Gary May  
Chancellor, University of California, Davis

RE: Administrative Growth Task Force Report

Dear Gary:

The Administrative Growth Task Force, charged by the 2015-2016 Academic Senate Executive Council with analyzing administrative growth at UC Davis, submitted its final report to Executive Council. I have enclosed the report for your review.

The report’s analysis is primarily descriptive. It notes where administrative growth has and has not occurred across central administration, general administration, and the colleges. In many respects, the report does not concretely answer whether the identified growth has or has not been warranted. Even so, the report recommends several areas for improvement in campus planning and management processes.

Moving forward, I believe it would be fruitful for the Senate and administration to enhance collaboration on matters of strategic planning and budgeting. The Committee on Planning and Budget (CPB) is the primary Senate committee involved in such matters. On budgets, the expertise of CPB is best utilized early and routinely during the annual budget framework process. In that spirit, I have asked CPB to propose a more robust, structured schedule for consultation with Interim FOA Lead Kelly Ratliff and her team during the 2018-19 budget cycle. Similarly, CPB is ready to be an integral partner in the long-term strategic planning you plan to initiate this coming academic year.

Please let me know if you have any questions. The Senate looks forward to collaborating with you on future initiatives.

Sincerely,

Rachael E. Goodhue
Chair, Davis Division of the Academic Senate
Professor and Chair, Agricultural and Resource Economics

Enclosed: Administrative Growth Task Force Report
c: Ralph Hexter, Provost and Executive Vice Chancellor
    Karl Engelbach, Associate Chancellor and Chief of Staff
May 18, 2017

RACHAEL GOODHUE, Chair
Davis Division of the Academic Senate

Dear Chair Goodhue,

Please find enclosed the final report from the Academic Senate Administrative Growth Task Force. The Task Force was charged by the Academic Senate Executive Council with investigating administrative growth at UC Davis, as well as the growth rate of administration in comparison to other sectors of the campus. This final report has been reviewed and endorsed by the task force members listed in the report.

Sincerely,

Linda F. Bisson, Chair
Academic Senate Administrative Growth Task Force

Cc: Edwin Arevalo, Executive Director, Davis Division of the Academic Senate
Report of the Academic Senate
Administrative Growth Task Force

Final Draft Submitted to the
Executive Council
May 2017
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Executive Summary

The Administrative Growth Task Force was charged with analyzing the relative growth in administrative versus undergraduate academic units (the undergraduate colleges). The Task Force evaluated expenditure data over the seven year period from 2009-2010 to 2015-2016. The analysis established the following findings.

- The Provost Office budget increased from a 2.4% share of total campus expenditures to 3.4%, a 41.7% increase over the 7 year period. The Chancellor’s Office budget increased from 1.1% to 1.6% as a share of the total campus expenditures, a 45% increase over the 7 year period. The Colleges total share of expenditures increased by 1.3% (from 39.7% in 2009-10 to 41% in 2015-2016) over this same 7 year period.

- Staff positions in colleges declined by 58. Staffing numbers grew by 226 overall for the administration.

- The greatest increase in budgetary expenditures for all units was in the category of benefits. For colleges, because the number of positions declined slightly, the small increase in spending reflects slightly higher average salary and benefits. The increase in college budgets therefore seems mostly directed at maintaining status quo although there are some exceptions of greater growth in the lecturer category and in the “other” category for some units. The growth in the “other” category was 41-47% for CAES, HArCS and DSS, 63% for CBS and MPS and 180% for COE. The “other” category includes renovation expenses and startup packages as potentially the strongest cost drivers of differential increases.

- The fund source showing the greatest percent increase over this period was the category of student fees. The student body increased by 3,661 and undergraduates represented 96% of this growth. In comparison, the change in doctoral candidate populations was 36, less than 1% of the total growth.

- During this same period, there was a net decrease of 23 positions for ladder rank faculty (-2.4%). The faculty-lecturer category increased by 66 positions.

Based on the above findings, the Task Force has some concerns and makes consequent recommendations.

- The differential rate growth in expenditures described above may be
symptomatic of structural and organizational problems. When growth in upper management occurs without corresponding downstream resource allocations it can cause downstream mission reprioritization in an unplanned and non-uniform manner. Because upper management directs actions of those downstream (data collection, data entry, reporting, compliance, etc.) seemingly small changes in the size of upper management can have profound impacts throughout the institution via a ripple effect of workload amplification.

- The Task Force was not able to obtain administrative unit organizational charts for the period. Administrative growth should be documented clearly and executed conservatively.

- It is possible that some of the increase in administration occurred to meet the challenge of unfunded mandates and regulations. For example, changes in Undergraduate Education may reflect increases in resources and management of directives from the recent WASC accreditation review. Compliance changes may also be another key mandate, particularly for units like Student Affairs. However, greater transparency is needed in adoption of unfunded mandates, as funding sources are often restricted in use and the campus lacks flexibility to avoid structural deficits. When faced with such mandates, the campus should consider fiscal and mission consequences while identifying an administrative response. This may require a thorough review of funding allocations, business practices and costs of doing business from the departments on up.

- The Task Force fully appreciates the challenges and difficulty of our recommendations to get our fiscal house in order but concludes we will be better off for having done so. Administrative units should develop mechanisms of assessment of fiscal prudence or reasonableness of cost of business of and for their unit. Policies for administrative decision making and review of administrative units do not appear to contain a fiscal evaluation. Such evaluation should be stipulated in both of these policies. This fiscal evaluation has to be holistic and take into consideration consequences to other units, particularly in cases of potential unfunded mandates. In addition fiscal decisions should be reviewed to ascertain if they have met the intended goals of efficiency and effectiveness. We should have sound measurable financial goals and track pre and post costs of operations following organizational changes. We need to generate, assess and then act upon our own data.

Part of the charge to the Task Force was the evaluation of the factors responsible for differential rate growth in administration. In order to do so administrative unit organizational charts were requested for each year of the fiscal analysis. However, unfortunately these charts were not available as they are not routinely saved as growth
and reorganization occurred. At the end of the report we offer thoughts on the factors that likely drive the differential rate administrative growth, but suggest that organizational charts be saved yearly, perhaps captured every October as a component of the headcount data.

Introduction

The Task Force on Administrative Growth was created by the Academic Senate Executive Council in response to concerns raised about the rate of administrative growth at UC Davis relative to the core instructional mission of the campus. Executive Council approved the formation of a Task Force to investigate administrative growth at UC Davis, as well as the growth rate of administration in comparison to other sectors on the campus. The Task Force was further charged with determining what factors may contribute to any questioned administrative growth. Task Force Chair Bisson and Academic Senate Chair Knoesen met with Acting Provost Burtis to discuss the scope of the analysis. We agreed to evaluate the time period since the last Administrative Growth Report (completed in 2008). It was decided that expenditure information from a seven year fiscal time span (fiscal years 2009-10 through-2015-16) would be provided to the Task Force. Budgetary information was broken down by salary, benefits and "other" as well as by fund source. The fund sources included were: state funds and tuition, ICR, student fees, grants and contracts, gifts and endowments, recharges, auxiliary and "other". Data were obtained for all units within the administration. However, some units/fund sources were not considered in our analysis if the unit was primarily supported by non-core funds such as student fees for specific services (Athletics) but were included in the analysis of student fee expenditures. University Extension, listed as an administrative unit, was not considered in the general totals since this group is self-supporting. Also only state funds were considered for the Mondavi Center and not expenditures related to performance income.

Aggregate data for each college was also obtained. Instructional funding was defined as non-grant and contract funds expended by the undergraduate colleges. We focused on expenditures reports for the end of each fiscal year (2010-1026 in the tables, graphs and charts). Student enrollment data and faculty and staff numbers were also obtained for each year. In addition in the course of our analyses several questions were asked of BIA for which prompt responses were always received. For assessments of growth and comparisons of instructional expenditures in colleges to that of the administration, grant and contract funding was not considered for the colleges and ORUs not considered for the administration as these are tangential to instructional costs. Since instruction is largely funded by state funds and tuition, this category was analyzed as part of the total and separately to assess patterns of growth. We thank the office of Budget and Institutional Analysis (BIA) for their assistance in providing expenditure data and information in a timely and thorough manner and appreciate the time and effort required to support the work of this Task Force.
Data Analysis and Limitations

Administrative units were divided into three categories for the analysis: Chancellor’s Office, Provost’s Office and General Administration by BIA. These divisions were further broken down by specific administrative offices to enable full assessment of growth across the category as well as within specific units (Table 1). Unit Budgets were analyzed as direct nominal dollars expended, percent of total direct nominal dollars expended, and as percent growth over the previous year’s expenditures. Growth in nominal dollars was compared to growth in students, undergraduate and graduate, as well as in faculty (Senate and Federation) and staff. Finally, since we were directed to focus our analysis on a comparison of administrative growth to the core instructional mission we did not consider expenditures for any of the professional schools. As a consequence funds expended by those units for education of graduate and non-professional students were not included in the analysis.

