

CNAS

College of Natural and
Agricultural Sciences

STRATEGIC DEVELOPMENT PLAN

2016 TO 2020

UC UNIVERSITY OF CALIFORNIA
RIVERSIDE

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STRATEGIC DEVELOPMENT PLAN SUMMARY

Strategic Development Plan Summary

STRATEGIC DEVELOPMENT PLAN GOAL

As UCR moves into the public phase of a comprehensive campaign, it is essential for the College of Natural and Agricultural Sciences (CNAS) to showcase its strengths, create opportunities and provide the resources and tools necessary to build a robust fundraising strategy that will support the short and long-term priorities of the College and UCR. This plan will serve as a guide to increase alumni participation, increase philanthropy, and increase resources for CNAS.

STRATEGIC DEVELOPMENT PLAN TIMELINE

This strategic plan covers the timeframe of the UCR Comprehensive Campaign: October 2016 – December 2020.

FUNDRAISING CATEGORIES

CNAS will create a diverse fundraising and outreach program that will focus on several fundraising categories including the following. For additional information on CNAS' Fundraising history, please see Appendix I.

- Annual Giving - \$24,999 and below;
- Major Gifts - \$25,000 - \$999,999
- Principal Giving - \$1,000,000 and higher;

FUNDRAISING PRIORITIES

In collaboration and consultation with CNAS faculty, four broad areas of need have been identified as:

- Undergraduate Student Support;
- Graduate Student Support;
- Infrastructure;
- Faculty.

These priorities will be aligned with the areas of UCR's Comprehensive Campaign:

- Engines of Excellence;
 - Fostering Creativity, Discovery, and Innovation – *Our 21st century research faculty are addressing the challenges and questions of the future.*
 - A Place Where All Succeed – *Our minority graduation rates and proven results with the learning communities are stellar examples of student success and inclusion that we can build upon.*
 - Building the Future – *CNAS has outlined various infrastructure needs that would fit this area.*
- At Home in the World;

STRATEGIC DEVELOPMENT PLAN SUMMARY

CNAS joins the campus in its goals to reflect a changing society by serving a diverse and inclusive student body and shaping our world with a culture of engagement.

- **Revitalizing Communities;**
By providing access to an excellent science education for a diverse student body, creating opportunities for the community to increase its science literacy, providing community resources like the Botanic Gardens, and sharing our work and vision with the world, we are impacting the social fabric around us.
- **New Voices and Visions;**
Like the recent collaboration that the physics and astronomy department recently organized to feature art performances inspired by our galaxy, the opportunities to intersect science and the arts are exciting ways to expand our impact.
- **Health and Wellness;**
With researchers working on health issues like the spread of disease through insects, neurodegenerative disease, immunology, DNA repair, and cancer treatment, CNAS faculty research has an incredible impact on health challenges.
- **From Genomics to Harvest;**
Feeding the growing world population and providing access to healthy, nutritious food crops in a time of rapid global change is a challenge facing the world that CNAS faculty are working to address. With various breeding programs, research into more productive and resilient crops, and advanced agricultural technologies, our researchers are plentiful within this theme.
- **Next Generation Technologies;**
Nanotechnology, new chemical compounds with real world applications, more efficient energy sources, and big data analyses are all areas in which CNAS is impacting new technologies.
- **Renewable Nature**
Ranging from solar research, to climate change, to alternative energy and resource management, CNAS researchers perform cutting edge research in this area.

CNAS: WHO WE ARE AND WHAT WE DO

CNAS: Who We Are and What We Do

HISTORY

The College of Natural and Agricultural Sciences, and the University as a whole, can trace its roots to 1907 with the founding of the Citrus Experiment Station at Riverside.

A branch of the statewide Agricultural Experiment Station of the University of California, the Citrus Experiment Station began as two small cottages and a stable on 23 acres of land on Mt. Rubidoux, on the west side of Riverside. In 1917, the Station moved to a larger site on the lower slopes of the Box Springs Mountains. In 1961, the name was changed to the Citrus Research Center-Agricultural Experiment Station (CRC-AES).

