January 24, 2026

Elizabeth Watkins
Provost and Executive Vice Chancellor

Emily Engelschall
Associate Vice Chancellor for Enrollment Services

Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback

Dear Liz and Emily,

In April 2025 you transmitted the *Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates*. In July 2025, the Senate provided feedback; and in October 2025 you responded to that feedback and requested endorsement of the revised version. The Academic Senate Executive Council discussed this item and related committee comments during the January 12, 2026 meeting. The set of committee comments is attached and below I have summarized Council's feedback.

Member concerns and comments included:
- Need for more clarity on how the housing model (mortgages vs. fees) may impact campus revenue projections.
- Though UC application submission normally increases annually, the proposal lacks an analysis of the preparatory education needs of a larger undergraduate student population.
- Some members were concerned about how this proposal balances with the current budget environment and the subsidies campus receives as a Division 1 athletic campus.

To best move forward, I invite you to meet with Executive Council on either February 9, 2026 or February 26, 2026. Please let me know which date is best for you both.

Sincerely,

Ken Barish
Academic Senate Chair

Encls.

Cc: Associate Provost Baerenklau
   Senate Director Cortez

Proposed addition to UCR 2030 strategic plan
MARCH 2025

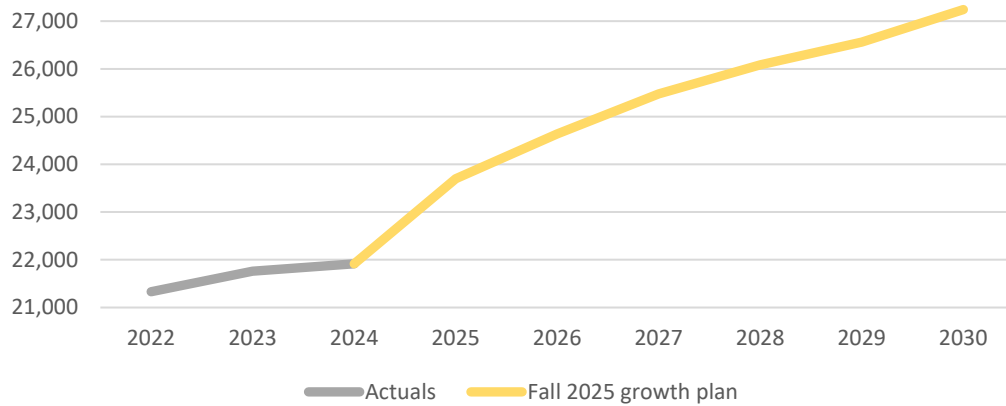Strategic Goal I: Build financial stability, resiliency, and sustainability

Objective: Increase net revenue

Initiative	Action Items	Metrics	Lead Coordinator	Key Collaborators	Key Senate Committees
Increase the enrollment of California resident undergraduates [3,4]	1. Increase undergraduate carrying capacity 2. Expand and diversify statewide outreach efforts to increase engagement with prospective California students 3. Improve perceived ROI of a UCR degree 4. Provide sufficient support services to ensure student persistence to graduation	1. Undergraduate seat counts 2. Number of applicants 3. Yield rate (# enrolled/#of applicants accepted) 4. Total enrolled California resident undergraduate FTE (see graph)	AVC, ES	• Deans • VPDUE • VCSA	• Courses • Ed Policy • Planning & Budget • Undergrad Admissions

CA Resident Undergraduate Fall FTE Growth Plan

	2022	2023	2024	2025	2026	2027	2028	2029	2030

Legend: Actuals, Fall 2025 growth plan
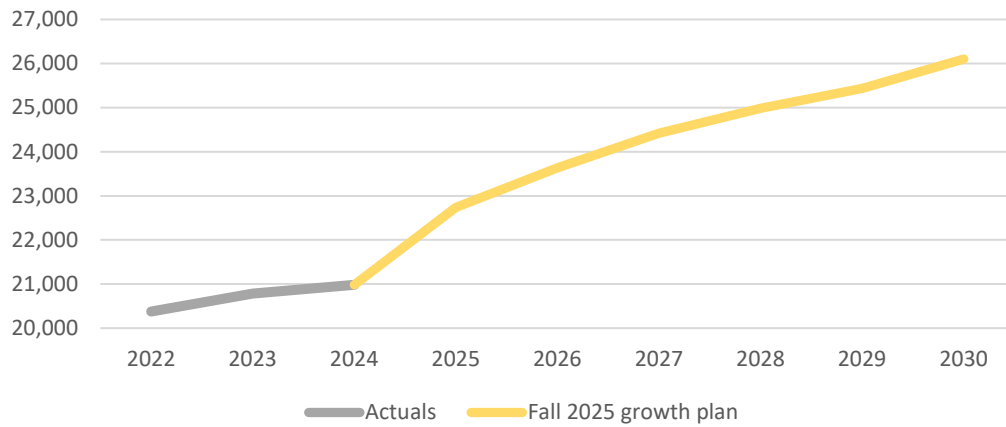
Total Undergraduate (includes non-residents) Fall FTE Growth Plan

	2022	2023	2024	2025	2026	2027	2028	2029	2030

Legend: Actuals, Fall 2025 growth plan

Dear Colleagues,

We would like to propose the addition of an initiative to our strategic plan, UCR 2030, to increase the enrollment of California undergraduates (CA UG) as part of Strategic Goal #1: build financial stability, resiliency, and sustainability.

UCR faces a growing shortfall in revenue if we do not grow our CA UG population. Almost 90 percent of our core operating budget comes from student tuition and the corresponding enrollment-based state allocation, and California undergraduates provide most of that tuition.

CAMPUS BUDGET OVERVIEW

FY24 Core Revenue and Expenditures
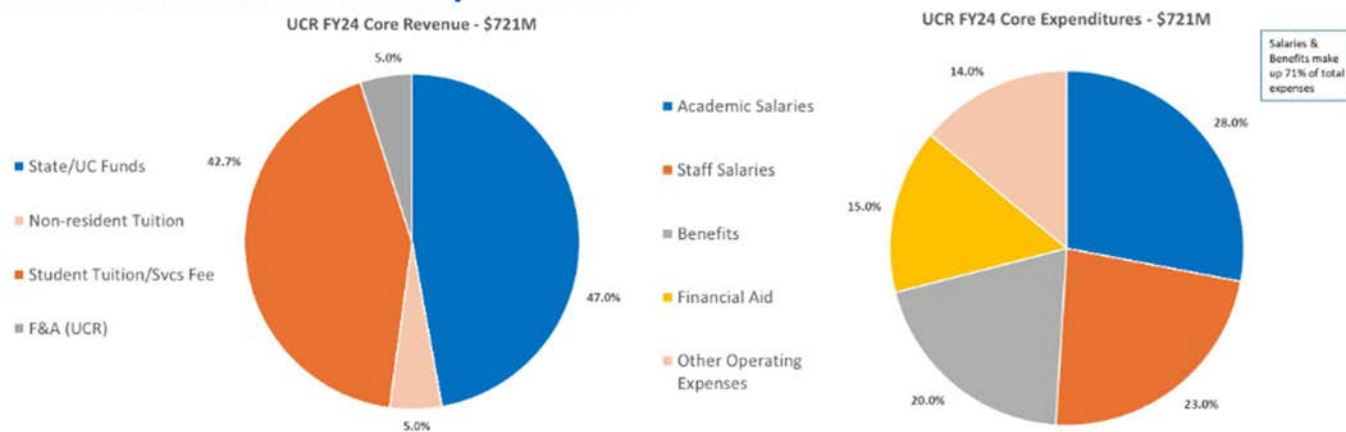
UCOP distributes the state allocation among 8 of the 10 campuses based on CA UG enrollment (UCSF and Merced are not part of this algorithm). Campuses with larger enrollments receive larger proportions of the pie. As can be seen from the chart below, our sister campuses are pursuing aggressive growth. If a campus holds its enrollment steady or grows relatively slower than other campuses, it loses funding to other campuses.

Net growth FY25 Proj vs FY24 actual UG student FTE w/out NR buy out
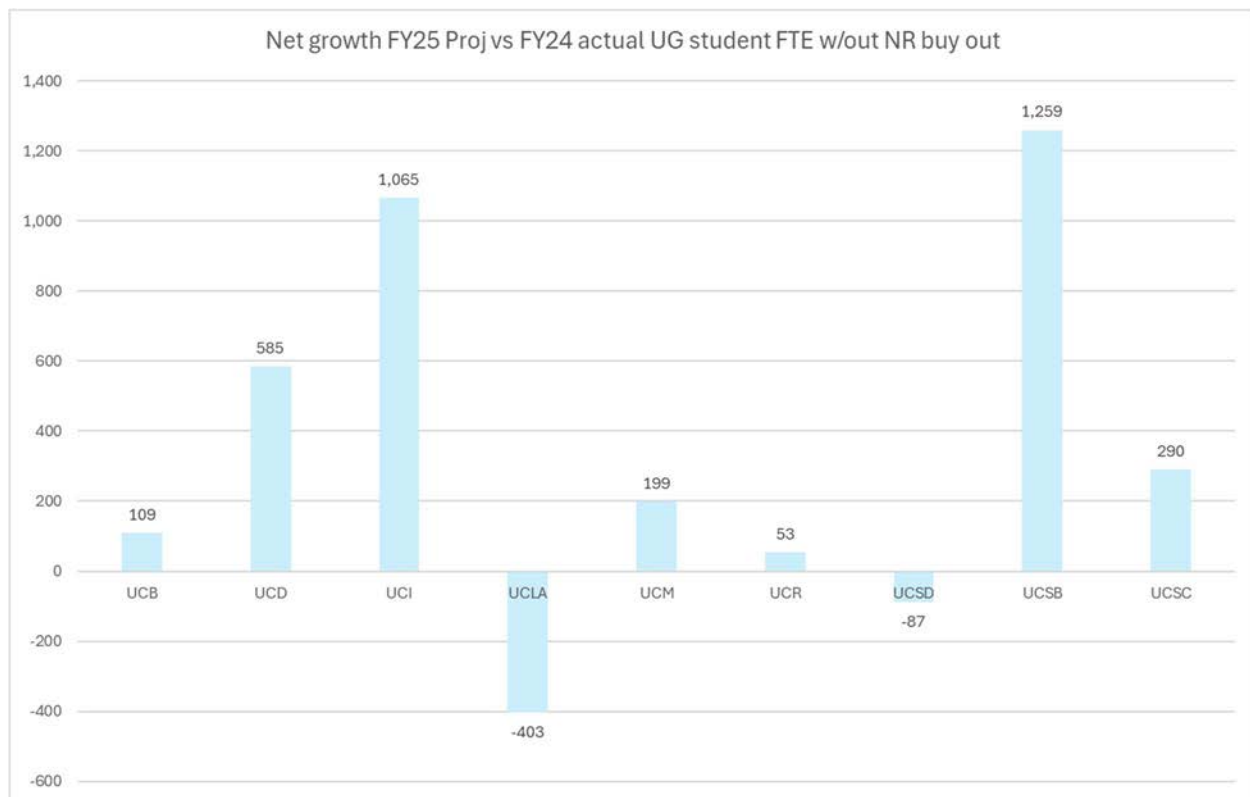
UCOP allocates state funding based on total California resident student FTE, not on headcount. One student FTE equals 45 credit hours per year. Growth in FTE can be achieved in three ways:

1) Enroll more students (increase headcount)
2) Increase average student credit load
3) Increase retention rates.