Table 1. Organization of Budgetary Units

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Chancellor’s Office</th>
<th>Provost’s Office</th>
<th>General Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Environmental Sciences</td>
<td>Community Relations</td>
<td>Academic Affairs</td>
<td>Development</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>General Counsel</td>
<td>Academic Senate</td>
<td>Finance, Operations</td>
</tr>
<tr>
<td>Engineering</td>
<td>Internal Audit</td>
<td>Global Affairs</td>
<td>and Administration</td>
</tr>
<tr>
<td>Humanities, Arts and Cultural Studies</td>
<td>Other</td>
<td>Mondavi Center</td>
<td>Graduate Studies</td>
</tr>
<tr>
<td>Mathematics and Physical Sciences Social</td>
<td>World Food Center</td>
<td>Other</td>
<td>Information and</td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
<td>Educational Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Office of Research</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td>(non-(ORU))</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Office of Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(ORUs)</td>
</tr>
</tbody>
</table>

There were certain challenges with this analysis. The first was due to two events that occurred during this seven year fiscal period: (i) the systemwide change and normalization to career tracks and (ii) the State-mandated salary gender equity evaluation and adjustment. These events may have led to differential budgetary
changes or staffing growth in certain categories for some units. However we assumed
the effects of these changes would be minor and more or less random. Second, this
analysis focused on expenditures only and did not take into account that funds
expended may have been received in a prior fiscal year. Therefore funds expended
does not necessarily mean total funds acquired in that given year for that fund category
or unit. This is important particularly when considering grant and donation/endowment
expenditures. Third, for many units the “other” category was a significant component of
the unit budget (greater than 20%) and included a wide variety of costs lumped
together, such as remodeling, debt service, operational costs, consultants, equipment
upgrades, etc. The Task Force would have preferred a further breakdown of these
funds but given time constraints and the challenges of that task for BIA we opted to only
receive such a breakdown for the Office of the Chancellor. Fourth, some expenditure
increases, especially for the Office of the Provost, may be for incentives, initiatives and
centers that are largely housed in the colleges but funded from the Office of the Provost
(for example funds associated with CAMPOS Scholars). The Task Force only
considered the unit of expenditure not the final outcome or impact of those
expenditures. Thus some administrative expenditures might directly support the
instructional mission of the campus but the Task Force was unable to tease out that
level of detail. Finally some dollars are considered twice in this analysis and therefore
totaling up expenditures might exceed allocations in specific circumstances. For
example, college expenditures may appear as recharge income against which
expenses were levied for an administrative unit. These were counted twice in totals first
as expenditures for the college and then again as expenditures for the administrative
unit. We were comfortable with this situation since the recharges support the college’s
instructional mission but also may be indicative of administrative growth.

The Task Force quickly realized that, although we had expenditure information,
determining if costs of units or operations were reasonable was difficult. UCDPPM 200-
30 directs administrative units to focus on efficiency and effectiveness and to set agreed
upon goals. This seems to emphasize delivery of services and customer satisfaction
but it was difficult to determine if this directive also extended to fiscal efficiency and
effectiveness. We understand that response time and excellence of service are
qualitative terms and that both will increase if more funds are invested in a unit but this
may unnecessarily drive up administrative costs if fiscal prudence, defined as
differentiating between what is necessary and essential and what is desirable but non-
essential, is not taken into account. This issue is addressed in our recommendations.

Summary of Findings and Trends Driving Administrative Growth

1. Greater expenditure and staffing growth in administrative units is
supported by analysis of the percent change in budgets over the seven
year period.
Over the seven year period, the share of campus funds spent by different units changed. The share of the Provost's Office increased 41.7% (from 2.4% to 3.4% of total funds); the share of the Chancellor's office increased by 45% (from 1.1% to 1.6%); that of Colleges increased 1.3%. These increases were at the expense of a decrease in the share of General Administration expenditures over this same period, a reduction of 2.8% from the 2010 level of 56.8%. The overall campus budget (not including grants and contracts or Mondavi Center or athletics revenues) grew by a total of 47% (by roughly 370 million dollars).

On the left hand panel the change in percent of percent total expenditures between 2010 and 2016 is shown (data from Table 2). The right panel shows the percent change in staff positions over this same period. The Chancellor’s and Provost’s Offices show the greatest growth in both expenditures and personnel. With respect to the colleges, growth in budget was almost flat, but total staffing decreased, although this varied by the college. For faculty titles, ladder rank (tenure track) faculty numbers decreased over this period while lecturer and faculty-other grew. This suggests that the response to the 2020 initiative was to hire more lecturers to accommodate the increased numbers of students entering the University.
In the seven year period under review, the expenditure budget of the Chancellor’s Office grew by 118% and that of the Provost Office by 103% compared to 40% for the General Administration and 52% for the colleges. For state funds the % growth was 85% for the Chancellor’s Office and 85% for the Provost’s Office, 18% for General Administration and 44% for the Colleges.

**Figure 2. Percent change in staffing from 2009-2010 to 2015-2016 compared to percent change in total student numbers**

Non-Senate faculty excludes titles in the Health Sciences. Growth in the faculty-lecturers payroll category was 36.2% and is included in the non-Senate faculty tally.
Growth occurred across all expenditure categories for the Chancellor’s Office, with large changes in the “other” category (Figure 4). The percent change per year was also tabulated (Figure 5).
Similarly the Provost’s Office also grew in all categories with growth relatively consistent across all categories.
Growth in the General Administration expenditures was largely driven by changes in benefits. The change in salaries was likely impacted by two directives: the movement of
staff to the career tracks system and the salary equity analysis and adjustment by gender in addition to cost of living increases.

**Figure 8. Growth in expenditures for general administration units**

Changes in the expenditures of the colleges largely reflect changes in benefits with increases in salary in the later years and sporadic growth in “other” which may reflect expenditures for remodeling/renovation of space and start-up costs covered by college budgets. However, we did not have the level of expenditure detail needed to determine the nature of the expenditures.
Figure 9. Cumulative percent change in expenditures for general administration relative to fiscal year 2009-2010

The same analysis was conducted for the undergraduate colleges.

Figure 10. Growth in expenditures for undergraduate colleges
2. Expenditures as a percent of total budget grew for Colleges and Offices of the Chancellor and Provost and shrank for General Administration.

Over the seven year period, the total expenditures by colleges as a percentage of total expenditures grew by 1.3% and that for the Chancellor’s and Provost’s Offices by 0.5 and 1.0% respectively. These increases were accompanied by a decrease for the total General Administration expenditures over this same period, -2.8%. The overall campus budget (not including grants and contracts or Mondavi Center or athletics revenues) grew by a total of 47% (by roughly 370 million dollars). Thus growth in overall expenditures was distributed across the units (Table 2).
Table 2. Percent of Total Expenditures by Unit

<table>
<thead>
<tr>
<th>Year</th>
<th>Colleges</th>
<th>Chancellor's Office</th>
<th>Provost's Office</th>
<th>General Administration</th>
<th>Total Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>39.7</td>
<td>1.1</td>
<td>2.4</td>
<td>56.8</td>
<td>60.3</td>
</tr>
<tr>
<td>2011</td>
<td>39.1</td>
<td>1.1</td>
<td>2.4</td>
<td>57.4</td>
<td>60.9</td>
</tr>
<tr>
<td>2012</td>
<td>38.7</td>
<td>1.2</td>
<td>2.4</td>
<td>57.7</td>
<td>61.3</td>
</tr>
<tr>
<td>2013</td>
<td>39.1</td>
<td>1.3</td>
<td>2.5</td>
<td>57.1</td>
<td>60.9</td>
</tr>
<tr>
<td>2014</td>
<td>38.5</td>
<td>1.4</td>
<td>2.8</td>
<td>57</td>
<td>61.5</td>
</tr>
<tr>
<td>2015</td>
<td>40</td>
<td>1.6</td>
<td>3.2</td>
<td>55.2</td>
<td>60</td>
</tr>
<tr>
<td>2016</td>
<td>41</td>
<td>1.6</td>
<td>3.4</td>
<td>54</td>
<td>59</td>
</tr>
</tbody>
</table>

State and tuition expenditures showed a similar trend with more growth in expenditures of this fund source for the colleges (Table 3). Again growth in this fund source is slight compared to the overall expenditures for these units. For total expenditures the split between colleges and administration is roughly 40:60, but for state and tuition funds that split is 60:40. The percent share of the total expenditures for state dollars and tuition grew by 3.4% for the colleges, 0.4% for the Office of the Chancellor, 0.9% for the Office of the Provost and decreased by 4.7% for General Administration.

Table 3 Percent of State Funds and Tuition Expenditures by Unit

<table>
<thead>
<tr>
<th>Year</th>
<th>Colleges</th>
<th>Chancellor's Office</th>
<th>Provost's Office</th>
<th>General Administration</th>
<th>Total Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>61</td>
<td>1.3</td>
<td>2.3</td>
<td>35.4</td>
<td>39</td>
</tr>
<tr>
<td>2011</td>
<td>62.2</td>
<td>1.3</td>
<td>2.2</td>
<td>34.3</td>
<td>37.8</td>
</tr>
<tr>
<td>2012</td>
<td>63.1</td>
<td>1.5</td>
<td>1.9</td>
<td>33.5</td>
<td>36.9</td>
</tr>
<tr>
<td>2013</td>
<td>63.1</td>
<td>1.5</td>
<td>2.1</td>
<td>33.3</td>
<td>36.9</td>
</tr>
<tr>
<td>2014</td>
<td>62.1</td>
<td>1.7</td>
<td>2.7</td>
<td>33.5</td>
<td>37.9</td>
</tr>
<tr>
<td>2015</td>
<td>63.2</td>
<td>1.8</td>
<td>3.1</td>
<td>31.9</td>
<td>36.8</td>
</tr>
<tr>
<td>2016</td>
<td>64.4</td>
<td>1.7</td>
<td>3.2</td>
<td>30.7</td>
<td>35.6</td>
</tr>
</tbody>
</table>
3. Growth occurred in all fund sources.

Budget categories considered in this analysis included state funds and tuition, total grants and contracts, gifts and endowments and student fees. The graph below indicates that overall there was growth in expenditures for each category with the highest percent growth in student fees. Gift and endowment expenditures also grew steadily. Growth in state funds and tuition also occurred with the most growth occurring in the last 3 years.
Figure 13. Total state funds and tuition expenditures by year

![Bar chart showing total state funds and tuition expenditures by year.](chart13.png)

Figure 14. Total gift and endowment expenditures by year

![Bar chart showing total gift and endowment expenditures by year.](chart14.png)
The percent change by year highlights the volatility of some fund sources. Analysis of the % change over each year underscores the volatility of Grants/Contracts. The periodicity in increases in student fee income is due to the timing of imposition of new fees as well as growth in the student population. In general the overall percent growth in
student fees is greater than the percent growth in state funds and tuition. (See appendix for breakdown of student fees.)

