

OFFICE OF THE SENIOR VICE CHANCELLOR -
ACADEMIC AFFAIRS

October 24, 2006

GENERAL CAMPUS DEPARTMENT CHAIRS
GENERAL CAMPUS PROGRAM DIRECTORS
ORU DIRECTORS
COLLEGE PROVOSTS

SUBJECT: Charting the Course IV

Dear Colleagues:

We are ready to commence the fourth cycle of planning and resource allocation using the process which has served the campus well during this extraordinary period of rapid enrollment growth. This three-year cycle will be critical as the campus begins to approach steady state. The outcome of this year's planning will set the stage for the campus for many years to come. To build our excellence and to use resources wisely, it is critical to chart a course that is focused but flexible, enabling us to direct our energy and resources over the next three years, while mindful of the longer time frame and steady state objectives. The anticipated growth will allow us to develop our distinctive strengths while taking up new initiatives. It is particularly important at this phase of UCSD's transition to steady state that we address effective strategies to improve the diversity of our faculty, especially with respect to historically underrepresented minorities.

The Charting the Course process is not one of "top down" planning. Indeed, the bulk of thinking and looking ahead takes place in departments, divisions, schools, programs, and colleges. It will, of course, ultimately depend on the synergies developed among individual scholars. The role of Academic Affairs is to design the general framework for the process, to stimulate divisional planning, to facilitate cross-divisional initiatives, to help recognize and organize patterns and priorities that emerge from the plans, and to translate these into an aggregate set of priorities to guide the General Campus. If the proposed plans yield ideas for new programs, ORUs, or possible structural changes, these will be developed through the regular approval processes in our system of shared governance with the Academic Senate.

Within this broad framework, I am asking each unit to review its 2003 Charting the Course III plans and to put forward an updated proposal for the next three years and beyond. These plans should define your unit's existing areas of strength in which growth is desirable, and propose new initiatives that can build on these strengths, including collaborative research and educational initiatives across the campus. In addition to faculty growth, your plans should also discuss funding for staff support and graduate student growth. A more detailed outline of areas that need to be considered in your planning is attached.

I am requesting that each Dean use the department and program plans to create a divisional blueprint that will encompass quality and inclusiveness of faculty, graduate, and undergraduate programs; student demand for courses and programs; program distinctiveness; and coordination and linkages with other departments, divisions and schools within UCSD. The deadlines for the submission of the department and program plans will be determined by each Dean. In turn, the Deans will be asked to submit divisional plans, along with the individual department and program blueprints, by the end of January. Upon receipt of the division plans, we will begin an iterative process with the divisional deans, provosts, and graduate dean. During the winter quarter the Program Review Committee will then take up the resource implications of the divisional blueprints in order to establish a multi-year allocation of resources.

I look forward to working with you as you formulate your plans. We have a unique opportunity to use this planning process to establish our priorities and goals, and to bring together the different parts of campus to allow UCSD to achieve its highest ambitions and strengthen our national profile.

With kind regards,

Marsha A. Chandler
Senior Vice Chancellor

Enclosure: Components for Charting the Course Plans, 2007 through 2010

Components for Charting the Course IV Plans
2007-08 through 2009-10

October 24, 2006

1. Future Goals

Review your previous Charting the Course plans and reflect on the past years' accomplishments. Is this still the desired path? Give a brief description of where you and your colleagues want to be at the end of 2010 and, if possible, beyond that to the year 2015. What is a reasonable strategy for enhancing excellence as we approach steady state during the next few years? How would you define a reasonable goal and/or approach for increasing the inclusion of historically underrepresented faculty within your discipline?

2. Research Profile

Discuss the strategic strengths that make your unit distinctive, visible, and viable. How would the proposed strategic investments promote the goal of achieving and sustaining excellence in key areas within your discipline? Does your planning anticipate the evolution and maturation of your field over the next few decades? What research areas should be continued, expanded, dropped, or introduced? How can this area of research be made available to undergraduates?

3. Undergraduate Education

- a) How will you contribute to the campus effort to accommodate budgeted growth (e.g., expanding existing programs; creating new major or minor programs; increasing service teaching to students outside the major; participating in interdisciplinary initiatives; offering freshman, transfer student or senior seminars; expanding Summer Session instruction)?
- b) How will your department contribute to achieving the sustained growth of summer session, budgeted to be 5% each year through 2015-16?
- c) What do you consider to be the desired steady-state size of your undergraduate programs?
- d) How will your planning fit with the undergraduate colleges and the general education curricula?
- e) How will undergraduate education be linked to growth in your research programs?
- f) Which aspects of your plan would contribute to enriching our ability to teach a diverse student population at UCSD?
- g) How do you think your department should deal with any short-term gap between recruitment of new faculty and student growth? What strategies are you considering, which might include teaching by postdocs, emeriti, lecturers, visitors, and advanced graduate students?

4. Graduate Education

- a) What do you consider to be the desired steady-state size of your graduate student programs?
- b) Discuss those areas in which you would like to expand graduate student enrollment as well as those areas in which you anticipate holding steady or scaling down.
- c) How do you plan to increase the diversity of your department's graduate students?
- d) How do you expect to finance any expansions that you are considering?

5. Interdisciplinary Initiatives

Some resources will be provided in support of interdisciplinary efforts. Either as a separate section, or as part of your discussion of the issues above, please discuss where your department might plan to propose and/or participate in existing or new interdisciplinary

programs. Include both undergraduate and graduate educational programs as well as research initiatives, and comment on the possibility that such an interdisciplinary initiative, which often involves cluster hiring, might contribute to increasing the diversity of our faculty.

6. Resource Needs

- a) Faculty FTE – In line with your plans for research directions, undergraduate and graduate education, discuss your faculty FTE needs and proposed time table for recruitment over the next three years. Include estimates of the associated startup costs.
- b) Staff – As we allocate resources in this period, both administrative and technical staff needs are important considerations. Please lay out the staff requirements and functions that are critical for your department during this period. Where possible, try to include a time table for staff recruitments.
- c) Space, facilities, and equipment
 - i) Discuss your needs for capital resources, both in the short term (these next three years) and the long term, as we approach steady state. Also please identify the need for any new specialized facilities.
 - ii) Given your growth plans, please describe your needs in the various support areas such as equipment, computing, libraries, etc.
 - iii) Do you foresee specific research needs that could be supported by campus core facilities?