Increasing retention rates (#3) is already included in UCR 2030 as part of the initiative to improve graduate rates in Strategic Goal II. In 2022, we embarked on an effort to increase average student credit load (#2), because that number had dropped significantly during the pandemic. We were able to raise our average from a low of 14.0 back up to the pre-pandemic average of 14.5. This increase is equivalent to 760 FTE based on the exact same number of headcounts, but UCR still has the second lowest credit load of the nine undergraduate campuses. Raising our average to the maximum of 15.0 will help to increase our fundable FTE numbers.

Undergraduate average units attempted by term and campus

	2021-22			2022-23			2023-24		
Campus	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Berkeley	14.5		14.5	14.5		14.6	14.6		14.6
Davis	14.1	14.5	14.4	14.3	14.7	14.5	14.4	14.9	14.7
Irvine	14.6	14.8	14.5	14.5	15.0	14.8	14.5	15.0	14.9
Los Angeles	14.7	14.8	14.7	14.7	14.9	14.7	14.7	15.0	14.8
Merced	15.1		15.0	14.8		14.8	14.9		14.9
Riverside	14.0	14.1	13.9	14.0	14.4	14.2	14.4	14.6	14.5
San Diego	14.7	15.2	15.0	14.7	15.1	15.1	14.8	15.3	15.1
Santa Barbara	13.7	14.0	13.8	13.8	14.1	14.0	14.2	14.4	14.2
Santa Cruz	15.1	14.9	15.0	15.0	15.2	15.1	15.3	15.4	15.4
UC Total	**14.4**	**14.7**	**14.5**	**14.5**	**14.8**	**14.7**	**14.6**	**14.9**	**14.8**

An increase in average student credit load will only affect our portion of the state allocation; it does not bring in more tuition. To grow tuition revenue, we must grow headcount. Unfortunately, our CA UG headcount today is less than it was in Fall 2020 even though we have added instructional faculty and teaching space. This stagnation negatively impacts our tuition revenue in addition to our state allocation.

Student Type	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Undergraduate	18,608	19,799	20,069	20,581	22,055	22,687	22,866	22,903	22,646	22,599

Personnel Type	2020	2021	2022	2023	2024
Academic Personnel	1,817	1,811	1,781	1,791	1,851
Instructional Faculty - Acting and Ladder Ranks+Professors of Teaching	869	844	839	848	887

Neither the state nor UCOP will fund aspirational growth; that is, we will not receive funds to hire faculty and staff before we demonstrate our ability to enroll more students. We are funded on our actual enrollment, so when we have the students on campus, then we receive the funds (both the state support and tuition income).

Growing our revenue by growing our enrollment will enable us to continue to bring in more faculty and staff to support our academic research mission as an AAU member institution. Therefore, we propose to concretize this commitment to enrollment growth with an explicit strategic plan initiative (see attached).

The strategic plan memorializes our priorities and guides our efforts to pursue the campus mission. It defines what success looks like and how we evaluate progress. When we finalized the plan in May 2023, our enrollment was still slightly above where it was in 2020 and we were hopeful that we would continue to grow, with the pandemic behind us. Unfortunately, this growth did not materialize; on the contrary, our total enrollment actually declined.

Now, we are facing additional unanticipated financial challenges: in May 2023, we knew that the public had an increasingly negative opinion of higher education, but we could not foresee the reification of this view into an existential threat from the federal government. We will not give up nor will we give in, but we must plan for the very real, very negative financial impacts of multiple federal initiatives.

In order to persist in our [mission](#), we must figure out how to grow the revenue sources over which we have some control: tuition and the enrollment-based state allocation. This funding is foundational to all our activities and enables us to educate students at the bachelor's, master's, and doctoral levels and to engage in the groundbreaking research and innovative creative activities for which we are internationally known. Adding CA UG growth to the strategic plan formalizes it as a high priority and focuses attention and effort on achieving our targets.

July 7, 2025

To: Elizabeth Watkins, Provost & Executive Vice Provos

Emily Engelschall, Associate Vice Chancellor for Enrollment Services

From: Ken Barish, Chair, Academic Senate

RE: Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates

Dear Liz and Emily,

I am writing with Senate feedback on the subject proposal to add the initiative to increase enrollment of California resident undergraduates to *UCR 2030*. On June 9, 2025, the Academic Senate Executive Council discussed the proposal and feedback from Senate committees. The Council recognized and supports the key motivating factors, including fulfilling our mission, financial stability, and maintaining AAU status. Similar to the feedback relayed in the committee comment memos, the Council concluded that the initiative lacks detailed plans for resource expansion, clear recruitment strategies, and an assessment of the current financial model's ability to support such an enrollment without jeopardizing UCR's quality of education, research mission, or student experience.

Relatedly, it may be beneficial for the admissions unit at UCR and departments to collaborate more directly and regularly to better market departmental offerings as a part of enrollment activities. Council also discussed that increased enrollment would increase pressure to offer more hybrid and/or online instruction, which is being pushed by the Regents. Even if that is an option for some classes, a member shared that teaching space will need to be upgraded to have or built with "hi-tech" capabilities to support various modalities of instruction.

Please see the attached comments from responding committees for additional and detailed feedback.

Cc: Senate Director Cortez

Attachments

May 19, 2025

To: Ken Barish, Chair
        Riverside Division of the Academic Senate

From: Elodie Goodman
        Chair, School of Business Executive Committee

Re: Proposed Initiative for UCR 2030: Increase the enrollment of California resident
        undergraduates

The School of Business Executive Committee is concerned that the proposed initiative does not describe how an increase in resources will help support the proposed increase in student enrollment. More specifically, the proposed increase in student enrollment may disproportionally burden the departments offering the most popular majors. According to admission data from 2024-25 https://ir.ucr.edu/stats/admission/undergraduate the 10 most popular majors represent 48.5% of admitted students. Given the current financial model for compensating units and considering past enrollment patterns, we are concerned that the departments taking on most of the growth in student population will be financially disadvantaged. We think it is important that the proposal detail how the units most impacted by the growth in student population will be supported so that they can continue offering a high-quality education to a growing number of students.

COMMITTEE ON EDUCATIONAL POLICY

May 20, 2025

To: Ken Barish, Chair
Riverside Division

From: Stephen Kane, Vice Chair
Committee on Educational Policy

Re: Proposed Addition to UCR 2030 Strategic Plan

The Committee on Educational Policy (CEP) reviewed the proposed revisions to the UCR 2030 Strategic Plan at their May 9, 2025 meeting. The Committee made the following observations in response to the proposed additions:
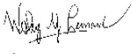
- Any effort to create credit hour and student growth should be tied to growth of hard resources such as classrooms and facilities and soft resources including faculty and staff;
- The growth of student enrollment cannot come at the expense of graduate programs, graduate instruction, the research mission, and UC quality for education;
- There is no description of how UCR will recruit students and recommends that the plan be updated to note how recruitment plans reflect the current climate and effect on financial aid.

The Committee recommends that the "action items" be updated to address the Committee's observations.

May 21, 2025

TO: Ken Barish, Chair
Riverside Division of the Academic Senate

FROM: Wesley Leonard, Chair
CHASS Executive Committee

RE: Consultation: Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates

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The CHASS Executive Committee (EC) reviewed the Consultation: Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates. We note and understand the current budgetary and higher ed crises we are facing as a university and nation-wide means that an increase in enrollment of California resident undergraduates in UCR's strategic plan is necessary for the university to continue operations. Nevertheless, CHASS EC has a number of concerns and questions that we detail below:

1. The projected increase in enrollment does not come with a parallel increase in the number of staff and faculty to support students' needs, increasing everyone's workload and potentially missing crucial support mechanisms. For example, the logistics involved in teaching a class are not adequately engaged (e.g., in addition to teaching content during class hours, there is a subsequent increase in problem-solving student concerns, answering emails, more grading, etc.). This is particularly a concern given that UCR administration has indicated a plan to significantly reduce the number of TAships and transform how we think of discussion sections (e.g., increased reliance on AI). Student engagement–a cornerstone of quality education–demands a flexibility and attention to detail that tools such as AI cannot replace. Increased enrollment without TA support means, for example, an enormous increase in faculty labor for grading assignments, thereby also often limiting the types of assignments that faculty can give to students.

2. The proposed increase in number of students does not take into account students' preparation, expectations, and readiness for a UC education–all points of particular

concern given recent trends toward students entering UCR with less preparation than in the past, along with a system of assessing instructors that can work against those who maintain high standards. Meanwhile, it is nigh impossible to maintain similar expectations of students with a direct increase in number and a decrease in potential preparation for college without any increased support for the faculty teaching these courses. There will also be an increased workload for support staff, particularly academic advisors, student support services, Counseling and Psychological Services, and other departments.