**Figure 17. Cumulative percent change by year by fund source relative to fiscal year 2009-2010**

Total student fees expenditures showed the greatest growth of the funding categories, rising by 83% in this time period. In contrast gifts and endowments grew by 50%, state funds and tuition by 36.4% and contracts and grants by 6.2%.
4. Benefits expenditures show the greatest growth.

The % of total expenditures for each category for fiscal year 2009-2010 was: salary: 50.2%; benefits: 13.3%; other: 36.5. By fiscal year 2015-2016 the percent for “other” remained constant but the percent spent on salary decreased while benefits grew as a percent of expenditures: salary: 45%; benefits: 18.6% and other: 36.4%. Average salaries rose over this same time period further underscoring the magnitude of the rise in benefits expenditures. The changes in benefits as a percent of salary are presented in Table 4.

Table 4. UC Davis Composite Benefits Rates: Retirement-Eligible Employees

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Senate, MSP, Academic Assistant and Associate Researchers, Other Academic Appointments (99), Ag Experiment Station, Fire and Police</td>
<td>27</td>
<td>30.3</td>
<td>36</td>
<td>38.3</td>
<td>37.9</td>
<td>38.1</td>
</tr>
<tr>
<td>Service Professionals</td>
<td>54.1</td>
<td>58.6</td>
<td>63.7</td>
<td>66.4</td>
<td>66.3</td>
<td>62.2</td>
</tr>
<tr>
<td>All Other Employees</td>
<td>40.2</td>
<td>44.2</td>
<td>48.3</td>
<td>50.4</td>
<td>51.4</td>
<td>51.3</td>
</tr>
</tbody>
</table>
Depending upon the relative numbers of employees in the various categories below the percentage growth in benefits varied by unit consistent with the expected employee profiles. This figure compares growth in all three expenditure category and the percent change by year. The orange bars represent benefits. Although all categories grew the greatest percent growth was for benefits.

**Figure 19. Change in total expenditures by cost category**
Figure 20. Cumulative percent change over time by cost category relative to fiscal year 2010

This growth is reflected in the increases in the composite benefit rates for retirement-eligible employees that grew significantly as a percent of salary over this time period, rising on average by 10% of total salary over this period.

Figure 21. Cumulative change in benefits expenditures by unit relative to fiscal year 2009-2010
Figure 22. Cumulative change in salary expenditures by unit relative to fiscal year 2009-2010

Figure 23. Cumulative change in other category by unit relative to fiscal year 2009-2010
5. Little to no growth in faculty, staff at College level, and doctoral graduate student populations occurred over this time period.

Growth in budgets particularly those targeted to instruction were evaluated with respect to growth in student populations. Undergraduate student populations grew continuously over the seven year period consistent with the campus 2020 vision (Table 5). There was some growth in master’s programs but numbers of students enrolled in doctoral programs were more constant.

Table 5. Enrollment Trends, Three-quarter Average

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>23,468</td>
<td>23,489</td>
<td>23,844</td>
<td>24,523</td>
<td>25,290</td>
<td>26,463</td>
<td>26,995</td>
</tr>
<tr>
<td>Post-Baccalaureates¹</td>
<td>140</td>
<td>170</td>
<td>135</td>
<td>147</td>
<td>189</td>
<td>158</td>
<td>123</td>
</tr>
<tr>
<td>Graduate Academic - Master's</td>
<td>796</td>
<td>860</td>
<td>819</td>
<td>796</td>
<td>911</td>
<td>927</td>
<td>918</td>
</tr>
<tr>
<td>Graduate Academic - Doctoral</td>
<td>3,230</td>
<td>3,237</td>
<td>3,142</td>
<td>3,166</td>
<td>3,163</td>
<td>3,232</td>
<td>3,266</td>
</tr>
</tbody>
</table>

With respect to faculty, there was essentially no growth in ladder rank faculty with a net decrease of 23 positions (-2.4%) compared to 2009. There was growth in the lecturer category with an increase of 66 positions over this same time period (5.5%) (Table 6).

Table 6. Changes in Faculty (October Headcounts)

<table>
<thead>
<tr>
<th>Classification</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-Ladder Rank</td>
<td>964</td>
<td>939</td>
<td>895</td>
<td>895</td>
<td>895</td>
<td>918</td>
<td>941</td>
</tr>
<tr>
<td>Faculty-Lecturer</td>
<td>182</td>
<td>168</td>
<td>169</td>
<td>187</td>
<td>202</td>
<td>222</td>
<td>248</td>
</tr>
<tr>
<td>Faculty-Other</td>
<td>32</td>
<td>32</td>
<td>38</td>
<td>38</td>
<td>38</td>
<td>35</td>
<td>43</td>
</tr>
</tbody>
</table>

Trends for growth in staff paralleled that of ladder faculty in the colleges with a net loss of 58 positions (-5%) over this time period. Staffing numbers grew by 226 overall for the administration (+6.2%) (Table 7).
Table 7. Growth in Staff Positions

<table>
<thead>
<tr>
<th>Year</th>
<th>Colleges</th>
<th>Chancellor's Office</th>
<th>Provost's Office</th>
<th>General Administration</th>
<th>Total Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1397</td>
<td>65</td>
<td>124</td>
<td>3453</td>
<td>3642</td>
</tr>
<tr>
<td>2011</td>
<td>1354</td>
<td>63</td>
<td>108</td>
<td>3403</td>
<td>3574</td>
</tr>
<tr>
<td>2012</td>
<td>1355</td>
<td>66</td>
<td>112</td>
<td>3377</td>
<td>3555</td>
</tr>
<tr>
<td>2013</td>
<td>1358</td>
<td>72</td>
<td>101</td>
<td>3431</td>
<td>3604</td>
</tr>
<tr>
<td>2014</td>
<td>1330</td>
<td>80</td>
<td>118</td>
<td>3561</td>
<td>3759</td>
</tr>
<tr>
<td>2015</td>
<td>1325</td>
<td>89</td>
<td>127</td>
<td>3629</td>
<td>3845</td>
</tr>
<tr>
<td>2016</td>
<td>1339</td>
<td>95</td>
<td>151</td>
<td>3622</td>
<td>3868</td>
</tr>
</tbody>
</table>

Depicted graphically, the changes in staff at the undergraduate colleges are largely flat-lined, with the overall decrease in total academic staff largely due to an overall decrease in staff in CAES.

Figure 24. Changes in number of staff position over time total colleges compared to total administration
Even though the overall decrease in staffing within the colleges is due to a decrease largely for CAES, all colleges saw essentially no change in staffing numbers.

We also examined changes in average salary for the four units over the seven year period, defined as the total expenditures for salary divided by the total number of personnel, staff and all faculty categories. Salaries grew in all categories with an
average percent growth in salary of 32.7% for the colleges, 20.7 % for the general administration, 34.3% for the Chancellor’s Office and 35.3% for the Provost’s Office.

Figure 27. Growth in average salary by unit

Changes in benefits by changes in personnel numbers were also analyzed. Average benefits were higher for the Chancellor’s and Provost’s Office staff compared to the other two units. Average percent change in benefits over the seven year period was 117% for the college staff, 81% for general administration, and 106 and 108% for the Chancellor’s and Provost’s Offices respectively.
6. Growth across units within the Administration was not uniform.

We first evaluated the percent increase in budget over time for each of the colleges. Analysis of the % growth in college budgets over time suggests a greater % growth in the later years for those colleges with significant teaching commitments reflective of the new budget model.

For the Chancellor’s Office the largest growth was seen in Campus Counsel and for the “other” category. Within the “other” category the breakdown of expenditures indicated greater growth in five areas: IT, rents and leases, services and fees, internal assessments, and commencement/entertainment.
Figure 29. Growth in expenditures for units within the Chancellor’s Office

Figure 30. Growth in expenditures for units within Chancellor’s Office minus “other” category
For the Provost’s Office growth occurred across all units with the greatest growth in the other category (160%) and Undergraduate Education (152%). Global Affairs and the Academic Senate budgets both grew by 95% and Academic Affairs grew by 70%. We were not able to evaluate the “other” category to define the major cost drivers.
For the General Administration, growth again was not uniform across all units. The percent increase in overall funding for the seven year period was greatest for Graduate Studies (64%), Development (63.6%) and Student Affairs (50.6%). The remaining four units grew from 25.8% (Library) to 34.2% (FOA) (IET 28.2%; OR 32.8%). Since benefits rates grew by 105% over this period and salaries by 32%, we assumed percents of growth around 30 are likely accounted for by changes in benefits and salary adjustments and in general are not due to expansion of the...
activities of those units. This is based on the analysis of total salary and benefits increases for the colleges being roughly 49% over this time period and the staffing levels held constant. The increase in Development comes largely from increase in “other” but are accompanied by a dramatic decrease in state funds over this seven year period (state funds decrease by 54% over the seven year period). The breakdown of percent of budget for each unit in 2010 compared to 2016 was: Library (4.3 to 3.8); Graduate Studies (0.8 to 1.0); IET (7.8 to 7.1); OR (6.8 to 6.5); Student Affairs (34.7 to 37.4); FOA (43.4 to 41.6) and Development (2.2 to 2.6).

**Figure 34. Growth in expenditures for units within General Administration**
Issues, Questions and Observations

1. Decreases in faculty and college staffing highlights differential administrative versus instructional growth

The Task Force was able to demonstrate growth in expenditures across all units but struggled with the concept of whether or not that growth was “normal” or necessary. College budgets grew over the time period as did those of the administration and overall percentages of expenditures remained similar. However examining the college expenditures versus staffing suggests that accommodation of increasing salaries and benefits came at the expense of total number of personnel positions. Since student populations increased over this time the decrease in faculty and staffing support is of concern. Total college staff plus faculty decreased from 2543 in 2009-10 to 2528 in 20015-16 with growth only in the lecturer category as total student numbers grew by 3,668 (from 27,634 to 31,302) or by 13%. The largest decreases were for CAES but all colleges showed fairly flat personnel levels. We are concerned that this does not reflect a greater efficiency of delivery of educational programs but rather a transfer of workload
normally accommodated by staff to faculty and remaining staff. The Task Force was not able to assess impact of staffing decreases on faculty and remaining staff workload and job satisfaction but this is a critical area for further investigation.