UC Riverside was created in 1954 with the establishment of the College of Letters and Science. The College of Agriculture was formed later in 1960.

The College of Natural and Agricultural Sciences (CNAS) took its current name and structure in 1974. CNAS is a unique entity among land-grant institutions, combining the physical, biological, and agricultural sciences under one administrative umbrella. Today, it oversees the Citrus Research Center and Agricultural Experiment Station, Cooperative Extension research, 6 natural reserve sites, and 13 academic departments that offer bachelors, masters, and doctoral degrees to more than 5,800 undergraduate and graduate students a year.

VISION STATEMENT

CNAS offers a collaborative and stimulating environment where students and faculty interact in transformative programs that engender novel scientific approaches addressing societal problems for the benefit of all.

MISSION

CNAS seeks to expand fundamental scientific knowledge in the biological, physical, mathematical, and agricultural sciences and to find innovative ways to apply that knowledge through teaching and public service. An atmosphere of intimacy and excellence, diversity and distinction, as well as prestige and preeminence attracts top faculty and students from around the country.

WHY CNAS AND HOW WE STAND OUT – GUIDING PRINCIPLES

CNAS is unique in our structure as a single-science college.

- We utilize our unique structure to build research and teaching collaborations across the basic, translational, and agricultural sciences;
- Our student profile of first-generation, diverse, and underprivileged students puts us in a position to create incredible social change and mobility by educating the scientific workforce of the future;

CNAS: WHO WE ARE AND WHAT WE DO

- Our geographical location puts us in a position to study the growing challenges facing our world. Located in the heart of densely population southern California, the critical issues in our region that we address are the same issues that are garnering attention worldwide. Issues of water usage, resource availability, urban and suburban issues, population impacts, and sustainable farming are in our backyard and give our scientists ready access to research in these areas.

POINTS OF PRIDE – COMPETITIVE ADVANTAGES

CNAS has many compelling strengths and individuals, housing some of the top scientists in global issues including climate change, sustainability, environmental toxicology, food and water security and resource management, pest management, neuroscience, genomics, nanotechnology, evolution, and cosmology. The following are just a few of our numerous accomplishments.

- 20% of our student have access to undergraduate research;
- Collections that integrate research, teaching, community and industrial outreach;
- CNAS is leading the formation of institutes addressing food supply/global climate;
- CNAS continues to receive national attention for its freshmen Learning Communities;
- CNAS is at the forefront in the bio-control of Asian Citrus Psyllid;
- Faculty at UCR recently discovered the most distant galaxy ever found;
- Integration of research, teaching, and professional development for undergrads;
- Tradition of interdepartmental collaborations that enhance core research facilities

THE CNAS STRATEGIC DEVELOPMENT PLAN

The CNAS Strategic Development Plan

STRATEGIC PLAN TIMELINE

September 2016 – December 2017

- Work with department and center leadership to establish individual fundraising strategies and tactics;
- Identify possible engagement opportunities within individual departments and centers;
- Build a more robust development team for CNAS.

January 2017 – August 2018

- Development team will work closely with the dean, faculty and staff to increase the level of engagement between UCR and alumni;
- Concentrated effort to coordinate fundraising visits with faculty travel for research and conferences.

August 2018 – December 2020

- As the campaign draws to a close, we will build stronger partnerships leading to increased funding support for CNAS.
- Continued focus on building a robust pipeline must be maintained for success for our next campaign.

AREAS OF PHILANTHROPIC FOCUS

For additional information, please see Appendix II

Undergraduate Students

- Increase the funds available to students through **scholarships**;
- Raise additional financial resources so that students can participate in **summer research opportunities**;
- Work with donors to provide financial resources to support **undergraduate student travel**.