3. There is a concern about the availability of classroom space (and associated technology needs) to accommodate large increases in student enrollment. So too there is a concern about an overcrowded campus, with students already experiencing significant challenges with parking, as just one example.

Summarized above are our key specific concerns. Guiding all of them is a broader observation that the proposed changes to the strategic plan do not adequately address the logic of the funding mechanism and how it appears to be based on a system of increasing numbers in order to increase revenue, while not engaging how the increased numbers incur increased costs. Similarly lacking is a clear rationale for where the new students are expected to come from, especially given that peer institutions are also trying to increase their enrollments.

COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

May 20, 2025

To: Kenneth Barish, Chair
            Riverside Division Academic Senate

From: Gareth Funning, Chair
            Committee on Diversity, Equity, & Inclusion

Re: **Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduate students**

Re: Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduate students

The Committee on Diversity, Equity, and Inclusion (CODEI) has reviewed the above proposal and notes concerns regarding campus resources, student retention and implementation support for this proposal.

While the Committee recognizes the financial imperatives that motivate the proposed initiative, in our opinion it lacks important details. It does not include a comprehensive plan for addressing the possible reasons that UC Riverside has lost out on admitted students to other UC campuses in the past and does not acknowledge the demographic changes that are impacting and will further impact in the future UC Riverside's effectiveness in student recruitment. Increasing enrollment under these circumstances would require an increase in admissions for students who may be less well prepared, academically or financially, for matriculation into a UC, potentially burdening already strained campus resources and jeopardizing student retention and success rates. Were such an initiative implemented, success of those students would likely require the provision of additional campus support and resources. Detailed plans addressing the need for expansion of instructional and student support facilities, increases in staffing (particularly of academic advisors) and faculty, the challenges in expanding offerings of key foundational classes given limitations in classroom availability, and an evidence-based prospective retention plan would be necessary to appropriately consider such an enrollment initiative in the Riverside division.

Additionally, the Committee notes that any such enrollment expansion would require the involvement in advance planning and buy-in from faculty, departments and programs for these changes at an early stage, rather than this being an initiative dictated at the campus or college level. Administrative implementation support would be required to support faculty in any curricular changes, as well as in the additional messaging, marketing and fundraising necessary to successfully implement this proposed initiative.

UC RIVERSIDE

Academic Senate

COMMITTEE ON FACULTY WELFARE

May 21, 2025

To: Kenneth Barish, Chair
             Riverside Division Academic Senate

From: Salman Asif, Chair
             Committee on Faculty Welfare

Re: **[Campus Review] Consultation:** *Proposed Initiative for UCR 2030:*
             Increase the enrollment of California resident undergraduates

The Committee on Faculty Welfare (CFW) reviewed the *Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates*. CFW has the following comments:

- While the goal of increasing the enrollment is appreciated, the document is missing how the growth will be achieved.

- The growth plan from 2024 to 2025 assumes almost 10% growth (almost 21,000 to 23,000) whereas the last two years saw ~1% growth. What are the bases for these projections and a concrete plan to ensure the growth success?

- What are the actual numbers for some of the previous years?

- What is the historical data for the growth plan (before 2022) and how did we perform against those projections so far?

- How can we increase enrollment without support staff, faculty, classrooms, facilities, especially during a time when the UC system is on a hiring freeze? While some faculty may retire in the upcoming years, no new faculty will be hired. This could result in UCR not being able to support the larger number of students. How is UCR making sure that academic rigor won't erode because of the larger classes and less faculty-student interaction?

- What are the needs for undergraduates and whether UCR is catering to them or aware of them?

- How can we get undergraduates interested in UCR?
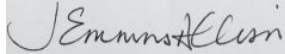
- There should be an explicit acknowledgement in the strategic plan of the continued impact of the COVID pandemic, which quite clearly has affected many aspects of UCR and incoming students. For example, a significant number of students took gap years or deferred their enrollments.

- Increasing student enrollment should be carefully balanced with academic qualifications and timely graduation. What measures are being taken to ensure that the academic qualifications of new students will still be at the level of an R1 university?

PLANNING AND BUDGET

May 21, 2025

To: Kenneth Barish, Chair
        Riverside Division

From: Juliann Allison, Chair
        Committee on Planning and Budget

RE: [Campus Review] Consultation: *Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates*

The Committee on Planning and Budget (CPB) reviewed the *Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates*. While CPB understands the imperative to increase enrollment and is generally supportive of the Provost's proposal, members have the following concerns and comments:

- There is concern that the campus, especially CHASS and CNAS, which will bear the brunt of providing required "service" courses, may not have the personnel and other necessary resources to accommodate the proposed growth.

- The proposal could be strengthened by documenting evidence that space (housing as well as classrooms and labs), facilities, teaching staff, and student support services are and will continue to be sufficient to accommodate the anticipated additional number of students. Make (1) the costs of adding students, relative to any additional expected funding and (2) anticipated instructional modalities, given the expectation that resources for faculty hiring and TAs will be reduced, explicit in the proposal.

- There is concern that the current budget model can make the inter-college/school collaboration required for a liberal arts education particularly challenging. Successfully increasing enrollment provides an opportunity to evaluate the strengths and weaknesses of the current budget model in light of any structural changes that may be necessary to enhance campus-wide cooperation to ensure student success, and UCR as a whole.

- There is concern that the focus on enrollment may compromise investment in alternative and additional sources of revenue, including contracts and grants, philanthropy, etc. insofar as they exist or may do so in the future.

COMMITTEE ON PREPARATORY EDUCATION

May 8, 2025

To: Kenneth Barish, Chair
        Riverside Division

From: Jianzhong Wu, Chair
        Committee on Preparatory Education

Re: **[Campus Review] Consultation: Proposed Initiative for UCR 2030: Increase the
        enrollment of California resident undergraduates**

The Committee on Preparatory Education (CPE) met on May 5, 2025, to discuss the UCR 2030
initiative aimed at increasing California resident undergraduate enrollment. The CPE supports
this goal, provided it is implemented incrementally with adequate infrastructure support.
However, the committee emphasizes that this enrollment growth will significantly strain
preparatory education. Specifically, UCR will need to expand its offerings of Entry Level
Writing courses and hire more lecturers. The CPE also highlights the critical importance of
ensuring incoming students are prepared in mathematics. Furthermore, the committee
underscores the essential role of campus programs such as the Highlander Early Start Academy,
college/school learning communities, and the Academic Resource Center in supporting the rapid
growth of incoming students.

PHYSICAL RESOURCES PLANNING

May 20, 2025

To: Kenneth Barish, Chair, Academic Senate

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From: Brian Siana, Physical Resources Planning Committee Chair

Re: [Campus Review] (Consultation) Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates

The Physical Resources Planning Committee (PRP) reviewed the March 2025 *Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates* document detailing an enrollment goal to increase net revenue for the UC Riverside campus by increasing enrollment of California resident Undergraduates. The committee expresses concern with the absence of detail or direction regarding infrastructure and personnel resources eminently necessary to carry out this initiative. Hiring additional faculty and staff, and corresponding additions to classroom, laboratory, and office facilities would be an unavoidable aspect of increasing enrollment as current resources are already at or near operating capacity.

These concerns in the wake of Universitywide conversations on budget concerns, calendar changes, and competing enrollment across the system produces an unsustainable model of financial stability for the UC Riverside campus predicated on perpetual growth.

With these issues in mind, this initiative needs further development for appropriate implementation in light of existing resources and retention for current and future students of UCR

COMMITTEE ON UNDERGRADUATE ADMISSIONS

May 22, 2025

To: Kenneth Barish, Chair
        Riverside Division

From: Peter M. Sadler, Chair
        Committee on Undergraduate Admissions

Re: **[Campus Review] Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates.**

The Committee on Undergraduate Admissions (UAC) reviewed the Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates at our meeting held on May 16, 2025. The committee was supportive of the initiative but notes that there will be challenges with staffing and classroom space.

GRADUATE COUNCIL

May 16, 2025

To: Kenneth Barish, Chair
        Riverside Division

From: Viji Santhakumar, Chair
        Graduate Council

RE: [Campus Review] (Consultation) Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates

Graduate Council reviewed and discussed the Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates at their May 15, 2025 meeting. The Council understands the reasons for this proposed initiative but wonders how this will be accomplished. To be effective, the proposal will need to include plans for the infrastructure capacity (instructional space, faculty, IT infrastructure, etc.) to support this idea and a process to increase recruitment of students.

May 16, 2025

TO: Ken Barish, PhD, Chair, Academic Senate, UCR Division

FROM: Marcus Kaul, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

SUBJECT: [Campus Review] Consultation: *Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates*.

Dear Ken,

The Committee reviewed the *Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates*.

The Committee agrees that undergrad students are an important part of the budget. However, the committee expressed concerns about the existing infrastructure to be able to handle the increase in student population. The committee had major concerns regarding the shared classroom space in SOM Education building 2. Specifically, a lack of information about how SOM's teaching schedule will be affected.

Yours sincerely,

Marcus Kaul, Ph.D.
Chair, Faculty Executive Committee School of Medicine

Committee on Information Technology

May 15, 2025

To: Kenneth Barish, Chair
        Riverside Division

From: Ilya Brookwell, Chair
        Committee on Information Technology

Re: Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates

The committee discussed the proposed initiative and had no comments.

April 30th, 2025

TO: Kenneth N. Barish, Ph.D., Chair, Academic Senate, UCR Division

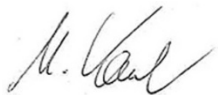FROM: Harry Tom, Ph.D., Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: [Campus Review] Consultation: Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduates

Prof. Barish,

The CNAS FEC has reviewed the proposed changes and has no objections or further comments.