2. Need for metrics of reasonableness for cost of business

The Task Force was able to assess changes in expenditures by units but not able to determine if funds were being effectively spent. There are no agreed to metrics or comparative institutions/units to use to assess reasonableness of cost of business for a state-funded institution. In other words it was not possible to determine if growth was necessary for units that grew at rates greater than the changes in benefits and salary adjustments. We suggest development of analytical tools and metrics that will enable assessment of the reasonableness of expenditures for specific transactional and non-transactional activities.

As an example, we analyzed two activities as a "gain by cost" development and contracts and grants processing based upon available data. We tabulated expenditures from the gifts and endowments categories and divided those by the budget of the central development office. A similar analysis, totaling all grant and contract expenditures and dividing that number by the Office of Research budget was conducted. The gain for development was roughly two dollars for every dollar spent while that for grants and contracts was 5.5 to 7.5 dollars for every dollar spent. This is offered as an example of the type of analyses that can be conducted. Our data are flawed in that we did not have the breakdown of where growth occurred in the Office of Research, in grants processing versus corporate relations for example. Our sample calculation assumes all growth in grants processing which we also assume is incorrect. This example of metrics is offered simply as a type of analysis that could be conducted if data were broken down sufficiently. Similarly for Development we only had data available for expenditures for central Development, not for funds expended in the colleges for development activities.
Figure 36. Gain by cost analysis for gifts and endowments and grant funding

We also evaluated the change in Office of Research budget by numbers of grants processed. Over the seven year period the success rate for award of grants is fairly similar, ranging from 43 to 47.5%. The “cost per grant” defined simply as the OR budget divided by the number of grants obtained has gone up 68% and the total number of grants processed per staff member has dropped in half. This analysis assumes growth in staffing occurred largely in grants processing, which may not be correct. Again we use this analysis merely as an example of the types of assessments that could be made in order to better understand the rationale of unit expenditure growth.
Table 8. Analysis of Cost per Transaction for Grants Processed by Office of Research

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Grants Prepared</th>
<th>Total Grants Awarded</th>
<th>% Success</th>
<th>Processing Cost per Successful Award</th>
<th>Grant Number Prepared/OR Staff</th>
<th>Grant Number Awarded/OR Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3,102</td>
<td>1,474</td>
<td>47.5</td>
<td>20,651</td>
<td>41.9</td>
<td>19.9</td>
</tr>
<tr>
<td>2011</td>
<td>2,836</td>
<td>1,250</td>
<td>44.1</td>
<td>25,964</td>
<td>35</td>
<td>15.4</td>
</tr>
<tr>
<td>2012</td>
<td>2,776</td>
<td>1,245</td>
<td>44.8</td>
<td>27,053</td>
<td>30.2</td>
<td>13.5</td>
</tr>
<tr>
<td>2013</td>
<td>2,526</td>
<td>1,199</td>
<td>47.5</td>
<td>26,887</td>
<td>25</td>
<td>11.9</td>
</tr>
<tr>
<td>2014</td>
<td>2,508</td>
<td>1,171</td>
<td>46.7</td>
<td>35,664</td>
<td>22.4</td>
<td>9.6</td>
</tr>
<tr>
<td>2015</td>
<td>2,756</td>
<td>1,280</td>
<td>46.4</td>
<td>34,488</td>
<td>19.7</td>
<td>9.1</td>
</tr>
<tr>
<td>2016</td>
<td>2,730</td>
<td>1,174</td>
<td>43</td>
<td>34,443</td>
<td>20.2</td>
<td>8.7</td>
</tr>
</tbody>
</table>

a To determine cost per award, the total budget of OR (-ORUs) was used and simply divided by the number of grants obtained (total grants awarded). Grant Number Prepared/Awarded were simply the totals of grants in those categories divided by the number of staff indicated for OR-ORUs that started at 74 in 2009-2010 and rose to 135 in 2015-2016, an 82% increase in staff. These are approximations since not all OR staff are engaged in preparation of grants and contracts.

For some units developing such metrics may be easy but for others the cost of transaction may be more difficult to define. It is expected that other universities may have such numbers or could easily generate them to assess what the return on investment should be. The ratios we obtained of a gain of 2$ per dollar spent on development and of roughly 6$ per dollar spent on grants processing may be reasonable, too high or too low as compared to other institutions. However one cautionary note from the Task Force is that such comparisons may be tricky if comparative units are equally imprudent in costs of activities. Other units should develop methods to assess the fiscal prudence for their expenditures. We often hear of the high cost of doing business at UCD being driven by state and federally mandated compliance and it would be of benefit to document this with data.

3. Need for greater transparency in fiscal expenditures and planning processes

We evaluated UCD PPM 200-15 (Administrative Decision Making Process) and UCD PPM 200-30 (Administrative Reviews) and are concerned by the lack of inclusion of costing/financial impact estimates in these policies. Administrative units are instructed to consult broadly when developing plans and consider expectations of customers of a service. However it is not clear if this decision making process includes an assessment of fiscal impact on other units. Given the workloads generated within colleges of some of the administrative decisions to adopt user-unfriendly programs for routine operations and the need to then hire staff with the skill set not for the operation required but for learning the non-intuitive system suggests that overall costs of adoption may not have
been considered sufficiently in these decisions. Thus higher skills may be needed not for the operation per se but for the system used to conduct that operation. This may not be the most fiscally prudent approach.

Also when a group discussion is used to define desired functionality of an operation or service the line between necessary/essential and desired/non-essential may become blurred and individuals who may argue passionately for a specific level of service might change their minds if they realize the cost of that incremental benefit. We assume such considerations are taken into account but would prefer to see this stipulated in the PPM.

We debated the best mechanism for assessment of cost of business and whether that should be in comparison to other UC campuses and non-UC California campuses (cost of business within CA), comparison research institutions (mission identity) or consider costs of similar transactions/operations in the private sector (efficacy of compliance comparison). In the end a combination of all may be the best course of action. We endorse development of mechanisms to assess the fiscal prudence of administrative as well as instructional operations with the goal of delivering high value for cost as well as identifying cost-drivers.

4. Analysis of “other” category for administrative units

For many units the majority of the budget expenses are people but for some a large component of the budget was classified as non-employee or “other”. As a consequence the Task Force was limited in its ability In order to assess the reason for growth of some administrative unit budgets to determine both the reason for growth and the importance of that growth.

5. Concern over growth in student fees

Task Force analysis of the percent growth in expenditures by fund source indicated an overall growth between the 2009-2010 and 2015-2016 fiscal years of 47%. Examining growth in sub-categories revealed that growth in grants and contracts was the lowest at 6.2%, followed by State funds and tuition at 36.4% and gifts and contracts by 50%. We were concerned that the percent growth in student fees was the highest at 83%. In 2016-2017 non-health student fees were $2,862.20 or roughly 25% of tuition (11,220). Fees are levied for a variety of student activities and pose a burden for students forced to take out loans to cover costs of education. We asked BIA for information on consultation processes concerning fees and were told that the Academic Senate has a representative (or opportunity to appoint one) for the Council on Student Affairs and Fees, which reviews campus-based fees, as well as the Committee on Course Material and Service Fees, which reviews course material fees. However, we were unable to determine if faculty were regularly appointed to these committees by the Committee on Committees. Fees can often be seen as alternatives to increases in tuition and a way to fund desirable but non-essential activities and it is important to weigh such fiscal commitments that will impact the entire undergraduate student community judiciously.
6. Use of consultants and out-sourcing versus in-house expertise

The Task Force was not able to determine the role of fiscal analysis in the decision to employ external consultants versus in-house expertise and the relative costs thereof. We learned that some consultants were part of the state salaried expenditures and others were included in the “other” category. Outsourcing is an area of great concern to the external community and clear polices that include a full fiscal analysis of the relative costs of in-house versus out-sourcing should be routinely conducted and reported. There is a critical trade-off here – local jobs versus increasing student costs of attendance and student debt. In-house staff, regardless of payroll title, become partners in the educational mission of instruction directly or through volunteer efforts and it is important to acknowledge that this has value for the campus community as a whole. Full transparency is therefore vital in such decisions.

7. Concern over costs of professionalization of the administration versus use of existing faculty expertise and growth in administrative positions

Task Force members were struck by the number of high-level administrative positions for which professional faculty administrators were sought and the accompanying higher salaries paid and pension-associated benefits. This seems to be at the cost of developing a cadre of administrative leaders in-house as is done at other institutions. We were unaware of the consultive processes used to determine if a position should be “in-house” or broadly advertised and the assessment of fiscal impact since such individuals will need staff support and operational budgets. We sought copies of organizational charts from each administrative unit for the seven year period under review and were dismayed to learn that they were available for current year only. An important part of our assessment would have been to compare growth in people within the administration as a function of job title and position creation but were unable to obtain data.

8. Evaluation of “cost of transparency”

Task Force members were also concerned about the costs of transparency. We noted that the recharge expenditures for some units is considerable. We understand the allocation of all resources to Deans and then recharging them for administrative functions does enable all users of those functions to understand their “true” costs but wondered about the inherent costs of this practice and record keeping of charges. We assume that allocation and recharging against allocations does have a cost versus simple direction of those funds to the administrative unit with transparency regarding the use of those funds for support of campus constituencies. There are many routes to transparency and fiscal prudence should guide the route taken.
9. Review of administrative cost structures

Another area of concern raised by Task Force members was that, although there appears to be consultation in administrative decision making processes, the level of consultation in review and assessment of the broader impact of those decisions was unclear. For example, anecdotal comments from many administrative units suggest that the clustering of administrative service units did not result in the efficiencies or cost-savings predicted. Better analyses of current costs, projected costs followed by assessment of the actual altered costs following a change are needed.