Graduate Students

- Increase the funds available for **fellowship support**, a vital piece for recruiting top-tier students;
- Provide opportunities for students to present their research at conferences through a **conference travel fund**;
- Increase support and relationship for necessary **research internships**, partnering with industry to meet workforce needs.

THE CNAS STRATEGIC DEVELOPMENT PLAN

Infrastructure

- Appropriate and necessary **research space** for faculty and students;
- Updated **core research and shared equipment**;
- **Active-learning spaces and labs**.

Faculty

- **Creation and establishment of endowed** chairs to support faculty members at all stages of their careers;
- **Research exploration funds** for faculty;
- **Creation of centers, institutes, programs, and or symposia** in emerging and exploratory research areas.

FUNDRAISING STRATEGIES AND ACTIONS

CNAS will focus on increasing the number of donors through interactions with alumni and other philanthropic partners. We will highlight CNAS' contributions to our community and beyond. Building on our world-class faculty and unique student success, we will cultivate and build long-term relationships.

Specific strategies include:

- Fully engage deans and academic leadership in fundraising efforts
 - Throughout FY16/17, CNAS development will speak at internal chair and department meetings to answer questions and provide brief development trainings, including information on planned giving;
 - Ensure that all departments, centers, and individual faculty have gift accounts;
 - Create sharable 1-page documents for each department describing strengths, ways to stay involved, and top areas of need.
- Increase annual donors to CNAS
 - Each department will be asked, working with development, to create one impactful appeal on an annual basis;
 - Encourage all CNAS alumni to support CNAS – even \$5 a month will have an impact;
 - Departments will be asked to ensure alumni are invited to campus events such as symposia, homecoming and anniversary celebrations.
- Create an external fundraising team (partly comprised of former CNAS Board of Advisors) who are able and willing to make significant monetary contributions and be willing to facilitate introductions to potential philanthropic partners
- Identify key regional areas with critical mass of alumni to engage and work with the Regional Development Team to set up meetings with more alumni
 - Host receptions at national meetings that faculty are attending, targeting alumni who may be attending and other UCR alumni in the area.

THE CNAS STRATEGIC DEVELOPMENT PLAN

- Create a meaningful and multi-tiered stewardship process
 - Engage departments and centers at all stages in development to leverage the strong connections that alumni have for the faculty and staff in their units;
 - Share inspiring student success stories with development.
- Implement internal strategy discussions to identify, rate and strategize current and prospective prospects in the major and principal giving range
 - Work with departments and centers to combine individual/personal alumni databases into development Raiser's edge program;
 - Utilize planned giving opportunities as ways for donors to increase their impact.
- Develop targeted fundraising strategies to increase the profile of the Botanic Gardens and better engage the community with the resource as a way to encourage philanthropic support
- Build strategies to fund an Agricultural Operations Conference Center to improve the statewide, national and international resources that our Agricultural Operations Division and the Citrus Variety Collection provide.
- Coordinate fundraising strategies with the Natural Reserves to meet their research, teaching and outreach needs.

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APPENDIX I – FUNDRAISING DATA ANALYSIS

Appendix I – Fundraising Data Analysis

ANNUAL GIVING

Catalysts for annual gifts to CNAS have traditionally come from mail and email appeals. In analyzing targeted annual fund data from the past three years, university-wide appeals (between 50-75 in annual frequency) and the 11 CNAS specific appeals have generated a total of \$953,794.57 in gifts. Of these appeals, the 11 CNAS specific pieces account for approximately 10 percent of all the gifts raised (\$96,783.21). Among these CNAS appeals, individual departments that featured and honored a beloved faculty member have been the most successful. In these specific instances, departments worked with development to generate the contact lists and were active in the appeal creation process. Only four departments, chemistry, entomology, and botany and plant sciences have done targeted appeals. This analysis indicates a significant opportunity for all departments to increase their annual gifts by completing one impactful appeal on an annual basis.