Sincerely,

Harry Tom, Ph.D
Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

TO: Ken Barish, Chair Academic Senate
FROM: Liz Watkins, Provost and Executive Vice Chancellor
DATE: October 27, 2025
RE: Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates

Dear Ken,

Thank you for your memo of July 7, 2025, detailing the feedback from Senate committees on the proposed addition of an initiative to increase the enrollment of California resident undergraduates to UCR 2030. In this memo, I address the questions and concerns raised by the Executive Council and the 13 committees that returned feedback (two of which had no comments). For the sake of clarity, I have grouped the feedback into six categories, listed here in order of the frequency of comments from committees on the topic, which I take as a measure of importance to the faculty:

1. Resources: human and physical
2. Recruitment strategies
3. Finances: sufficiency and allocation of funds
4. Student preparedness and student success
5. Effect on other aspects of mission
6. Online instruction

[Please see Appendix 1 for the complete categorization of comments.]

1. Resources: human and physical

Committees expressed concerns about the implications of higher numbers of undergraduate students for:

- Faculty and instructors
- Staff, especially those that support students
- Classroom space
- Other facilities, such as labs, housing, parking
- Technology

Two specific concerns can be addressed straight away. First, although the system announced a hiring freeze in March, we have proceeded with hiring of faculty and staff at all levels and in all capacities based on the exceptional approval process. Our lean staffing levels have made continuous hiring imperative at our campus. Second, the SOM FEC can be reassured that the MD program will continue to have scheduling priority in the SOM EDII classrooms, per the existing MOU.

We modestly increased the number of faculty (by 5.7%) and staff (by 9.6%) since the pandemic (2022-24), as undergraduate enrollment declined slightly (-1.3%). If we look at fall 2025 as compared to fall 2022, we see an overall increase in faculty of 9.9%, an increase in staff of 12.0%, and an increase in undergraduates of 5.3%. Notably, the number of academic advisers in the colleges and schools increased by 24%. So, we are more than keeping pace, although our ambition is to step up faculty and staff hiring once we have the permanent dollars to do so.

	2022	2023	2024	2025
Undergrads	22,903	22,646	22,599	24,112*
Senate faculty	839	848	887	922
Staff	2997	3176	3286	3358

*projected

While we have been able to handle the space crunch for staff, thanks to hybrid work schedules, reconfiguration of existing admin spaces, and the purchase of the Iowa Ave building, we still face challenges in classrooms, teaching labs, and faculty offices and research labs. The new education spaces in SOM EDII and the new School of Business building have helped, as will the opening of UTLF in fall 2026. UTLF will add 1700 new seats (1300 classroom and 400 lab/studio) in 32 new teaching spaces (21 classrooms/lecture halls, 10 labs, 1 dance studio). The next building being planned is for classroom, class laboratory, and research space in the proposed Computer and Data Science Instructional building.

Since 2019, UCR has increased the number of beds in on-campus housing by 68.5% (the number of beds available for fall 2025 is 10,379). Nonetheless, the increased size of the 2025 entering first year cohort has proved to be challenging. With some densification (making triples out of doubles) where possible and use of beds in the newly opened North District 2, we have been able to meet the first-year housing guarantee. Planning is about to begin for the next phase of housing development, North District 3. Housing is an auxiliary business (which means it is effectively self-supporting), so new construction can be debt-financed because there is a revenue source to pay back the loan (rents). The same is true for parking, and a new lot is planned for the North District area. Debt-financing classroom or research buildings (such as MRB, for example), on the other hand, adds to the annual expenditures of the core campus budget, which reduces the amount of money available to hire faculty and staff.

2. Recruitment strategies

Several committees expressed interest in understanding specific undergraduate recruitment strategies that are being implemented to support enrollment growth given that we are operating in a landscape transformed by changing demographics, heightened scrutiny on return on investment, and the lingering impacts of COVID-19 on student and family decision-making. Undergraduate Admissions has aligned its recruitment strategy with these realities to position the campus to reflect student needs, market dynamics, and the expectations of the communities we serve, while endeavoring to meet our enrollment goals. I asked Associate Vice Chancellor for Enrollment Services Emily Engelschall and Director of Admissions Veronica Zendajas to describe their strategies for recruiting potential applicants, getting accepted to students to enroll at UCR (what is known as "yield"), and addressing the very real concerns that families have about the colts of college. marketing our academic programs. Their comprehensive, nuanced, and data-driven response is appended as Appendix II.

3. <u>Finances: sufficiency and allocation of funds</u>

The Executive Council, Planning & Budget, and CHASS FEC all question our current budget model's ability to provide significant money to support the necessary investments in human and physical resources. Both academic and non-academic units will need increased revenues, and so we need to make sure that we are not starving one set of needs to feed another. One way we will do this is by continuing regular, planned examinations of the effectiveness of our budget model. This academic year, the Campus Finance Committee, in consultation with Planning & Budget, will evaluate the success of the tuition weighting initiative implemented in AY22-23. Tuition weights are an important factor in determining how much money flows to the schools and colleges to support teaching workload and major headcount.

The Business FEC and Planning & Budget raised concerns that are two sides of the same coin: will departments taking on more enrollment growth in majors bear the financial burden or will departments teaching services courses (to majors outside their college) bear the financial burden? Both sides of the instructional workload are factored into the way we allocate tuition out to the colleges/schools. Deans are keenly aware of the costs of funding instruction and the funds flow from tuition revenue to support those costs. This issue is regularly addressed at CFC; if we see that instruction is being disproportionately funded, we can and will make adjustments.

The more pressing issue we face is not <u>how</u> our financial plumbing system allocates money, but the <u>amount</u> of money flowing through it relative to our needs. It is relatively easier to change allocations than it is to increase net revenues. P&B asked, essentially, will enrollment growth pay for itself?

What our budget operating model shows is that if we hold enrollment constant (no growth) and hold our faculty and staff numbers constant (using FY25 as the base), we create an operating deficit that becomes almost $30M by FY28. If we grow enrollment, according to the model developed by Institutional Research and shared in the initial proposal, and hold our faculty and staff numbers constant (using FY25 as the base), we create an operating surplus that increases to $66M by FY28.

These figures do not include annual repayments to service the debt on capital projects (i.e., buildings). Our annual debt service over the next several years is about $65M. Most of that debt is for campus housing; $11M per year is for MRB. As you can see from the information above, the only scenario that avoids a structural deficit is with enrollment growth and flat faculty/staff numbers.

Of course, larger enrollment and constant faculty/staff numbers would mean that our student to faculty ratio and our student to staff ratio would increase. If we were to hire faculty and staff to maintain our FY25 ratios, then regardless of whether we grow enrollment or not, our operating model predicts structural deficits.

Two variables might allow us to continue with robust faculty and staff hiring. The first would be increases in other revenue sources (primarily nonresident tuition, master's tuition, and philanthropy). The second would be additional funding from the state. Enrollment growth puts us in a strong position to receive additional state support (via UCOP) if, in a budget surplus year, the state decides to invest in UC. This has happened in the past – the last time was in 2016. In order to be in line for those funds, we need to demonstrate increased enrollment both over time and relative to our sibling campuses.

4. <u>Student preparedness and student success</u>

The concern about student preparedness is shared across institutions of higher ed in the wake of the pandemic, and several committees implied that larger enrollment would mean going deeper into the applicant pool, yielding students with lower HS GPAs (a proxy for preparedness for college curricula). I want to acknowledge these very real concerns.

At the end of this document, in Appendix III, please see a report put together by the Office of Institutional Research on the HS GPAs of admitted students over the last five years. In most of the colleges/schools, the middle 50% weighted capped GPAs of admitted California residents have remained stable over the past five years, although we do see a slight downward trend in CHASS and Business. Keep in mind that even to maintain static enrollment, we need to admit a very large percentage of a very large applicant pool. Our low admissions yield trends do not enable us to be highly selective in all of our majors.

Given this reality, I share with the faculty the ambition for all of our students to be successful. The Division of Undergraduate Education, in collaboration with the colleges and schools' advising centers, is actively engaged in ensuring an adequate level of academic support services. The Division also works closely with Student Affairs, Health, Wellbeing, and Safety, and Enrollment Services to ensure that non-academic resources (financial aid, basic needs, mental health counseling, disability services, etc.) are sufficiently staffed.

Some examples of actions already being taken include revising the organization of academic advising within the schools and colleges; deploying a customer relationship management system designed specifically for universities to facilitate more holistic advising; expanding our Highlander Early Start Academy summer program for incoming students, with a special focus on those we are less likely to retain; strengthening partnerships between the campuswide Academic Resource Center and college-based learning communities; supporting faculty learning communities to redesign courses for more equitable, active, and inclusive learning; and redesigning first-year orientation to build community and foster greater student engagement. ITS is also building a data warehouse and analytics platform to make our student data more accessible and useful for course scheduling, seat planning, predicting future academic difficulties, and analyzing the effects of interventions.

This work is guided by our campus white paper on undergraduate retention, an evidence-based plan developed in Spring 2024.

5. <u>Effect on other aspects of mission</u>

    a. Effect of increased undergraduate enrollment on graduate education and research

Increasing undergraduate enrollment is not meant to come at the expense of graduate education or research; on the contrary, it is the revenue from undergraduate enrollment that enables us to invest in these other aspects of our mission. Running effective graduate programs and a productive research enterprise requires more than faculty and graduate student financial support. There are many essential central services (not only Graduate Division and RED, but also things like disability services, compliance, ombuds, CAPS, human resources) that are funded on the core budget, which comes primarily from undergraduate tuition and fees and the state allocation (based on CA undergraduate enrollment). It is true that educating more students likely requires more time and effort than educating fewer students, especially if we use the same pedagogy. So our recent discussions about exploring new educational models, originally motivated by the rising cost of graduate education, are relevant for managing undergraduate enrollment growth, too.

    b. Concern that focus on enrollment will detract from focus on other revenue sources

The initiative to increase enrollment is in alignment with parallel efforts to increase other sources of revenue. However, in the absence of our ability to rely on nonresident enrollment in the near-term for additional tuition revenue (because of competition from other institutions and the uncertainty about student visas), or on master's programs for additional tuition revenue (because of the paucity of existing programs at UCR and the length of time it will take to get new ones approved and running), or on indirect cost recovery from federal grants (because of the current federal administration), or on philanthropic donations for operational uses (because those gifts tend to have highly specific and highly restricted uses), and during an era of weak public support for investing in higher education, even in California, the more immediate way to bring in more money is to grow CA undergraduate enrollment.

    c. Involvement of departments, programs, and faculty in advance planning

Successful recruitment, enrollment, and retention of students cannot happen without the engagement of faculty. I encourage FECs and department chairs to work closely with their deans on college/school planning and Ed Policy and Grad Council to work with VPDUE and VPDGS, respectively, on planning for campus-wide student success initiatives. I think almost every Senate committee has an *ex officio* administrator who can serve as liaison between faculty and administration on collaborative planning. For those that do not, I encourage the appointment of someone to fill that role. I am always happy to attend Senate or department meetings whenever invited. The faculty members of the Academy of Distinguished Teachers have been excellent partners in planning for student success and implementing curricular innovation, and we will continue to rely on these colleagues as expert resources.