10. Need for enhanced record-keeping for assessments of administrative growth

In order to better understand the rationale for growth of specific administrative units the Task Force sought to obtain administrative unit organizational charts for the seven year period. We were only able to obtain organizational charts for the current fiscal year as it is not common practice to save such information. We think retaining organizational charts is important in transparency about growth in units. We noted above that for the Office of the Provost significant growth occurred for Undergraduate Education. We know that some of this growth was due to mandated assessments from the last WASC accreditation review for the creation and assessment of learning outcomes for all courses in all undergraduate programs. Such mandates that are unfunded can lead to structural deficits for the campus as funds to cover expenditures for compliance must be identified. We think costs for other units may also have risen due to similar unfunded mandates but were unable to obtain data for this. We suggest that such data be kept and publicized so that faculty and students are aware of the potential negative impact of unfunded mandates as well as making the entity requesting such activity aware of the cost and our limited options for covering such costs.

11. Professional School growth analysis

Task Force members were concerned that professional school budgets also include expenditures related to instruction of undergraduate and graduate students in addition to professional school students. We realize this was beyond our scope of analysis but suggest that similar assessments of growth in professional school administration of instruction versus instructional costs would be of value.

Specific Recommendations

1. Develop metrics/outputs to enable assessment of effectiveness of budgetary expenditures
The Task Force recommends that each administrative unit develop assessments or metrics that can be used now and in the future to determine costs of efficiency and effectiveness and that costs of operations be reviewed on a regular basis. This would entail developing comparative measures of fiscal prudence as outlined above and including costs inadvertently incurred by other units. The metrics should be submitted for full Academic Senate consultation and review.

2. **Include specific language on fiscal impact assessment in PPM 200-15 and PPM 200-30**

The Task Force fully supports consultive decision making stipulated in the UCD PPM. However sound decisions require sound fiscal analyses and this seems to be lacking in the current language used in the PPM. We recommend that both administrative reviews and decision making practices include fiscal analyses to be provided to those being consulted. Changes in proposed language of the PPM should be submitted to for full Academic Senate consultation and review.

3. **Senate participation on student fees increase committee**

The Task Force supports Academic Senate representation on the Council on Student Affairs and Fees. Instructional units and faculty are consulted on the levying of lab and materials fees which are reviewed by the Senate. However, it is unclear what level of Senate consultation occurs on levying of non-instructional fees. We further suggest that all proposed student fee increases be reviewed by the Committee on Planning and Budget prior to implementation.

4. **Determine impact of flat budgets on academic quality**

Comparative analysis of staffing in instructional versus academic units suggests one of three possibilities either that instructional units have been innovative in delivery of quality curricula for less, the workload of the lost staff has been absorbed by faculty and other staff which may come at a cost of time spent on instructional or other activities, or the quality of instruction has been altered by the loss of resources and staff. We believe that the current undergraduate and graduate program review processes will uncover these issues and suggest that each year the Undergraduate and Graduate Councils prepare or include in their annual reports to the Representative Assembly an assessment of the impact of budgetary constraints on programmatic quality and faculty and staff welfare for the units under review.

5. **Assessment of efficiency/reasonableness of expenditures and administrative process**

The Task Force recommends that the administration undertake a comprehensive review of processes for relative cost. Implementation of any new business operation should
include a full assessment of the fiscal impact of all units impacted including, for example, assessments in the change in skill level of employees currently conducting the operation and accompanying costs of training for proficiency in the new system.

6. Retention of organizational charts to monitor administrative growth

The Task Force recommends that a database of organizational charts for each administrative unit be generated and that each year organizational charts be captured for this database. This will enable a more comprehensive assessment not just of growth but of the nature of that growth. This will facilitate transparency when growth appears to be differential in nature.

7. Greater transparency in costs of unfunded mandates

The Task Force sought information on changes in organizational charts over time so that we might be able to assess reasons for differential growth of units. However, we were not able to obtain these documents. We do know from looking at one of the units, Undergraduate Education, that part of this growth was made necessary by the need to launch robust programs developing learning outcomes for all undergraduate courses and majors and defining assessment protocols for those learning outcomes mandated by the WASC review. This is not a trivial task and loss of accreditation could negatively impact student financial aid. We define unfunded mandate as the requirement of a funding agency to create costs for which funds are not provided. One is essentially forced to create a structural deficit, increase income or eliminate an existing cost in order to cover these mandated activities. We recommend that the administration create reports on the costs of these mandates both to enable greater transparency for faculty, staff and students but also because such analyses can be used to show the agency involved the actual cost of their mandate.
Further Considerations on Administrative Growth at UCD

As the Academic Senate Administrative Growth Task Force discussed our findings, several possible factors resulting in differential administrative growth were proposed. However, conclusive data to verify or test these hypothesis were not available or collected on a regular basis. Although the lack of availability of organizational charts for each administrative unit for each of the seven years prevents a detailed analysis of what grew when, we offer the following thoughts on administrative growth.

The budgetary dynamics of UCD are complex and several interacting factors seem to be drivers of the differential growth of administrative budgets versus instructional or academic unit budgets. The differential rate of growth of administrative versus instructional mission expenditures at institutions of higher learning has been known for decades. A seminal article discussing the possible reasons for that differential growth appeared in 1995 that we find is still timely today (Leslie and Rhoades, Rising Administrative Costs: Seeking Explanations, J. Higher Ed, 66:187-212, attached as Appendix 5). The nation-wide assessment they describe in 1995 parallels the differential patterns of growth we deduced from the last seven years of expenditures. Thus a differential rate of administrative versus instructional unit growth is not unique to UCD or UC, but characteristic of higher education in general. Similar to our own conclusions the authors state that the way in which expenditure data is aggregated precludes identification of precise causes of this differential growth. To quote directly from the paper “the issue is not whether administrative cost increases reflect improved administrative services; the issue is whether expended resources might have served the institution better if the expenditure had been for instruction, research, or service”. We view this as the crux of our charge to investigate growth – is that growth necessary or desirable given the mission of the institution of teaching, research and service? This is a challenging question to answer.

We fully concur with the economic assumption of this paper that non-profit or public universities are “revenue maximizers” and that “They exist to serve clients. The more revenues one has, the more clients can be served.” We offer that “clients” in our case are more accurately “beneficiaries” and that we have as part of our land grant mission multiple categories of beneficiaries: undergraduate, graduate and professional students; corporate and public sector users of new knowledge generated from research and creative activity, individuals served by the UC health system and professional school activity. There is a dynamic tension between these beneficiary streams with respect to which one receives resources when new revenues become available and it is even more challenging to decide which beneficiary stream loses in times of revenue shrinkage. In essence we are beneficiary maximizers and thus the concern when administration, which is more distal to a beneficiary stream, appears to grow more rapidly than direct expenditures on beneficiaries. The article further opines that an ultimate aim of revenue maximization is prestige. In our view this is only partially true in that certainly in our case it is not prestige for the sake of prestige but rather an
investment in visibility and showcasing impact with the goal of increasing revenue streams so that more beneficiaries can be served or existing beneficiaries can receive additional services.

The article presents several propositions as explanations of administrative growth and we will discuss these in light of our own analysis of expenditures and collective institutional knowledge.

“The more an institution emphasizes the generation of alternative revenues, the greater the proportion of resources that are directed to administrative units perceived as (potentially) generating such revenues.”

There is some evidence for the validity of this proposition at UCD. Expenditures for Development have grown aimed at increasing the revenue streams in the form of gifts and endowments. The Office of Research has also grown particularly in the area of corporate relations, again an activity aimed at increasing revenue streams but also at serving corporate beneficiaries of research activity and knowledge generation. However, in our analysis, although the budgets of these units grew at rates greater than that of the colleges, administrative units not aimed at revenue generation grew at similar and in some cases higher rates than those associated with revenue acquisition.

“Increased state and federal regulatory pressure on higher education is associated with the growth of administrative staff and expenditure.”

We conclude this proposition is also true at UCD. One of the administrative units showing the most growth over the time period that we evaluated is Undergraduate Education and although we do not have the organizational charts over this period we do know from the existing chart that there are positions that were created to address the last WASC accreditation review (agent acting on behalf of the federal government). UCD was required to develop a visible program of learning outcome assessment and new units were added to cover this activity, both to provide visibility in doing so and to provide assistance and tools to departments developing assessment protocols and metrics. No funds from WASC or an aligned organization accompanied this mandate. Similarly the need to enhance laboratory safety in response to a lawsuit drove growth in administrative units engaged in assuring compliance as did the expectations of review and compliance for academic units. State law charged counties with assessment of safety compliance in a broad range of areas giving them the authority to levy fines and issue citations. Being non-compliant in all of these cases carries a high fiscal risk. Compliance or regulatory pressure has resulted in increases in administrative costs and academic unit size at UCD as a consequence of our academic dependency on these funding sources. There are numerous other examples.

“Increases in administrative costs are a function of administrators taking on functions formerly performed by faculty.”
The article describes universities as suffering from “cost disease” defined as the linkage of salaries of one entity (the University) to other entities (private sector) where growth in salary is related to increased productivity and profitability. Under this scenario, costs for individuals become linked to external forces that define competitive compensation. In our view the professionalization of the administration driven by increased complexity of function and activities and minimization of risk drives hiring to the same pool of talent for similar positions in the private sector thereby necessitating higher salaries. This upward spiraling of salaries unlinked to tradition university revenue streams is problematic and underlies our recommendation to consider use of in-house talent and expertise wherever possible instead of creating new positions that would draw from this pool. Such administrative positions in the past were covered by the cycling of faculty from/to teaching and other responsibilities to performing administrative tasks. The professionalization of the administration and the reduction in use of faculty for many of the managerial tasks we agree is a significant driver of increases in administrative costs.

