promote efficiencies where possible.**

#### Rationale:

The current fiscal crisis makes it imperative that the University of California reduce redundancies and improve efficiencies across the system and within the campuses. One of UC's strengths is its size, which should be brought to bear on efficiency efforts, through measures such as strategic sourcing. Such efforts have already been undertaken by the five medical centers, which have adopted several efficiency measures, including commercial contracting as a single entity, a buying consortium that has resulted in millions of dollars of savings for the purchase of supplies and medical devices, and joint branding as "UC Health," which increases the medical centers' visibility and marketability.

In addition to efforts such as those undertaken by the medical centers, the University should consider the recommendations of the 2008 report of the UC Work Group on Administrative Efficiencies.<sup>1</sup> The Administrative Efficiencies Work Group explored this area in depth and its recommendations should be considered and implemented where applicable. The Size and Shape Working Group considers this an opportunity to take advantage of the University's size as a ten-campus system. Administrative efficiencies may be implemented systemwide or within campuses. Centralization of certain systems can be to the benefit of individual campuses.

#### Impact on Access:

- Savings from administrative efficiencies may improve access to a UC education, e.g., a common student information system can provide less costly mechanisms for access opportunities.

#### Impact on Quality:

- Administrative efficiencies should not jeopardize UC's character as a multi-campus research university and its status as a world-class institution of higher learning. Indeed they may have a positive impact on the quality of a UC education by streamlining systems that currently hinder cross-campus collaboration and cross-campus enrollment, e.g., incompatible student information systems.

#### Fiscal Implications:

- Administrative efficiencies for long-term savings often entail significant up-front costs but have the potential to create significant long-term savings.

#### Challenges:

- Systemwide administrative efficiencies require strong leadership. Efficiency proposals are often abandoned because of an absence of will by leadership to make hard decisions.

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<sup>1</sup> Building Administrative Efficiency for the University of California, UC Work Group on Administrative Efficiencies, July 2008. <http://ucadministrativeefficiencies.ucla.edu/>

- To achieve administrative efficiencies, some degree of campus autonomy may have to yield to the greater good of common administrative systems and cooperative initiatives among campuses if they will achieve significant cost savings. Financial incentives may be necessary to reward campuses for participating in systemwide initiatives.
- Systemwide or multi-campus efficiency efforts should be balanced with the commitment to deliver high-quality programs. Such efficiencies should be implemented in ways that preserve the character, individuality and unique strengths of the campuses while avoiding a homogenized system.
- Administrative efficiencies often require significant up-front costs to achieve long-term savings. As the University has already suffered painful budget cuts, the capacity to cover the cost of administrative efficiencies may be a challenge.
- Implementation of efficiency efforts, whether centrally or on the campuses, will need to be adequately staffed. The appropriate level of staffing at the Office of the President will have to be in place in order to ensure that the University has sufficient and capable staff to coordinate systemwide efficiency initiatives.

Next Steps for Implementation:

- The UC Work Group's report on administrative efficiencies should be reviewed and considered.
- Campus administrative offices should be convened to explore further efficiencies.

Other Options Considered:

- None.