MAJOR GIVING BY THE NUMBERS

- There are approximately 32,000 CNAS alumni and donors;
- 295 have a cumulative lifetime giving total in the major gift range;
- 1,430 constituents have capacity in the major gift range;
- 571 CNAS prospects are currently assigned to development officers;
- There are approximately 12,000 alumni rated with medium to high attachment;
- 62 percent of CNAS alumni and donors currently in the qualification stage.

The Dean and development staff has made substantial efforts and progress in qualifying prospects. This, along with collaboration with faculty is key to building a pipeline of donors for the college. As the critical mass of CNAS alumni graduated since the year 2000, this opportunity will continue to grow as the wealth of our younger alumni increases.

PRINCIPAL GIVING

- Currently, only 49 donors have a cumulative lifetime giving total in the principal gift range;
- 161 known alumni and donors have ratings indicating principal gift capacity;
- There are more than 2,400 corporate donors to the college who are potential major and/or principal gift partners.

APPENDIX II – DETAILED PHILANTHROPIC FOCUS AREAS

Appendix II – Detailed Philanthropic Focus Areas

UNDERGRADUATE STUDENT SUPPORT

As described by the Harvard Business Review, diversity leads to innovation. Our population is unique- they bring a diverse set of experiences to the classroom and labs, enriching the education of their peers.

- Increase the breadth of undergraduate student awards and scholarships. Student support through scholarships brings access to education, which is key to social mobility; scholarships enable students to pursue a higher education and degree without the burden of debt;
- Summer research fellowships will support research via stipends and/or supplies;
- Funding for undergraduate student travel, ranging from attending workshops in Washington D.C. to student exchange programs around the globe will provide students the opportunity to understand and explore diverse cultures. It is also an important educational tool and essential to developing students who will be successful in the growing global economy.

GRADUATE STUDENT SUPPORT

Graduate students, specifically PhD students, are the intellectual workforce for discovery and innovation in science.

- Fellowship support is an important tool for recruiting the best and the brightest to UCR. Universities are ranked according to the graduate student support; fellowships are an indicator of financial health and success.
- Conference travel provides the opportunity for students to share their discoveries at a national or international meeting of their peers. This provides a learning opportunity for the student and showcases the research being done at UCR.
- Research internships for graduate students connect us with our industry and government partners. The goal is to place students in 3-6 month research opportunities. While many graduate students aspire to become faculty members, there is a great need in the industry for PhD level workers in the STEM fields in industry. In an externship, students can gain insights into expectations in industry and how that culture differs from academia – such as how decisions are made or how priorities are set. Additionally by taking an extern, industry get first access to the best and brightest scientists who bring the CNAS viewpoint.

INFRASTRUCTURE

Many CNAS buildings are in need of extensive renovation or replacement to successfully recruit new faculty and students. The limits of space and resources are an impediment to hiring and retention; these constraints also limit the ability of existing faculty, staff and students to perform cutting-edge research.

APPENDIX II – DETAILED PHILANTHROPIC FOCUS AREAS

- Appropriate research space for faculty and students is necessary to recruit and retain faculty and students. It is also needed to complete the high level of research expected of UCR scientists worldwide.
- Updating core research facilities and shared equipment would allow faculty to use shared lab space and improve the capacity of various departments to advance science and learn together.
- Active learning labs will increase undergraduate instructional space and provide additional opportunities for students to do hands-on research.

FACULTY

Without excellent faculty, we will not achieve our mission. Faculty are the backbone of CNAS, inspiring students in the classroom as well as training young scientists to innovate.

- Endowed Chairs are a critical tool for recruiting new faculty to UCR;
- Research exploration funds for faculty will allow faculty to explore ideas and expand concepts where the outcome is completely unknown. Many early-stage ideas are not considered “fundable” by government funding agencies such as NSF until a few examples are shown, yet it takes resources to create those examples;
- Creation of centers, institutes, programs and/or symposia in emerging and exploratory research areas allows for a flexibility and UCR to be able to quickly respond when focusing on a “hot topic”, while maintaining a fundamental base.