*

<u>Final thoughts</u>
The alternative scenario, in which we do not grow enrollment, is grim. Costs will rise faster than revenues, leading to budget cuts. Staffing will become even leaner, fewer faculty will be hired to replace those who separate, we will not be able to keep up with classroom and lab improvements or technology upgrades, and our academic mission – both in teaching and research – will be negatively impacted. In conclusion, enrollment growth provides the surest path to meeting our mission in these uncertain times.

APPENDIX 1

July 7, 2025, Senate Review of Proposed Initiative for UCR 2030: Increase the enrollment of California resident undergraduate students

COMMENTS BY CATEGORY

1. Resources: human and physical
    a. Detailed plans for resource expansion (EC)
    b. Resources: classrooms, facilities, staff, faculty (Ed Policy)
    c. Resources: staff, faculty, classrooms, technology, parking (CHASS FEC)
    d. Resources: staff, faculty, classrooms (CODEI)
    e. Resources: staff, faculty, classrooms, facilities, and impact of hiring freeze (CFW)
    f. Resources: teaching staff, student support staff, classrooms, labs, facilities, housing (P&B)
    g. Resources: infrastructure, personnel (Physical Resources)
    h. Resources: staffing, classrooms (Undergrad Admissions)
    i. Resources: classrooms, technology, faculty (GC)
    j. Specific concern about impact on SOM EDII (SOM FEC)

2. Recruitment strategies
    a. Clear recruitment strategies (EC)
    b. Admissions should better market departmental offerings (EC)
    c. How recruitment plans reflect current climate and effect on financial aid (Ed Policy)
    d. Recruitment: where will students come from (CHASS FEC)
    e. Recruitment: competition with other UC campuses and changing demographics (CODEI)
    f. Quantitative enrollment growth plan and historical actuals; continued impact of covid on enrollment (CFW)
    g. Recruitment: how to get prospective students to come to UCR (CFW)
    h. Recruitment strategy (GC)

3. Finances: sufficiency and allocation of funds
    a. Assessment of the current financial model's ability to support enrollment growth (EC)
    b. Concern that the departments taking on most of enrollment growth will bear the financial burden (BUSINESS FEC)
    c. Logic of funding mechanism (CHASS FEC)
    d. Concern that the departments teaching service courses will bear the financial burden (P&B)
    e. Will budget model result in sufficient allocation of funding (P&B)

4. Student preparedness and student success
    a. Concern about student preparedness (CHASS FEC)

b. Concern about student preparedness (CODEI)
c. Concerns about preparedness and resources for successful retention (CFW)
d. Need increased space for more students in writing, math, HESA, learning communities, ARC (Prep Ed)
e. Need for evidence-based retention plan (CODEI)

5. <u>Effect on other aspects of mission</u>
    a. How will increased UG enrollment affect graduate education and research (Ed Policy)
    b. Concern that focus on enrollment will detract from focus on other revenue sources (P&B)
    c. Critical to involve departments, programs, and faculty in advance planning (CODEI)

6. <u>Online instruction</u>
    a. Concern about pressure to increase hybrid/online instruction; infrastructure support of hybrid/online instruction (EC)

Appendix II
RECRUITMENT STRATEGIES
Associate Vice Chancellor for Enrollment Services Emily Engelschall
Director of Admissions Veronica Zendajas

Recruitment/Application Generation Strategy

Statewide Presence: UC Riverside maintains a strong statewide presence by assigning each of California's 58 counties a dedicated Admissions Representative who manages the full prospective student journey from recruitment and application review to yield and enrollment. This model ensures every student, family, counselor, and community partner has a consistent, knowledgeable point of contact from first inquiry through enrollment. By maintaining that relationship throughout the process, UCR builds trust, strengthens connections, and delivers a highly personalized, seamless experience.

Representatives develop deep expertise in the unique characteristics of their territory. They track demographic shifts, identify emerging high school and community college programs, and stay engaged with initiatives such as AVID, MESA, PUENTE, and EAOP. In doing so, they become trusted extensions of school and college advising networks, providing guidance on UC requirements, financial aid, and success resources at UCR.

This county-by-county approach ensures equitable access across both high-yield metropolitan regions and historically underserved rural communities. It enables intentional, data-driven deployment of resources, with frequent touchpoints at top feeder schools, targeted interventions in growth markets, and tailored programming for underrepresented populations. The result is a comprehensive, relationship-centered presence that underscores UCR's commitment to access, equity, and student success statewide.

Inland Empire Relationship Building: UCR is strengthening its presence in our local service regions (San Bernardino County, Riverside County, and the Coachella Valley) by ensuring year-round visibility and access. Undergraduate Admissions representatives assigned to these areas are building stronger connections with district leadership, school staff, and community partners to expand outreach and support for local students.

- **San Bernardino County**: UCR is collaborating with the County Superintendent of Schools to align with district college-going initiatives and lead large-scale outreach events. Efforts include participating in regional counselor convenings, hosting targeted application workshops, exploring districtwide communications to highlight UCR, and planning tailored campus visit days for San Bernardino students.

- **Riverside County**: In partnership with the Riverside County Office of Education, UCR is co-hosting college and career fairs, offering joint counselor training sessions, and targeting both urban and rural schools for expanded in-person visits. Deeper engagement with AVID and PUENTE programs is also driving stronger application

outcomes.

- **Coachella Valley**: UCR is establishing new relationships with districts that have not historically sent large numbers of students. Early efforts include virtual presentations, counselor briefings, partnerships with community-based organizations serving first-generation and low-income students, and plans to expand access to UCR college nights and campus visits with targeted transportation support.

As we enter the Fall 2026 recruitment cycle, Undergraduate Admissions will expand this work through more frequent in-person visits, co-developed regional events with district leaders, and closer alignment of outreach calendars with local college readiness initiatives to maximize impact.

Feeder School Optimization: Undergraduate Admissions has expanded year-round engagement with local and statewide feeder schools that are critical to sustaining UCR's enrollment pipeline and strengthening community relationships.

We have broadened counselor outreach to ensure a strong UCR presence at college fairs, senior nights, application workshops, and classroom presentations. Each feeder school now receives a tailored communication plan reflecting its enrollment size, demographics, program offerings, and historical yield, ensuring interactions are relevant and responsive.

For schools with strong growth potential but lower yield, we are deploying targeted strategies such as increased counselor visits, small-group presentations, and personalized invitations to campus events like Highlander Day and academic immersion programs timed to support key decision-making moments.

We have also deepened collaboration with AVID programs, recognizing the strong preparation and high yield these students bring, including active participation in AVID senior celebrations. While these initiatives are still developing, early outcomes show rising student interest and stronger counselor partnerships. In the next admissions cycle, we will expand faculty participation in feeder school outreach and provide customized data reports to partner schools, offering insights into their students' engagement and success at UCR.

UC System Collaboration: UC Riverside actively participates in UC-wide outreach programs, leveraging system resources to strengthen the collective brand while highlighting UCR's distinctive strengths. Through cornerstone initiatives such as MESA, EAOP, and PUENTE, we extend our reach into historically underserved communities, raise awareness of UC opportunities, and connect students directly to UCR's academic offerings, support services, and campus culture.

Collaboration with other campuses is intentional and strategic. We coordinate travel schedules to avoid duplication, particularly in rural and underserved regions, ensuring visits are well-timed, maximize counselor and student participation, and balance a unified UC presence with opportunities to showcase UCR's unique story.

Joint programs such as UC Nights and counselor conferences provide UCR with valuable exposure beyond California. By appearing alongside highly selective UC campuses, we benefit from the system's recognition and credibility, gaining visibility with audiences who might not otherwise encounter UCR. These events create opportunities to spark new interest, highlight our distinct strengths, and position UCR as an equally compelling UC choice.

Systemwide collaboration also expands our reach and efficiency. By sharing leads, participating in co-branded outreach, and leveraging the UC presence at national fairs, we extend our impact without bearing the full financial and logistical costs of solo travel. This allows us to redirect resources toward high-touch, UCR-specific activities that drive applications and enrollment.

Looking ahead, we are exploring deeper partnerships with UC peers, including joint virtual programming, shared recruitment data, and co-hosted counselor professional development. These efforts broaden our audience, create efficiencies, and deliver a more consistent student experience across the UC system while reinforcing UCR's distinct identity within the UC family.

Virtual Engagement: Virtual outreach extends UCR's reach to students unable to attend in person. Running September through November, programming is tailored for both first-year and transfer students, with dedicated sessions for out-of-state audiences. Formats include live interactive sessions, prerecorded presentations with Q&A, and "Ask Me Anything" forums with Admissions staff.

- *First-Year Programs*: "Making the Most of College Fairs," "First-Year Application 101," "Discover UCR," and "Ask Me Anything." Out-of-state sessions include "UCR & The Merit Scholarship," "Discover UCR – Out-of-State," and "California Living," offered in multiple time zones.

- *Transfer Programs*: "Find Your Fit: Majors, Minors & Careers," "Transfer Admission Guarantee (TAG)," "Navigating the UC Application," "Selective Majors for Transfers," and interactive Q&As.

