I. The Year in Review

Overarching Goals – Established in 2002-03

In initially describing my vision for UCR, and for last year’s self-assessment, I set forth some broad goals that establish an overall sense of purpose and direction. As part of this current self-assessment, I will identify more specific goals for the future, but I believe the following still provide an important framework for the campus:

1. to enhance the reputational ranking of UCR, its programs, and its faculty, and to achieve AAU status;
2. to invest in areas, especially interdisciplinary areas, in which UCR had already established significant markers of excellence, with the prospect of raising these areas to international distinction;
3. to increase the excellence and distinction of our curriculum and research by building on the diversity of our undergraduate student body;
4. to build a faculty and graduate program that represent gender equity and reflect the diversity in our undergraduate population;
5. to lay a foundation for the professional schools that the large and growing population of Inland Southern California requires and that build upon UCR’s research excellence;
6. to expand the opportunities for learning and the experience of every UCR student, extending the conventional classroom to embrace the region, the state and nation, and the world; and
7. to forge closer ties with the community in order to achieve common objectives.

Measurements to Assess Progress

UCR’s success in achieving these objectives may be measured in a variety of ways. The following relate our progress toward some of these goals:

Measures of Goal #1 – Reputational Ranking:

• Faculty awards and honors – UCR faculty accumulated an impressive array of awards and honors during 2003-04. A list of major award recipients is included as Appendix A.
• Frequency of citations – The Institute for Scientific Information recently recognized 11 UCR faculty members as among the most highly cited researchers in the world. (See Appendix B.)
• Contract and grant activity – Between 2001-02 and 2002-03, UCR’s contract and grant activity rose by an unprecedented 33 percent. This growth was not sustained in 2003-04, and extramural awards fell by roughly 9 percent. This is due primarily to a single DARPA grant; the campus received two years of funding for a nanotechnology program...
in the same fiscal year (year 1 was awarded in July of 02, and year 2 was awarded in June of 03). About $6M less came in from DARPA in 03-04, accounting for most of the overall decrease. Further, we saw a gradual shift in 03-04 from faculty members concentrating on individual programs to more faculty working on larger group programs—large proposals with longer lead times. As a consequence, proposal volume went up, but there was a “pause” in the increase in awards. Nevertheless, actual research expenditures for 03-04 have continued to rise, up by more than 10 percent over 02-03. Looking ahead, the dollar volume of proposals rose substantially in 03-04, more than in any previous year, and this may be reflected in future awards.

- **Attracting and retaining the best faculty** – A number of important senior hires were made, including Chandra Varma, distinguished professor of physics, who recently won the Alexander von Humboldt Prize, Germany’s highest research award for senior U.S. scientists and scholars in all disciplines; Jian-Kang Zhu, internationally renowned plant scientist who serves as the director of UCR’s Institute for Integrative Genome Biology; and Jerome Schultz, member of the National Academy of Engineering, who was recently hired as a distinguished professor of chemical and environmental engineering and director of a new bioengineering center in the Bourns College of Engineering.

- **AAU Membership** – This spring, I appointed a committee headed by the Vice Chancellor for Research and the Dean of the Graduate Division to prepare for AAU membership application and the upcoming NRC rankings. This effort is being given top priority by my office and the office of the Executive Vice Chancellor and Provost.

**Measures of Goal #2 – Building on Strength:**

- **Interdisciplinary Programs** – Areas of investment include genomics/proteomics, environmental sciences, the health sciences, digital arts, film and visual culture, and Native American and Southeast Asian studies. Some of these are described in greater detail below.

**Measures of Goal #3 – Undergraduate Diversity:**

- **Attracting and matriculating a strong and diverse undergraduate population** – Our undergraduate student numbers rose by approximately 8 percent between fall 2002 and fall 2003. Our diversity remained strong: 6.4% African American, 4% Native American, 23.5% Chicano/Latino, and 42% Asian/Asian American. A May 2004 report of the Education Trust recognized UCR for the diversity of its undergraduate population and the fact that our overall graduation rate is 15 percentage points higher than that of our 33 peer institutions. The median graduation rate for Latino students at our peer schools is less than 39%, but at UCR the graduation rate is 65% for white students, 67% for Asian students, and 68% for Latino students.

- **Undergraduate participation in hands-on research** – Approximately 85 percent of UCR undergrads have participated in mentoring opportunities, internships, or some other form of hands-on research. Examples of programs available to students include MARC U* Star, designed to provide minority students with access to research careers and funded by the NIH; CAMP-UCR, aimed at enhancing the undergraduate excellence of underrepresented minority students majoring in the sciences; MEP – MESA, focused on mathematics and engineering; the Mentoring Summer Research Internship Program,
which provides students an eight-week summer research project with a faculty mentor; and UC Leadership Excellence through Advanced Degrees (LEAD), intended to enhance students’ prospects for entry into graduate programs.