“Increases in administrative costs are a function of the growth of consensus management in administration.”

As defined in the article “consensus management” is participative management and the engagement of managers in decision making and this has occurred at UCD. The Council of Deans and Vice Chancellors has grown over the years from the observation of Senate chairs on our Task Force as the administration has grown in complexity. To quote directly from the article: “Consensus management is expensive: democratic processes create more work for more people and therefore lead to the addition of staff.” The article predicts that if this has occurred then larger increases in numbers of personnel will be observed when compared to non-personnel expenditures and growth in average salary. The percent growth in personnel in the Chancellor’s Office was 46% over the seven year period while average salary grew by 34%. However the “other” category grew by 113%, a greater rate than would be expected if growth were due largely to consensus management. However we suggest that consensus management may be a factor driving differential growth of the administration as described in this article.

“Increases in administrative costs are a function of the self- perpetuating growth of administration.”

The article defines the phenomenon that growth in upper administration or positions that require actions of/create work for others leads to a proliferation of administration, the “administration begets administration” phenomenon. We would add to this assessment our personal observations that increases in the central administration creates work for those in the instructional units also. This is manifest in many ways such as the creation of IT systems that require significantly more time to complete tasks than prior “paper systems” and that may require a more highly trained (and more highly paid) staff.
The next two proposed reasons for increase in administration are similar:

“Faced with increased environmental uncertainty and with unclear technologies for achieving organizational ends, managers will increasingly adopt the administrative structures developed by successful organizations”.

“The more that administrators become involved in professional associations, the more they and their institutions will tend to adopt normative administrative structures and practices.”

Both of these propositions suggest increases in management costs are more succinctly described in the article as “If Harvard is doing it, it must be a good idea.” Although our analysis of growth in expenditures and lack of availability of organizational charts and the ability to compare those charts to comparison institutions makes it impossible to determine the extent to which this is a factor in administrative growth at UCD we nonetheless recognize it as a possibility. Creating normative administrative structures may also be a tendency to match an administrative staffing level of a unit to what is typical at other Universities rather than to actual workload. We would add that as administrators move between institutions they may take with them the need to have certain administrative structures/positions in place that might not exist at the new institution, and this may be addressed not as a reorganization of existing units but in the creation of new units. Many of the positions that they describe in the article as associated with mimicking successful institutions do exist in those titles at UCD. It is not clear however if mimicking of success is a good or bad idea with respect to resource expenditures and acquisitions.

“The greater the organizational distance between the unit and the budgetary decision maker, the smaller will be the proportional increase in the resource allocation to that unit.”

The paper includes as an explanation of administrative growth as “budgetary decision makers first take care of their own needs and the needs of those they know well.” They cite as evidence for this driver of administrative growth that the growth of units closer to the ultimate budgetary decision makers will be greater than that for the distal units. The rationale for differential increases and cuts to budgets is difficult to determine from our simple analysis of expenditures by units. Our comparative analysis suggests this could be the case since the greatest percent growth in expenditures occurred for the Chancellor’s and Provost’s Offices versus both general administration and the colleges. However our campus budgetary model is slightly different in that resources are allocated to Deans with Deans as primary budgetary decision makers for their units. For some colleges budgetary allocations are driven by transparent models (CAES RAC formula for example). Still, we should be aware that the tendency to make decisions benefiting one’s own unit is a potential factor in unit growth. Adequate Academic Senate review should curtail this tendency.
Conclusions

The budgetary dynamics of UCD are complex and several interacting factors seem to be drivers of the differential growth of administrative budgets versus academic unit budgets. In this we are not unique and the analysis presented in the 1995 Leslie and Rhoades article is striking for its current relevance. There are two fundamental issues we wish to emphasize. First, we are indeed revenue maximizers who spend available funds on multiple competing beneficiary streams as well as on new revenue generation. As a consequence, decision making on allocations and particularly on expenditure cuts is extremely challenging as some worthwhile group of beneficiaries will see a loss in support. However in our view revenues derived from students (tuition and fees) should only be expended for the benefit of students and not used for other beneficiary streams or growing “prestige”. The second issue centers on how big and complex administration should be and how it should be structured. We do not have a good idea of what the cost of doing business should or could be, just what it is. Several of the proposed reasons for administrative growth derive from external pressures from funding groups, such as agencies of state and federal governments that impose costs for compliance or services or even specific administrator titles (“unfunded mandates”) that may in themselves be valuable to the institution but that are not accompanied by the funding needed to carry out the mandate. This trend is particularly worrisome given the “cost disease” factor that drives many of these hires to a more highly compensated pool of talent. Some of the reasons posed above for differential administrative growth such as the “me too” rationale, excessive consensus management, as well as susceptibility to the “cost disease” of professionalization are ones that we should work to minimize. Further, it is important to recognize that the need for some investments will depreciate over time. This is true for “prestige” investments as well as for some unfunded mandates for which visible administrative structures may only need to exist until the requirement becomes institutionalized. It may be wise to include “sunset clauses” in some of these expenditure decisions.
Appendices

1. UCD APM 200-15
2. UCD APM 200-30
3. Undergraduate California Resident Fees
4. 2016-2017 Student Fee Overview Fact Sheet
Acknowledgements

The Task Force thanks Kelly Ratliff, Senior Associate Vice Chancellor, Finance and Resource Management, Anissa Nachman, Sarah Mangum, and Jason Stewart from the Office of Budget and Institutional Analysis for the provision of data and timely response to all requests for additional information or clarification. We also thank Lisa Thacher Milbrodt for assistance in setting up meetings and Kimberly Pulliam for her invaluable participation in all Task Force meetings and discussions.
Academic Senate Administrative Growth Task Force Membership

Linda Bisson, Chair  
Professor  
Viticulture and Enology

Hemant Bhargava  
Professor  
Graduate School of Management

Janet Foley  
Professor  
SVM: Medicine & Epidemiology

Jerold Last  
Professor  
SOM: Internal Medicine

Walter Leal  
Professor  
Molecular and Cellular Biology

Gregory Miller  
Professor  
Chemical Engineering

Bruno Nachtergaele  
Professor  
Mathematics

Emily Solari  
Professor  
School of Education

Staff: Kimberly Pulliam (Senate analyst)
I. Purpose
This section describes the UC Davis administrative plan and the advisory groups that contribute to campus community participation in decision making.

II. Policy
A. Decentralization of decision making and involvement of those affected by the decision are major elements of the campus’s administrative structure. The structure includes the use of work groups, committees, councils, task forces, professional staff groups, and other advisory groups for extensive involvement of the total campus community.

B. The campus management structure optimizes effectiveness and growth by bringing together people, ideas, and resources in the following manner:
1. Decision-making is decentralized to the appropriate level and place on the campus, but with full knowledge of the level where the responsibility lies.
2. Policy making, planning, and determination of goals involves as many concerned individuals as possible.
3. Administrative procedures permit and promote development of viable plans for change and the full realization of these plans.

III. Responsibilities
A. Chancellor
The Chancellor is the person ultimately responsible for all functions of the campus community.

B. Provost & Executive Vice Chancellor
The Provost & Executive Vice Chancellor serves both as the administrator responsible for coordination of all operational programs of the campus and as chief academic officer for the campus, and in the absence of the Chancellor, acts for the Chancellor on all matters.

C. Vice chancellor or graduate dean
A vice chancellor or the graduate dean acts for the Chancellor for campuswide administrative functions, administers certain units, and has coordinating responsibility for cross-functional groups.

D. Vice provost
A vice provost acts for the Provost in carrying out campuswide academic administrative responsibilities, administers certain units, and has coordinating responsibility for cross-functional groups.

E. Dean
A dean has an academic and administrative responsibility for functions within the college or school and coordinating and administrative responsibility for inter-college/school units delegated to a particular dean for administration such as campuswide divisions, extended learning, research centers, and institutes.

F. Department chair or unit head

The department or unit is a fundamental administrative unit on the campus since it organizes the resources that support teaching, research, and public service. The department chair or unit head provides the leadership and is responsible for the activities of the department through the dean or vice chancellor.

G. Affirmative action and cultural diversity

Each organizational unit has the responsibility for day-to-day implementation of the process related to developing an environment that is supportive of the rich mix of groups that constitute the UC Davis community.

1. The ultimate responsibility resides with the Provost & Executive Vice Chancellor, as UCD Affirmative Action Officer.

2. Other administrative officers who share responsibility for these programs are the Vice Provost--Academic Affairs, the Associate Vice Chancellor--Human Resources, and the Chief Compliance Officer.

H. University relations

Each member of the campus community has a responsibility for the development of positive attitudes toward the University through all avenues of communication.

1. Several colleges and schools have alumni, development, and communications functions to meet these responsibilities.

2. Administrative officers who report to the Vice Chancellor--Development and Alumni Relations assist members of the campus community and help coordinate college/school development and media relations efforts.

IV. Advisory and Decision-Making Groups

A. Work group

A work group is an administrative group responsible for implementing programs and carrying out policy decisions in a functional area that crosses administrative lines of authority. Although the group strives for consensus, the chair, as the administrator responsible for the primary functional area, is held accountable for the decision and its implementation. Work groups are appointed by the administrator responsible for the primary function and are composed of individuals from each administrative unit whose activities or responsibilities will be affected by the group's decision.

B. Administrative advisory committee

An administrative advisory committee is composed of faculty, students, staff, and administrators, and in some cases alumni and members of the community, to advise administrative units and work groups on policies affecting campus life and operations, or are committees mandated by existing University policy or Federal or State regulations. The administrative advisory committee system is one of the mechanisms by which campuswide participation in decision-making is promoted.
C. Administrative council

An administrative council functions as both a work group and an advisory committee. A council is created when it is determined that direct input of a specified advisory group is essential to the decision-making process of a work group and it cannot be achieved through the use of a standing advisory committee.