- *Signature Event*: "Virtual Discover UCR" in mid-November—a week of immersive online sessions highlighting academics, student success services, and campus culture.

Digital Infrastructure: Recent updates to the admissions website improve navigation and accessibility, recognizing that most applicants first interact with UCR online. A 24/7 chatbot supports continuous engagement, answers FAQs, captures leads, and tracks user interactions. Combined with analytics on attendance, chat activity, and web engagement, this technology ensures virtual programming is responsive and continuously refined.

Impact: By aligning in-person and virtual strategies, and supporting both with technology and data insights, UCR maximizes reach, builds meaningful connections with diverse audiences, and converts student interest into enrollment.

Data-Driven Insights: UCR employs a comprehensive, data-driven approach to recruitment and yield management to ensure efforts are targeted and effective. Each year, Undergraduate Admissions conducts segmented analyses of the applicant pool to identify trends in academic preparation, geography, intended majors, and engagement. These insights reveal which regions, schools, and student profiles are most responsive to UCR and where strategic growth opportunities exist.

Predictive Modeling: Historical data on applications, admit rates, yield, and prior engagement inform predictive models that highlight high-conversion prospects for personalized follow-up. Models are refreshed annually to reflect shifts in the applicant pool and integrate new variables such as high school performance, financial aid interest, and responsiveness to past communications.

Tailored Segmentation: Communications are segmented for distinct student types—STEM-focused, honors, out-of-state, and transfer—and strategically timed to align with key decision points from early interest through summer melt. CRM-based early intervention triggers flag students at risk of not enrolling due to low portal activity, incomplete aid files, or missed yield events, prompting timely outreach from counselors, ambassadors, or faculty.

Competitive Intelligence: Each cycle, UCR analyzes students who decline admission, mapping their enrollment choices within California and nationwide. This intelligence identifies competitor strengths and informs adjustments to positioning, program promotion, and financial aid messaging in the next cycle.

Channel Performance: Recruitment channels—including school visits, virtual programming, alumni outreach, and UC systemwide collaborations—are continuously evaluated. Attendance rates, portal activity, digital ad performance, and MyUCR engagement are tracked to ensure resources flow to the most effective tactics.

Real-Time Analytics: An enhanced recruitment dashboard now integrates real-time analytics to monitor application flow, yield trends, competitor losses, and event ROI across the cycle. This enables faster data-driven adjustments, optimizes staff deployment, and strengthens conversion from first contact to enrollment.

Academic Program Marketing
UC Riverside's admissions team partners closely with each academic college and school to deliver consistent, compelling, and program-specific information throughout the recruitment cycle. This collaboration begins well before application and extends through yield to reinforce the distinct strengths of each program.

Program-Specific Marketing: Together, Admissions and academic units co-develop marketing collateral and talking points that highlight distinctive offerings—such as sustainability initiatives, research opportunities, experiential learning, and community engagement pathways. Materials are student-focused, linking academic experiences to clear career outcomes and graduate pathways.

Storytelling & Communications: Colleges and schools contribute student, faculty, and alumni success stories for use in newsletters, social media, and events, helping prospective students envision themselves at UCR and see program impact. They also send targeted applicant newsletters featuring program updates, faculty spotlights, internship opportunities, and event reminders—timed to align with key decision milestones.

Recruitment Events & Outreach: Academic units play a central role in major recruitment events such as Discover Day, alongside partners like the University Honors Program, Highlander Family Network, and Alumni Association. These coordinated efforts create immersive experiences that showcase academic rigor, student life, and career support. Colleges and schools also join admissions staff at high school college nights and community events, bringing ambassadors and program materials directly to students and families.

Impact: This ongoing partnership ensures UCR's academic strengths are front and center across all recruitment channels, helping prospective students connect programs with their goals while reinforcing the value and distinctiveness of a UC Riverside education.

Reflecting the Current Climate around Higher Education Cost
Affordability as a Core Message: With college costs rising nationally, affordability has become one of the dominant themes in higher education recruitment. Institutions are reframing the conversation to focus not just on price but on long-term value and return on investment. UC Riverside is aligning with this trend while maintaining a data-driven commitment to transparency in both cost and outcomes.

California Context: For California students, affordability is anchored in systemwide programs such as the UC Blue and Gold Opportunity Plan and the Middle Class Scholarship, which significantly reduce tuition for eligible families. These programs are central to UCR's value proposition, ensuring broad access to a UC education without prohibitive debt. Messaging also highlights the benefits of proximity, access to state resources, and strong pipelines into California's workforce.

National Context: As UCR expands its national recruitment, affordability messaging shifts. For out-of-state families—often with different cost perceptions—the emphasis moves from tuition reduction to overall return on investment. This includes competitive merit scholarships, strong graduate earning potential, a nationally connected alumni network, and robust career development through research, internships, and global programs.

Tailored Messaging: Our approach is regionally responsive. In markets dominated by expensive private institutions, UCR is positioned as a competitively priced alternative offering the prestige

and research opportunities of a top public university. In areas with strong public flagships, we emphasize the UC brand's global reputation, California's innovation economy, and UCR's distinctive programs and campus culture.

Integrated Financial Aid Communication: Financial aid messaging is embedded throughout the recruitment cycle—from counselor presentations to admitted-student communications. Specialized webinars and workshops, including sessions for out-of-state families, provide cost breakdowns, peer comparisons, and debt outcome data to help families make informed choices.

Impact: By aligning affordability messaging with local and national contexts, UCR demonstrates that affordability is more than a number—it is a credible, compelling part of our story. For California residents, the focus is on need-based aid and cost reduction; for out-of-state audiences, on long-term value and outcomes. This nuanced approach ensures UCR meets students and families where they are.

Yield Initiatives Strategic Overview/ Getting Students to Choose UCR

Yield Initiatives (Admit Decision to SIR): UC Riverside's yield strategy centers on creating multiple, personalized touchpoints that connect admitted students and families to the campus in authentic ways. Efforts begin immediately after admission offers and continue through summer to ensure students feel supported, informed, and excited about enrolling.

Admitted Student Events: On-campus programming is anchored by *Highlander Day*, where admits and families experience UCR through tours, resource fairs, academic presentations, student panels, and direct interaction with faculty, staff, and peers. To reach those unable to travel, *Highlander Day on the Road* brings regional receptions to key feeder and high-yield markets, while virtual Q&As and departmental sessions ensure access for all admits.

Specialized Visits: Collaborations with academic colleges have expanded admitted student tours, highlighting program-specific facilities, faculty engagement, and career pathways. These tailored visits allow students to connect more deeply with their intended field of study.

MyUCR Portal: The enhanced *MyUCR* portal provides a centralized hub for admitted students to track enrollment steps, review financial aid, apply for housing, and register for orientation. Personalized communications and event updates make the portal both a resource and a community-building tool.

Personalized Outreach: One-on-one engagement remains critical. Current students lead peer-to-peer calling campaigns, sharing personal stories and answering questions, while admissions counselors provide individualized follow-up. Moderated Discord spaces allow admits to connect with each other and with current UCR students before arriving on campus.

Parent & Family Engagement: Recognizing their influence on enrollment decisions, the Highlander Family Network provides families with newsletters, webinars, and guides covering

financial aid, enrollment, and student life. Alumni networks also reinforce UCR's long-term value by engaging at regional events and sharing their success stories.

Summer Melt Strategies (SIR to Matriculation): The period between acceptance of offer and the first day of class is one of the most critical in a student's enrollment journey often referred to as "summer melt". To prevent summer melt, UCR maintains consistent, clear communication that guides students step by step through the process.

Our *Next Steps Countdown Campaign* delivers weekly emails and texts, each focused on a single enrollment action such as submitting a housing deposit, registering for orientation, completing immunization requirements, or finalizing financial aid. This approach breaks down a complex process into manageable tasks, reducing missed deadlines and incomplete steps.

Current UCR students extend this support through ongoing caller outreach, offering last-minute guidance, reassurance, and personal stories about campus life. These peer-to-peer connections help admitted students feel welcomed and confident in their decision to enroll.
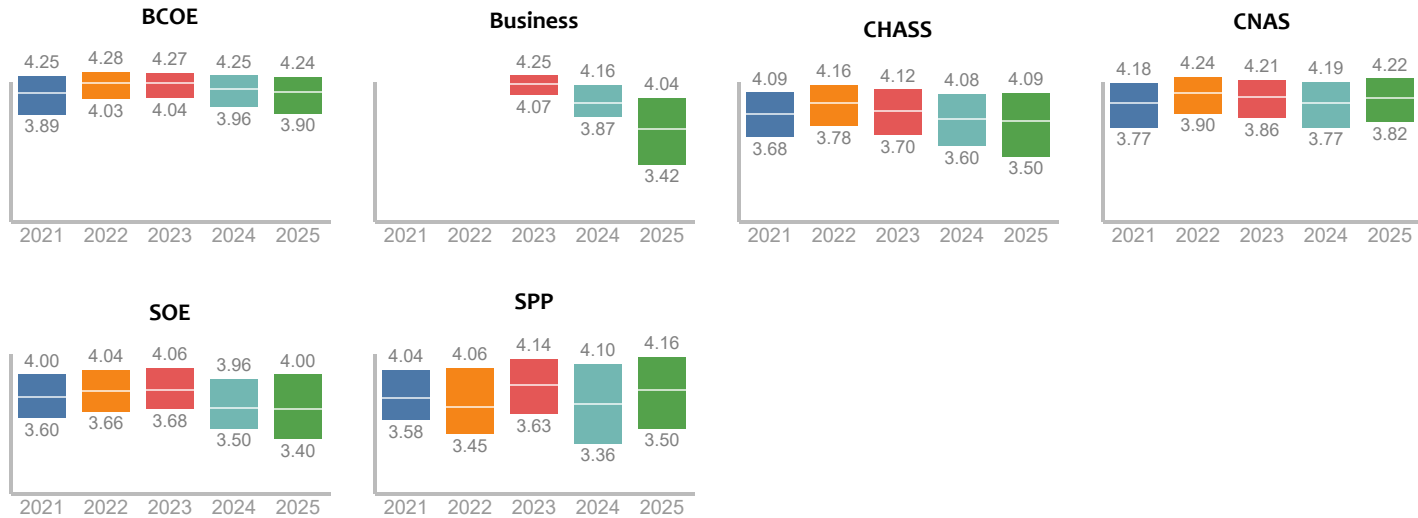
Parents and families are also engaged as active partners through reminders, tip sheets, and resource links, they receive the tools to keep their students on track.