- **Progression to graduate or professional school** – A survey conducted six months post commencement (with a 27% response rate) shows that UCR graduates have an outstanding rate of going on to graduate and professional schools: 33% went directly into Masters, Doctoral, or teaching credential programs. Of these, 80 percent are going to school full-time.

- **Job placement for students** – The same survey showed that more than half of the graduates had taken their place in the workforce. Of those, 44% were employed in business-related occupations. Another 19% were in technical fields such as engineering, computer science, or the life sciences. The field of education attracted 15% of UCR graduates.

**Measures of Goal #4:**

- **Increasing the number of high quality graduate students** – In fall 2003, UCR had 622 new graduate students, a record number for UCR. The total number of graduate students for fall quarter 2003 was also a record, reaching 1,848. It appears the number of new students will remain roughly static in fall 2004. International student applications are down by about 31%, but at the same time domestic applications are up 15%.

- **Increasing the diversity of our graduate students** – UCR’s graduate student population approaches gender equity overall (46% male and 54% female). Significantly, the College of Natural and Agricultural Sciences is now at 42% female. More progress must be made, however, in the Bourns College of Engineering, which is only 24% female. In terms of diversity, our graduate students are 1.5% African American, 6% Native American, 8% Chicano/Latino, 9.7% Asian/Asian American, and 37% white/Caucasian. (Nearly 40% of graduate students decline to identify themselves by ethnicity.) Efforts to improve the diversity of our graduate student population are described below.

**Measures of Goal #5 – Professional Schools:**

- During the past year, UCR has launched a major initiative in the health sciences (see below). This effort is intended to lay the groundwork for a medical school in the future. We are also in the initial phases of attracting a special program on Law and Science to UCR—a novel training program that teaches judges to evaluate scientific data that are presented as evidence. In the long term, this could provide an innovative foundation for a law school at UCR.

**Measures of Goal #6 – The Learning Experience:**

- UCR has made a concerted effort to enrich the student learning experience through research, creative arts, and public service. Through the efforts of UCR Professor Gary Dymski, the campus has taken a lead role in the development of the UC Sacramento program. Last year, eight of our students took advantage of this opportunity to have hands-on experience in the policy arena; an additional 58 students participated in the UCDC program. Nearly 170 UCR students studied through the Education Abroad
Program at 79 institutions in 30 countries worldwide. Students have also been given exposure to issues at the global level through international research collaborations such as our partnership with CNRS and agreements with universities in Mexico and Korea.

**Measures of Goal #7 – Community Ties:**

- UCR is fortunate to enjoy a strong relationship with the community. Sections below describe our efforts at improving K-12 training in math and science; boosting economic vitality by attracting industries to the region and encouraging faculty and student start up companies; and enhancing the quality of life by fostering sustainable development, development of the arts downtown, and other private-public partnerships.

**Goals Achieved**

**Administrative Team** – This past year has been marked by a relatively large number of senior administrative hires for UCR. In this academic year we have hired Ellen Wartella as our Executive Vice Chancellor and Provost, Charles Louis as our Vice Chancellor for Research, Rajiv Banker as our Dean for the A. Gary Anderson Graduate School of Management, Steven Bossert as our Dean for the Graduate School of Education, Dallas Rabenstein as Dean of the Graduate Division and, most recently, William Boldt as the Vice Chancellor for University Advancement. Three Vice Provost positions have been created, in the areas of Academic Personnel, Undergraduate Program Affairs, and Conflict Resolution.

Building a strong administrative team has been an important goal. To achieve this, I hold weekly policy-level meetings of the Chancellor’s Executive Leadership Team (CELT, consisting of all the vice chancellors, the Academic Senate chair, and myself). This has proven to be an effective mechanism for decision-making and exchange. I also hold bi-monthly meetings of the Chancellor’s Leadership Council (CLC), which includes members of CELT, Deans, and other key administrative staff. As of this spring, representatives of our undergraduate and graduate student organizations have also been invited to join CLC in order to enhance student understanding of the issues and participation in the administrative process.