D. Task force

A task force is a temporary grouping of individuals appointed to study and make recommendations on special issues. Membership is composed largely of experts in the area under consideration. A task force may or may not be representative of all constituencies.

E. Professional staff advisory group

A professional staff advisory group is a standing group responsible to the Chancellor and vice chancellors for review, analysis, and advice on a specific function. The group is composed of professional staff from appropriate administrative units who have expertise that bears upon the function or activity.

F. Campus advisory group

A campus advisory group is a standing group responsible to the Chancellor and vice chancellors for review, assessment, recommendation, and assistance for implementation on specific campus functions or activities that cross administrative organizations. The group may be composed of representatives from faculty, staff, students, and administrative units, and may include public members. Membership is appointed by the appropriate administrator and/or constituencies. The responsible administrator has authority and responsibility for final decision and implementation.

V. References and Related Policies

A. UC Davis Administrative Organizational Chart.

B. UCD Policy and Procedure Manual Section 200-60, Assignment of Administrative Authority.
I. Purpose
A. This section defines the policy for formal review of administrative units in order to assess overall performance and enhance the efficiency and effectiveness of administrative practices in support of the University’s mission of teaching, research, and public service.
B. This policy applies to all administrative units, including academic support and student services units, within the purview of the Office of the Chancellor/Office of the Provost, the Vice Chancellors, the Vice Provosts, and the Dean—Graduate Studies (referred to as senior administrators).

II. Policy
A. Senior administrators and their management teams have responsibility for ensuring that unit goals are defined, agreed upon, and met; and that units are operating effectively and efficiently, by calling for appropriate reviews periodically.
B. Senior administrators must provide an annual report to the Chancellor and Provost that identifies the top-level strategic and service improvement goals for departments under their purview.
C. Senior administrators must ensure that each administrative unit receives a comprehensive administrative review at least once every five years, evaluating the strategies, efficiency, and service level of operations.

III. Review Requirements
A. Unit reviews might address the following:
   1. Mission and goals
      Confirm that the unit has appropriate mission and vision statements, accompanied by achievable goals that are supportive of, and in alignment with, the campus mission; and that managers and employees clearly understand and carry out their mission, vision, and goals.
   2. Planning
      a. Confirm that there is a short- and long-term planning process that helps the unit anticipate and effectively respond to changes in internal and external environments including budget constraints, technology developments, regulatory requirements, and directions being taken by peer organizations.
      b. The planning process should also include methodology for assessing and improving the unit’s performance.
   3. Resource management
      Consider whether resources available to the unit are used efficiently and effectively to meet unit and campus goals customer needs, and whether changes in the level of resources available to the unit may be warranted by changes in the unit’s mission, its internal business practices, or the level and types of services required from the unit by campus and external customers.
4. Service delivery
   Examine the customer feedback processes that the unit uses to learn about the needs and expectations of groups for which they provide services, the satisfaction levels of these groups, and how the unit responds to feedback and uses the information to modify service delivery.

5. Communication
   Ensure that effective communication strategies are in place to meet the needs of customers and unit employees.

6. Workplace climate
   Examine efforts to build and maintain an environment conducive to excellence, engagement, continuous process improvement, appreciation of diversity, and personal and organizational growth.

7. Policies, practices, and processes
   a. Assess the unit's practices to determine whether they are consistent with the unit's mission, vision and goals, and with systemwide and campus policies.
   b. Examine how the unit's administrative, support, and operational processes are developed, managed, and continuously improved, identifying processes that could be shortened or eliminated, procedures that could be streamlined, practices that could be revisited, additional training that might be provided, and/or technology that could be introduced to increase unit efficiency and effectiveness.

B. Review structure and format
   1. The senior administrator will determine the specific form of the review based on the circumstances within the unit to be reviewed, the review objectives, and resources available for the review.
   2. A review should incorporate an external dimension that includes comparable performance indicators, consulting peers or consultants outside the campus who are familiar with comparable institutions and can provide reliable performance criteria, or inviting reviewers outside the unit to conduct or assist with the review.
   3. A review should include the opportunity for significant customer and employee input (e.g., surveys, focus groups, participation on review teams) on the quality, effectiveness, efficiency, and work climate of the unit.
   4. The unit manager should communicate with unit employees regarding the status and preliminary findings of the review and provide an opportunity for employee feedback and discussion.

C. Waiver of review
   Senior administrators may seek a waiver of formal review of units from the Chancellor and Provost if senior administrators and managers are able to demonstrate that a unit is meeting the criteria outlined in III.A, above.

D. Reports
   1. Administrative review reports
      a. The unit manager or the chair of the administrative unit review team will summarize review findings and recommendations in a report to the senior administrator.
      b. The senior administrator or designee will assure that appropriate actions are taken
in response to the report.

2. Annual reports

Each senior administrator must provide a report to the Chancellor and the Provost, including the following, by May 1 of each year:

a. Progress made on achieving review goals from previous years, including a list of strategic and service improvements.

b. Administrative reviews planned for the next fiscal year.

c. Units for which a waiver of administrative review is requested.

IV. Further Information

For additional information on annual reports and administrative reviews, or for assistance in conducting administrative reviews, contact Organizational Excellence; 530-752-6019; oe.ucdavis.edu.
### FULL TIME UNDERGRADUATE FEES 

<table>
<thead>
<tr>
<th>CALIFORNIA RESIDENTS</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Annually</th>
</tr>
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<tbody>
<tr>
<td>ASUCD Fee</td>
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<td>$35.00</td>
<td>$35.00</td>
<td>$105.00</td>
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<td>$139.66</td>
<td>$139.66</td>
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<td>$183.22</td>
<td>$183.22</td>
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<tr>
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<td>$114.95</td>
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<td>Unitrans</td>
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<td>The Green Initiative Fund (TGIF) Fee</td>
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| Health Insurance Fee [2] | $764.00       | $764.00        | $764.00        | $2,292.00 |

### PART-TIME UNDERGRADUATE FEES 

<table>
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<tr>
<th>CALIFORNIA RESIDENTS</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Annually</th>
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<tbody>
<tr>
<td>ASUCD Fee</td>
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<td>$35.00</td>
<td>$105.00</td>
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<td>$114.95</td>
<td>$344.86</td>
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<tr>
<td>Student Facilities Safety Fee</td>
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<td>$22.00</td>
<td>$22.00</td>
<td>$66.00</td>
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<tr>
<td>Student Services Health Fee</td>
<td>$48.00</td>
<td>$48.00</td>
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<td>$144.00</td>
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<td>$6.00</td>
<td>$6.00</td>
<td>$6.00</td>
<td>$18.00</td>
</tr>
<tr>
<td>The Green Initiative Fund (TGIF) Fee</td>
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<td>$3.00</td>
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<td>$9.00</td>
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<tr>
<td>California Aggie Fee</td>
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<td>$3.73</td>
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<td>$11.19</td>
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<td>$358.00</td>
<td>$358.00</td>
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| Health Insurance Fee [2] | $764.00       | $764.00        | $764.00        | $2,292.00 |

### UNDERGRADUATE UC EMPLOYEE FEES [3] 

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<tr>
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<td>$1,389.00</td>
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<td>$1,387.00</td>
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*The tuition, fees, and charges posted here are estimates based on currently approved amounts. These figures may not be final. Actual tuition, fees, and charges are subject to change by the Regents of the University of California and could be affected by State funding reductions. Accordingly, final approved levels (and thus a student’s final balance due) may differ from the amounts shown.

[1] All new Undergraduate, Graduate Academic, and Graduate Professional students admitted for the 2016-17 academic year will be charged a one-time, life-time document fee of $150.00. Graduate students in the strictly professional degrees (M.D., J.D., D.V.M. and M.B.A.) are excluded and will continue with Pay-per-service charges. More information about the document fee is available at https://registrar.ucdavis.edu/local_resources/docs/doc-fee/document_fee.pdf.

[2] The University of California Regents mandates that all students have health insurance. UC Davis automatically enrolls all registered students in the UC Student Health Insurance Plan (UC SHIP). If students have comparable insurance and do not want to be enrolled in UC SHIP, they must apply for a UC SHIP waiver by the date specified for their school. More information about the UC SHIP is available at http://shcs.ucdavis.edu/insurance.

[3] Assumes employees are California residents and part-time students.
# STUDENT FEE AND TUITION OVERVIEW – UC DAVIS

## Description and Use

<table>
<thead>
<tr>
<th>SYSTEMWIDE FEES</th>
<th>Tuition (formerly Educational Fee)</th>
<th>Student Services Fee (formerly Registration Fee)</th>
<th>Nonresident Supplemental Tuition (formerly Nonresident Tuition)</th>
<th>Professional Degree Supplemental Tuition (formerly Professional School Fee)</th>
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### 2016-17 Fee*

<table>
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<th>Graduate</th>
<th>Professional</th>
<th>Non-Resident</th>
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<td>2016-17 Fee</td>
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<td>$11,220</td>
<td>$11,220 (includes students in Vet Med, GSM, Law, Medicine, School of Nursing, Health Informatics, CANDEL, MPVM and Public Health – CA Resident only)</td>
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<td>$4,410</td>
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### USES

- University-wide Operating Budget Support (same as general funds)
- Financial Aid: 33% (undergrad & prof) and 50% (grad) of the fee increase over prior year used by campuses as need-based financial aid.
- Student Support Services that benefit students and are complimentary but not a part of the instructional program (e.g., counseling, advising, recreation programs, capital)
- Debt service on Dutton Hall and Memorial Union
- Mental Health.
- University-wide Operating Budget Support (same as general funds)
- University-wide debt service on deferred maintenance revenue bonds.
- Professional School Operating Budget Support.
- Financial Aid: 33% of the fee increase over prior year must be used for financial aid.