Together with regional and on-campus events, specialized tours, personalized outreach, and the enhanced *MyUCR* portal, these efforts create a seamless transition from admission to arrival, ensuring students and families feel informed, supported, and connected as they begin their UCR experience.

Academic Engagement: Academic colleges and schools also play a direct role in melt prevention by connecting students with faculty, advisors, and current students. Program-specific newsletters, virtual meet-and-greets, and invitations to research and career panels give students an early sense of belonging in their chosen field. These touchpoints help students envision their academic journey at UCR and reinforce their decision to enroll.

Middle 50% High School GPA Admitted by College

BCOE

2021	2022	2023	2024	2025
4.25	4.28	4.27	4.25	4.24
3.89	4.03	4.04	3.96	3.90

Business

2021	2022	2023	2024	2025
		4.25	4.16	4.04
		4.07	3.87	3.42

CHASS

2021	2022	2023	2024	2025
4.09	4.16	4.12	4.08	4.09
3.68	3.78	3.70	3.60	3.50

CNAS

2021	2022	2023	2024	2025
4.18	4.24	4.21	4.19	4.22
3.77	3.90	3.86	3.77	3.82

SOE

2021	2022	2023	2024	2025
4.00	4.04	4.06	3.96	4.00
3.60	3.66	3.68	3.50	3.40

SPP

| 2021	2022	2023	2024	2025
4.04	4.06	4.14	4.10	4.16
3.58	3.45	3.63	3.36	3.50

Distributions show the final verified **weighted capped high school GPA** by major for **admitted California resident applicants** as of the end of the admission cycle. Values are shown when at least 5 students were admitted for the fall term.

Fall 2025 values are preliminary estimates.

Prepared by UCR Institutional Research

Chart key

Each chart illustrates the middle 50% of entering students by high school GPA as follows:

75TH PERCENTILE
3.85
50TH PERCENTILE
(MEDIAN)
3.34
25TH PERCENTILE
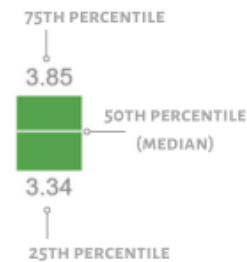
COMMITTEE ON EDUCATIONAL POLICY

December 16, 2025

To: Ken Barish, Chair
            Riverside Division

From: Annie Ditta, Chair
            Committee on Educational Policy

**Re: Response to Senate Committee Feedback to the Proposed Initiative for UCR
            2030: Increase the Enrollment of California Resident Undergraduates**

The Committee on Educational Policy (CEP) reviewed the response to the Senate Committee feedback to the proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduate students at their December 5, 2025 meeting.

The Committee noted that there is value in the growth of undergraduate students, but there is no mention of the time period of which this growth needs to occur. The initiative implies that UCR will need to grow indefinitely, but that is not sustainable. Any growth in the student body needs to be managed so that it is tenable.

Additionally, the Committee observed that additional information regarding how students will be academically prepared to succeed and be supported while at UCR is necessary for evaluating the proposal. There is some attention paid to this issue, but the committee requests more specific ideas for providing students with the academic support that they need—particularly in math and writing courses.

Finally, the Committee appreciated the comments about physical classroom space, but still had major concerns about UCR's ability to keep pace with demand.

UC RIVERSIDE

December 5, 2025

TO: Ken Barish, Chair
             Riverside Division of the Academic Senate

FROM: Iván Aguirre, Interim Chair
             CHASS Executive Committee

RE: Consultation: Proposed initiative for UCR 2030: Increase the enrollment of
             California resident undergraduates - Response to Senate Feedback

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The CHASS Executive Committee reviewed the initiative and appreciated the response and the direct engagement with the previous feedback. The Committee also discussed some aspects of the initiative that, while well intentioned, sparked discussion amongst the faculty from various departments. While increasing undergraduate enrollment seems to be a good thing, the Committee expressed worry about how to maintain the overall quality of education at UCR, and specifically how departments would be supported to teach more students. Would this mean more funding for TAs? Lowering the cap to obtain a TA as classes become larger? Will there be any additional incentive or labor recognition, particularly for faculty who already teach large classes which would probably only increase?

The Committee also discussed how increasing student population would increase strain on all the services for students which are already strained (as mentioned in the report), from housing to health wellness, food, library, study areas, and more. The Committee recommends taking this decision into consideration and in coordination with student organizations and governance to measure the impact of this increase.

The Committee also discussed how this projection of increase would affect or include international students, as well as overall graduation rates. What measures will be taken to ensure timely graduation and the wellbeing of students during their whole time at UCR and not just during admission?

To recap, the Committee recognizes the labor and intention of the initiative, and the need to obtain funding for our campus, and at the same time we are concerned about over prioritizing

one strategy over others and not properly considering the longer-term effects of a larger student population without adequate infrastructure and support.

December 12th, 2025

TO: Kenneth N. Barish, Chair, Academic Senate, UCR Division

FROM: Harry Tom, Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: [Campus Review] Consultation: Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback

Prof. Barish,

The CNAS Faculty Executive Committee has reviewed the proposed initiative to increase California resident undergraduate student enrollment at their December 3rd meeting and had comments to provide to the Senate.

The committee does agree with point one of the document that there is a challenge of space when it comes to laboratory space availability as well as space being underutilized on campus.

The committee questions if there are enough students to fulfill all of the institutional growth needs as we move forward. There was also a question of if, to increase student numbers while not increasing the number of faculty to teach courses, there would be a way to create larger classrooms that can accommodate a larger number of students at once.

Sincerely,

Harry Tom, Ph.D
Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

UC RIVERSIDE   *Academic Senate*

COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

December 16, 2025

To: Kenneth Barish, Chair
               Riverside Division Academic Senate

From: Esra Kurum, Chair
               Committee on Diversity, Equity, & Inclusion

Re: **[Campus Review] (Consultation) Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback**

The Committee on Diversity, Equity, and Inclusion (CODEI) has reviewed the above response to Senate feedback for the proposed UCR 2030 initiative.

CODEI understands the current environment requires the UCR campus to seriously pursue increased enrollment as a means of maintaining the work done by the university, faculty, administration and staff. In this, the committee is committed to supporting collaboration between campus administration and senate faculty to accomplish this shared goal. In this, shared governance must be central to establish enrollment gains in ways that are equitable, and sustainable. Though the committee appreciates the additional data that has been provided in the response to Senate feedback, and the indication of future steps in the initiative, the proposed UCR 2030 remains in need of increased specificity in addressing issues that will arise within implementation.

Addressing issues related to the charge of the committee, there remains a troubling lack of attention to issues of equity and access for students and faculty in the proposed initiative and response. Overall increases in tuition cost systemwide, decreases in access to financial aid, and exorbitant cost of living in residence halls will certainly affect student's access to housing affecting the ways in which students are able to interact with the campus community. As more students are expected to be served with the same resources, access to physical space – labs, parking, teaching space, housing – will become increasingly difficult to manage while maintaining standards of quality. Hiring freezes, prioritized hiring, and incremental hiring practices for faculty and staff as compared to the models predicted for student enrollment will create an increased faculty workload that will disproportionally impact faculty of color, junior status, and who are women. This increased workload will stretch faculty and staff thin impacting the quality and access of mentorship and advising for students impacting retention rates and success upon graduation. Acknowledgement of

the effect of these things on the diverse groups that make up the campus community is essential for this plan to be comprehensive and most effective.

Generally, the committee continues to find the responses to Senate feedback for the proposed UCR 2030 to be a high-level proposal for the future of the campus that is not yet integrally oriented to the principles of shared governance, maintenance of the quality of education, retention of current students and student success over numerical, and potentially financial, advancements. CODEI believes both to be achievable, though the current proposal needs more specificity.

COMMITTEE ON FACULTY WELFARE

December 16, 2025

To: Kenneth Barish, Chair
                Riverside Division Academic Senate

From: Salman Asif, Chair
                Committee on Faculty Welfare

Re: [Campus Review] Consultation: *Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback*

The Committee on Faculty Welfare (CFW) reviewed the *Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback.* CFW has the following comments:

- From the perspective of one CFW member, it appears that growth is necessary for financial reasons. However, it would be useful to see budgetary projections for several rates of growth, rather than the growth, no growth option that is presented. Will it be possible for UCR to grow to the extent proposed while maintaining or enhancing the quality of students, faculty and staff?

- The response does not really address increased needs for online/hybrid instruction and the infrastructure that may be required for this. It will also require faculty to remake course materials/curriculum. There may be pressure to shift modalities and compromises in pedagogical practices.

- The math doesn't really add up. Growing enrollment will give UCR more operating dollars, but if UCR grows faculty/staff numbers to account for this it will still end up with a deficit. So, there will still be compromised academic quality, increased faculty/staff workload, and other problems because UCR literally cannot hire to keep up with student numbers.

- Departments don't seem well integrated into decision-making on enrollment targets, leading to a deficit in advanced planning and UCR's ability to proactively adapt to rapidly increasing student numbers. See also previous point.

- There is nothing about teaching assistants and the cost of paying more teaching assistants to cover the increased course numbers and student needs. Teaching assistantships are more expensive and UCR is trying to reduce these numbers at the same time it is raising undergraduate numbers. This does not compute. Are faculty taking over these roles or being expected to?