**Communications** – Communications with the campus overall have been expanded this year. In January separate forums were held to discuss budget issues with faculty, staff, and students. In June I held a “Year in Review” forum for all three groups. These discussions were also accessible via a live webcast, and remain available for viewing on the UCR website. I have made extensive use of e-mail to reach the campus community, and the UCR home page highlights special messages to both the internal and external communities. A “Dear Chancellor” website was created as a means of allowing faculty, students, and staff to address questions and concerns to me. As appropriate, I have used the student newspaper to communicate with students and have made myself available for interviews or to respond to specific questions. Further, I have written op-ed pieces for both the Riverside Press-Enterprise and the Desert Sun. (See Appendices C and D.)
Academic Senate – Participation in the Academic Senate had fallen to an all-time low at UCR when I arrived. Senate meetings had only a handful of attendees and the Committee on Committees was experiencing extreme difficulty in obtaining faculty willing to serve. Following extensive discussion with Senate leadership, the Administration committed to several key changes designed to increase the responsibility and prestige of the Senate, including: assignment of senior administrative leaders to each Senate committee; pledges of increased resources to the Senate; assignment of important responsibilities relative to enrollment management planning and implementation to the Senate; and increased importance for campus service in faculty merit review. As a result of these changes, faculty participation has increased significantly and the Senate has displayed strong leadership in the handling of Subject A reform, design of selective admissions criteria, and new directions in international education.

Academic Personnel – In recent years the academic review process had become inefficient, with a large number of files still in review at the end of the summer. Under the leadership of Interim Executive Vice Chancellor and Provost Bill Jury, this past year a number of changes were made to expedite the system, including less reliance on ad hoc committees, optional Dean’s concurrence on positive department files, and modified processing of detected file errors. As a result, the review process was virtually completed during the academic year except for files sent back for additional processing.

Subject A – A significant goal this year was to develop changes to the administration of Subject A, which students felt was causing differential hardships. The campus took these concerns seriously, and began an extensive consultative process to modify the program to a form more closely aligned with the procedure used on other UC campuses. The result, approved by the Senate Advisory Committee on June 21, is an interim measure that eliminates the Subject A exit exam, allowing students to satisfy the Subject A requirement (now known as the University of California Entry Level Writing Requirement) through course-based study. Students will now complete the requirement by earning a grade of “C” or better in an approved course. These changes also simplify existing course offerings, making program structure clearer and helping students complete the requirement in a timely fashion. Students already have been notified that a summer bridge program will be offered, allowing them to complete the writing requirement before beginning their first quarter at UCR. These changes will be in place for the 2004-05 academic year and, in the meantime, discussions will continue to develop a permanent solution.

Conversion Factor – Analysis of UCR's conversion factor (the lower division student workload divided by a 15 unit workload) revealed that it was significantly lower than all other UC campuses, and that it had fallen over the previous decade. In consultation with the Dean's Council and the Academic Senate, the administration formulated a multi-step procedure to bring the conversion factor closer to 1.0. This consisted of creating more one- and two-unit courses, examining which existing courses were candidates for increased units, educating student advisors of the need to have students enrolling for full units, and improving the efficiency of our Subject A Program. At the present time, identification of courses recommended for increased units has been completed. Analysis will begin in the fall of how to implement these changes without adversely affecting graduation requirements.
Selective Admissions – UCR has reached the point that it can no longer accept all UC eligible students. As a result, this past year campus administration charged the Academic Senate with developing criteria that UCR will use for comprehensive review, the process by which students applying to UC campuses are evaluated for admission using multiple measures of achievement and promise viewed in the context of the opportunities and challenges that the applicant has faced. The Undergraduate Council of the Academic Senate worked in accordance with the UC Regents’ Policy on Undergraduate Admissions, the Guidelines for Implementation of University Policy for Undergraduate Admissions, and the BOARS Accountability Principles for Comprehensive Review of Undergraduate Applicants to the University of California to recommend a set of criteria with weightings to be used in admitting students. The full Riverside Division of the Academic Senate unanimously adopted these recommendations. This will enable UCR to become selective in admitting undergraduate students beginning in Fall 2005.

Enrollment Management – Two strategic planning retreats were held in the past year to design key elements of UCR’s future enrollment management strategy. A group of nearly 150 faculty, staff, and students gathered to develop new strategies for improvement in four key areas relevant to the future of UCR: graduate recruitment and funding, undergraduate recruitment, freshman experience and retention, and marketing and communications strategies. Following the end of the second retreat, two task forces were formed to develop a prioritized action plan for carrying out the recommendations of the retreat participants.

UCR Palm Desert Campus – This year has seen substantial progress toward development of the UCR Palm Desert Campus. Groundbreaking took place in January 2004; the two buildings now under construction are scheduled for completion by early May 2005. The Palm Desert Campus will focus on entrepreneurial management, the physical and cultural environment, and their intersection, with the goal of meeting the challenges that affect communities experiencing rapid growth and change. I chair a weekly meeting of a high level planning committee to discuss development of graduate programs, research initiatives, funding strategies, and other issues. In addition, I have spent a number of days meeting with civic and business leaders in the Palm Desert area to solicit their ideas and support for the project. Later this month I expect to appoint the leadership for this satellite campus.