### NOTES

- Fee income administered by the campuses.
- Fee is uniform across all campuses.
- Two-thirds allocated to general funds.
- Spring 2003 fee increase was first since 1994-95.
- State provided inflationary adjustments in lieu of fee increase in 2006-07.
- Equal to tuition at other Universities of California.
- Fee income retained by the campus & administered as part of the campus budget process.
- Fee is uniform across all campuses.
- Fees may not be used to fund instruction, research, or public service.
- Program uses reviewed by Student Council on Student Affairs and Fees.
- 2011-12 is the first year the SSF had an RTA component.
- Fall 2015 fee increase was first since 2011-12.
- Fee income retained by the campus and administered by part of the campus budget.
- Fee is uniform across all campuses.
- Fee income administered by the Office of the President as part of the University’s General Fund Income until 2008.
- Undergraduate NRST - Fall 2015 fee increase was first since 2011-12.
- All income retained and administered by the professional school.
- Fee increases are approved by the Regents.


The tuition, fees, and charges posted here are estimates based on currently approved amounts. **These figures may not be final.** Actual tuition, fees, and charges are subject to change by the Regents of the University of California and could be affected by State funding reductions. Accordingly, final approved levels (and thus a student’s final balance due) may differ from the amounts shown.
### Student Fee and Tuition Overview – UC Davis

#### Description and Use

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<tr>
<th>CAMPUS-BASED FEES</th>
<th>ASUCD</th>
<th>Memorial Union Fee</th>
<th>Facilities &amp; Campus Enhancement Fee (FACE) (LEEAP for Law Students)</th>
<th>Student Services Maintenance Fee &amp; Student Activities and Services Initiative Fee</th>
<th>Student Facilities Safety Fee</th>
<th>Student Services Health Fee</th>
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#### 2016-17 Fee

<table>
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<th>Professional</th>
<th>Non-Resident</th>
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<tr>
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<td></td>
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<tr>
<td>Non-Resident</td>
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#### USES

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<th>Operating Budget Support</th>
<th>Operating Budget Support</th>
<th>Debt Service for Seismic Renovations</th>
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<tr>
<td></td>
<td>Unitrans</td>
<td>Memorial Union</td>
<td>Recruitment &amp; Retention Center</td>
<td>ICA, Sports Clubs, IM Sports</td>
<td>North &amp; South Halls</td>
<td>Student Health and Wellness Center</td>
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<td></td>
<td>ASUCD</td>
<td></td>
<td>Sports Clubs</td>
<td>Rec Programs</td>
<td>Memorial Union</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IM Sports</td>
<td>Rec Hall</td>
<td>Life Safety Projects in Student Service Facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Financial Aid</td>
<td>Equestrian Center</td>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Capital Projects</td>
<td>Cross-Cultural Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ARC</td>
<td>Women’s Resource Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Schaal Aquatic Center.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stadium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Equestrian Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rec Hall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### NOTES

|                | Undergrad Fee            | Subject to annual CPI adjustments on operating budgets. | Subject to annual CPI adjustments. | The Chancellor may impose a fee to upgrade facilities for life safety. |

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## Campus-Based Fees

<table>
<thead>
<tr>
<th>CAMPUS-BASED FEES</th>
<th>Campus Expansion Initiative (CEI)</th>
<th>Unitrans</th>
<th>The Green Initiative Fund</th>
<th>The California Aggie Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Established</td>
<td>2003</td>
<td>2007</td>
<td>2016</td>
<td>2016</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>Referendum</td>
<td>Referendum</td>
<td>Referendum</td>
<td>Referendum</td>
</tr>
</tbody>
</table>

### 2016-17 Fee

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Professional</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$549.66</td>
<td>$192.81</td>
<td>$192.81</td>
<td>See Above</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$183.47 Law</td>
<td>See Above</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>See Above</td>
<td>See Above</td>
<td>See Above</td>
<td>See Above</td>
</tr>
</tbody>
</table>

### Uses

- **Operating Budget Support**
  - Athletic Scholarships
  - Unitrans
  - Sports Clubs
  - IM Sports
  - Financial Aid
- **Capital Projects**
  - Coffee House Upgrades
  - Student Community Center
  - Student Health and Wellness Center
- **Operating Budget Support**
  - Financial Aid
- **Student-lead activities and projects that promote sustainability and reduce greenhouse emissions**
  - Financial Aid
- **The California Aggie Newspaper**
  - Financial Aid

### Notes

- Subject to annual CPI adjustments.
- Undergraduate Fee
- Undergraduate Fee
- Undergraduate Fee

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## STUDENT FEE AND TUITION OVERVIEW – UC DAVIS
### Description and Use

<table>
<thead>
<tr>
<th>CAMPUS-BASED FEES</th>
<th>GSA Fee</th>
<th>LSA Fee</th>
<th>Health Insurance (SHIP)</th>
<th>Course Materials and Services Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Established</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>1999</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>Referendum</td>
<td>Referendum</td>
<td>Chancellor</td>
<td>Chancellor</td>
</tr>
</tbody>
</table>

### 2016-17 Fee

<table>
<thead>
<tr>
<th>Type</th>
<th>Fee Description</th>
<th>2016-17 Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$2,292</td>
<td>Undergraduate $2,292</td>
</tr>
<tr>
<td>Graduate</td>
<td>$36</td>
<td>Graduate $36</td>
</tr>
<tr>
<td>Professional</td>
<td>$36 (Management, Masters of Public Health, CANDEL, Harmony, Health Informatics, Preventive Vet Med and School of Nursing) $60 (Law only)</td>
<td>Professional $36 (Management, Masters of Public Health, CANDEL, Harmony, Health Informatics, Preventive Vet Med and School of Nursing) $60 (Law only)</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>See Above</td>
<td>Non-Resident See Above</td>
</tr>
</tbody>
</table>

### Uses

- **Fund programs administered by the Graduate Student Association**
- **Funds programs administered by the Law Students Association**
- **Health Insurance Premiums**
- **Operating Budget Support**
  - Reimburse academic department for cost of course materials consumed and services provided.

### Notes

- See bylaws for more information. http://gsa.ucdavis.edu/
- See webpage for more information. http://students.law.ucdavis.edu/lsa/
- Fall 2015 UC Davis has elected to participate in the medical insurance coverage through the UC system-wide UC SHIP program.
  - Required unless proof of comparable insurance provided.
- See UC Davis Policy and Procedure Manual 330-86 for more information.
- 2015-16 CMS Fees can be found at http://budget.ucdavis.edu/studentfees/special-reports/index.html

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# STUDENT FEE AND TUITION OVERVIEW – UC DAVIS
## Description and Use

<table>
<thead>
<tr>
<th>CAMPUS-BASED FEES</th>
<th>Summer Session 2016 – Unit Fee</th>
<th>Summer Session 2016– Campus Fees</th>
<th>Document Fee</th>
<th>SISS International Student Administrative Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Established</td>
<td>Fall 2013</td>
<td>Fall 2017**</td>
<td>Chancellor</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>Regents</td>
<td>Referendum/Chancellor</td>
<td>Chancellor</td>
<td>Chancellor</td>
</tr>
</tbody>
</table>

## 2016-17 Fee

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Professional</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$272/unit</td>
<td>$272/unit</td>
<td>See uses below</td>
<td>See Above</td>
</tr>
<tr>
<td></td>
<td>$299.48/session</td>
<td>$168.30/session</td>
<td>See uses below</td>
<td>See Above</td>
</tr>
<tr>
<td></td>
<td>See uses below</td>
<td>See uses below</td>
<td>See uses below</td>
<td>See uses below</td>
</tr>
</tbody>
</table>

## USES

<table>
<thead>
<tr>
<th>Operating Budget Support</th>
<th>Operating Budget Support</th>
<th>The Document Fee is a $150 One-time fee charged to new Undergraduate, Graduate Academic, and Graduate Professional students that replaces individual transaction cost. Graduate students in the strictly professional degrees (M.D., J.D., D.V.M. and M.B.A.) are excluded and will continue with Pay-per-service charges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Health Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unitrans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Services</td>
<td></td>
</tr>
<tr>
<td>Programs and Capital Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Facilities Safety</td>
<td>FACE projects</td>
<td></td>
</tr>
<tr>
<td>Memorial Union</td>
<td>Campus Expansion Initiative projects</td>
<td></td>
</tr>
</tbody>
</table>

## NOTES

<table>
<thead>
<tr>
<th></th>
<th>The fee was approved by Chancellor July 2013 and developed by the Division of Student Affairs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See webpage for more information: <a href="http://summer-sessions.ucdavis.edu/">http://summer-sessions.ucdavis.edu/</a></td>
</tr>
<tr>
<td></td>
<td>International Summer Sessions offers non-matriculating international students the opportunity to take classes at the University of California, Davis, during two, six-week summer sessions.</td>
</tr>
<tr>
<td></td>
<td>See webpage for more information: <a href="http://summerstart.ucdavis.edu/payment.asp">http://summerstart.ucdavis.edu/payment.asp</a></td>
</tr>
<tr>
<td></td>
<td>Non-UC students pay a higher per unit Summer Session Fee (Summer 2016 $340 per unit.)</td>
</tr>
<tr>
<td></td>
<td>Non-UC students pay a summer campus fee of $299.48 per session and UC Career Staff pay a fee of $11 per session. See webpage for more information: <a href="http://summer-sessions.ucdavis.edu/">http://summer-sessions.ucdavis.edu/</a></td>
</tr>
<tr>
<td></td>
<td><a href="https://siss.ucdavis.edu/students/fees_tuition.html">https://siss.ucdavis.edu/students/fees_tuition.html</a></td>
</tr>
</tbody>
</table>

**Not effective until Fall 2017**

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Rising Administrative Costs: Seeking Explanations
Author(s): Larry L. Leslie and Gary Rhoades
Published by: Taylor & Francis, Ltd.
Stable URL: http://www.jstor.org/stable/2943911

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