GRADUATE COUNCIL

December 16, 2025

To: Kenneth Barish, Chair
       Riverside Division

From: Viji Santhakumar, Chair
       Graduate Council

RE: **[Campus Review] (Consultation) Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback**

Graduate Council reviewed and discussed the proposed initiative for UCR 2030: Increase the Enrollment of California Resident Undergraduates -- Response to Senate Feedback at their December 11, 2025 meeting. The Council still has the same concerns that were expressed in their May 2025 memo. The Council is not opposed to growth; however, a concrete plan with strategies to accomplish these goals is needed. This plan continues to increase faculty teaching loads as student preparedness declines, which is not recognized in this initiative. Regardless of student preparedness and quality, there is a demographic issue as there are fewer high school students to draw from. UCR's selectiveness will decrease. Graduate students are only briefly discussed in the proposal. The table on page 2 does not represent a leaner staff.

Committee on Information Technology

December 16, 2025

To: Kenneth Barish, Chair
        Riverside Division

From: John Franchak, Chair
        Committee on Information Technology

Re: CR: Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates
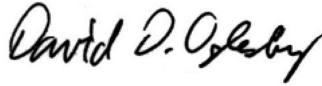
The committee discussed the proposed initiative and wanted to emphasize the importance of growing ITS staff to help compensate for the increased workload and to assess the cost of additional classroom support and physical space this would require.

PLANNING AND BUDGET

December 15, 2025

To: Kenneth Barish, Chair
        Riverside Division

From: David Oglesby, Chair
        Committee on Planning and Budget

Re: [Campus Review] Consultation: *Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback*

The Committee on Planning and Budget (CPB) reviewed the *Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback*. CPB had the following comments:

- The plan does not include any mention of the often cited looming "demographic cliff" which will impact California, though in smaller impact numbers than other states. Are administrators incorporating an accounting for reduced high school graduates in their plans to boost enrollments? If so, how?

- Point 5 refers to "new educational models" that will be tried in order to respond to increased undergraduate student to TA or graduate student ratios. What are such models? How are these being evaluated for pedagogical efficacy?

- Point 4 acknowledges the "very real concerns" that arise when admitting students with less academic preparedness. How does the conversation about increasing staffing and maintaining faculty-to-student ratios, both of which would be necessary to bring underprepared students up to speed, interact with the conversation about flatlining staff and faculty for financial reasons? What plans are in place to address the increased needs of less prepared students, and will these or will these not generate cost savings without decreasing student learning outcomes?

- If faculty will be teaching higher courseloads and will likely have less TA support, how will faculty's shifting needs for pedagogical support be addressed? In other words, faculty's jobs will change fairly significantly over time. How will faculty be supported in those changes so that faculty can continue to provide a high quality education for UCR's students?

- The increased pedagogical responsibilities are highly likely to fall on faculty unless other specific measures are taken. How will faculty be supported to address this increased pedagogical load while also maintaining the same level of research productivity that is required to maintain UCR's R1 status?

COMMITTEE ON PREPARATORY EDUCATION

December 16, 2025

To: Kenneth Barish, Chair
        Riverside Division

From: Agnieszka Jaworska, Chair
        Committee on Preparatory Education

Re: **[Campus Review] (Consultation) Proposed initiative for UCR 2030: Increase the
        enrollment of California resident undergraduates - Response to Senate Feedback**

The Committee on Preparatory Education reviewed the proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback and notes the letter addresses the general concern that enrollment growth may bring in students with weaker preparation and outlines some strategies for responding to this challenge. However, the Committee was surprised that the letter does not explicitly address the likely need to expand preparatory programs in writing and mathematics, nor does it discuss any plans for scaling those programs. This is especially pressing as the Committee anticipates that the required expansion of these programs would not be proportional to the increase in enrollment, but substantially greater, given the concentration of need among newly admitted students.

A related concern involves the reliability of high school grade point averages and the extent of grade inflation at the secondary level. It is unclear how accurately these metrics reflect students' academic readiness, particularly for cohorts whose education was disrupted by the Covid shutdowns and extended periods of remote instruction. As we consider enrolling more students from these populations, they will likely require additional time to develop the skills traditionally expected of UC admits. This, in turn, may place undue strains on those students, our instructors, and academic programs. Will such an approach lead to grade inflation on our own campus? How might that affect the credibility of the degrees we issue? Will underprepared students turn to methods that contribute to concerns about academic integrity? These are issues that merit careful consideration as part of the discussion.

In addition to questions about general academic preparedness, there are specific concerns about the continuity of mathematical training. For better retention of preparatory mathematical skills, it is widely recognized that students should not take a break from math courses. This is true for UCR students transitioning from ARC courses to major requirements. It is also a problem for UC applicants who achieved math skills necessary for admission before finishing high school but did not continue in math courses. (This was examined during Chancellor Orbach's term of office at UCR.) Unfortunately, the AIS scoring of UCR applicants does not account for the likely negative

impact of such proximal gaps in math preparation, even though these gaps can significantly affect readiness for college-level work.

Beyond preparation at the individual student level, there are also systemic considerations related to admissions patterns and academic quality. A lesson from UCR's enrollment history is that the academic quality of our applicants increased after our rejection rate increased. For families with little or no college experience, perhaps the percentage of applicants not offered admission became an easily accessible measure of the relative quality of our campus. This would mean that we should aim to increase our application numbers at the same rate, or faster, than our acceptance numbers.

UC RIVERSIDE

Academic Senate

December 17, 2025

To: Kenneth Barish, Chair
         Academic Senate

From: Brian Siana, Physical Resources Planning Committee Chair

Re: *[Campus Review] (Consultation) Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback*

The Physical Resources Planning Committee (PRP) reviewed the *[Campus Review] (Consultation) Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback.*

PRP appreciates the Provost and Executive Vice Chancellor providing additional information and clarifications to address concerns previously raised by the committee. The modeling of different growth scenarios and the resulting debt or surplus was useful for better understanding the initiative. Even so, the committee continues to have concerns about near-term capacity of parking and residential housing. The initiative response identifies these "challenges in classrooms, teaching labs, and faculty offices and research labs", but does not otherwise identify a more specific plan for addressing these issues. The impacts of the UCR 2030 initiative are immediate, but the timelines of building projects that could address the capacity concerns are years away, even if funded. In this, the committee would suggest further scrutiny.

12/16/2025

To: Kenneth Barish, Chair of the Assembly of the Academic Senate
and Cherysa Cortez, Executive Director of the UCR Academic Senate

From: Kinnari Atit, Ph.D., Faculty Chair of the School of Education Executive Committee
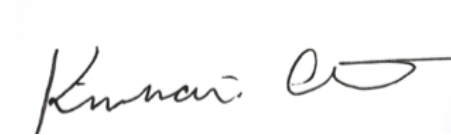
Subject: SOE FEC's Comments on Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback

The SOE Executive Committee reviewed the Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback. Comments/feedback were solicited at our executive committee meeting and via email.

The SOE Executive Committee has no comments or feedback on this document.

Thank you for the opportunity to provide feedback.

Sincerely,

Kinnari Atit
Chair, Faculty Executive Committee
School of Education
University of California, Riverside
Email: kinnari.atit@ucr.edu

UC RIVERSIDE | School of Medicine

November 25, 2025

TO: Ken Barish, PhD, Chair, Academic Senate, UCR Division

FROM: Adam Godzik, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

SUBJECT: **[Campus Review] Consultation:** *Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback*

Dear Ken,

The SOM Faculty Executive Committee has reviewed the *Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback*

The FEC supports the proposed initiative.

Yours sincerely,

DocuSigned by:

Adam Godzik

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Adam Godzik, Ph.D.
Chair, Faculty Executive Committee School of Medicine

TO: Ken Barish, Chair
        Riverside Division

FR: Kurt Schwabe, Chair
        Executive Committee, School of Public Policy

RE: *[Campus Review] Consultation: Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback*

Date: December 20th, 2025

The Executive Committee of the School of Public Policy has reviewed the *Proposed initiative for UCR 2030: Increase the enrollment of California resident undergraduates - Response to Senate Feedback*. We appreciate the responses to our prior concerns. A few additional thoughts that we hope will be useful to consider.

1. The response from the Provost/EVC currently mentions six categories of feedback; however, only addresses five of those areas. Online instruction (#6 in the provided list) is mentioned, with a brief summary that faculty expressed "Concern about pressure to increase hybrid/online instruction; infrastructure support of hybrid/online instruction (EC)," but there is currently no response by the Provost/EVC to this feedback. Since this topic was articulated as feedback by the faculty, I would love to see a response to this category.

2. In addition, in (3) finances, the Provost/EVC mentions that most of our potential deficit in the coming years is as a result of growing debt service. Specifically, the Provost/EVC notes, "Our annual debt service over the next several years is about $65M. Most of that debt is for campus housing; $11M per year is for MRB." It would be useful to see a breakdown of this debt service. In addition, since per the Provost/EVC, most debt service is for housing, it would also be useful to see the degree to which auxiliary enterprises as defined by typical financial reporting standards (such as housing, but also including campus dining, etc.) are currently covering debt service (and are projected to cover debt service moving forward). If debt service for auxiliary enterprises is not being covered by revenues, it may be worth further exploring auxiliary rates such as housing, particularly since demand currently outstrips supply.

COMMITTEE ON UNDERGRADUATE ADMISSIONS

November 25, 2025

To: Kenneth Barish, Chair
        Riverside Division

From: Manu Sridharan, Chair
        Committee on Undergraduate Admissions

Re: **[Campus Review] (Consultation) Proposed initiative for UCR 2030: Increase the
        enrollment of California resident undergraduates - Response to Senate Feedback**

The Committee on Undergraduate Admissions reviewed proposed initiative for UCR 2030: Increase
the enrollment of California resident undergraduates - Response to Senate Feedback and note
concern about the implications of increasing student-to-faculty and student-to-staff ratios due to
budget constraints, noting that holding enrollment steady would lead to a significant deficit. The
committee suggests campus explore strategies to increase non-resident enrollment to support faculty
and staff hiring, as this aligns with the campus strategic plan. Concerns were raised about the
preparedness of incoming students, with some suggesting that high school GPAs may not accurately
reflect students' readiness. The discussion also touched on the need to identify and support at-risk
students, with plans to focus on student success metrics and improve resource allocation.