Health Sciences Initiative – UCR’s Health Sciences Initiative has also been a major focus for the past year. In October 2003, I formed a seven-member Blue Ribbon Committee charged with helping the campus to explore options for enhancing its medical education and biomedical research. Two other HSI advisory working groups are working in parallel with the committee: a Faculty Forum consisting of more than 70 key senior UC Riverside faculty from a cross section of disciplines, and the Chancellor’s Community Forum, consisting of a broad base of the region’s leading physicians, healthcare administrators, elected officials, and community leaders. This fall UCR will convene a roundtable of distinguished deans from leading medical schools around the country who will develop a planning document for review by the Blue Ribbon Committee. Vice President Michael Drake has provided invaluable guidance to the entire process, visiting the campus in June to discuss our progress and next steps and agreeing to participate in the September symposium.
Environmental Sciences Initiative – Another priority initiative is in the area of environmental sciences. Anchored by our newly established Center for Sustainable Suburban Development, CE-CERT, the Center for Conservation Biology, and Air Pollution Research Center, and with faculty expertise ranging from public policy and resource economics to soil physics and water quality, the Center will serve as a focal point for addressing regional, state, and national needs relative to the environment. The goal of the UCR Environmental Institute will be to identify technologies and practices that protect natural ecosystems, improve air and water quality, and conserve natural resources, while also improving the quality of life. With its rapidly growing population and juxtaposition of open space, agriculture, and urban sprawl, the Inland Empire provides a living laboratory for these studies. Joseph Norbeck, professor of environmental engineering and director of CE-CERT, has recently been appointed to head this effort.

Diversity and Respect – Throughout our teaching, research, and public service programs, and for the campus at large, a major goal is the establishment of an environment in which all faculty, students, and staff are treated equitably, and all are committed to an environment in which each person has the opportunity to grow and develop. In response to one of the “unforeseen events” described below, I initiated a statement from the Chancellor on creating a campus climate of respect (Appendix E). Under the leadership of Yolanda Moses, Special Assistant for Excellence and Diversity, during the past year we have also developed a detailed action plan called “A Framework for Diversity at UCR” and a document called “UCR Principles of Community.” (See Appendices F and G, respectively.) Together, these provide a strong message about the importance UCR places upon celebrating and enhancing a diversity of ideas, people, and programs. It also sets forth strategies for expanding the diversity of our faculty, graduate students, and staff to reflect the diversity we already enjoy among our undergraduate population.

Strategic Budget Decisions – This year’s budget process was revamped to identify and address critical, high risk situations across the campus and to make strategic investments in these areas of concern. For example, relief was provided in the areas of accounting, audit, and the UCR Police Department to ensure that these essential functions were not damaged by further budget cuts. We were able to reduce the size of across-the-board cuts by targeting large areas that could be reinvented or reorganized to create greater efficiencies.

Campaign – This year UCR launched a $50 million campaign effort entitled Evolutions: UCR’s 50th Anniversary Campaign. Aimed at providing funding for scholarships, fellowships, academic programs, and a variety of campus-wide educational initiatives, this effort is serving to galvanize UCR’s alumni and Board of Trustees in our first comprehensive campaign. This year, more than 80% of the Trustees participated in UCR’s Chancellor’s Associates Program, as compared with 49% in 2002-03. A matching gift challenge issued by the Trustees secured more than $140,000 in new and increased gifts from UCR alumni in two and one-half months. More than 400 UCR alumni were acquired as new donors, while an additional 100 alumni donors made increased gifts/pledges in response to the challenge through UCR’s direct mail and telemarketing program. More than half of the campaign goal has been raised to date. The rapid start-up for this effort included development of a comprehensive campaign website and two-year promotional calendar/brochure, as well as a black-tie campaign gala that included recognition of “quiet phase” major gift donors to date. In addition, we completed automation of UCR’s Annual
Fund telemarketing program in Spring 2004, resulting in a 51% increase in total completed records and approximately 250 additional pledges.

**Alumni Center** – This past year was marked by significant progress on the Alumni and Visitors Center, a project of great importance to our campus. The facility will serve as a front door to UCR and will serve not only our alumni but also visitors, prospective students and their families, and the overall campus community. Consequent to a recent study, the Alumni and Visitors Center has been sited at a prominent location near the entrance of the campus. A Request for Proposals was distributed in June and an architect for the project will be selected in the next month.

**Alumni Activities** – During the past year, I have spent significant time on our ongoing efforts to strengthen ties with UCR alumni, parents, staff retirees, and emeriti faculty. Special events included the UCR Alumni Association board of directors’ retreat, the UCR Parent Association quarterly meetings, UCR’s 50th Anniversary Homecoming celebration and Pioneer Classes Reunion, the 18th Annual Alumni Awards Banquet, and the annual emeriti faculty awards breakfast. In April we hosted the AAUC at the Mission Inn, where I made a presentation on the campus. I also traveled to Washington DC, New York, and sites throughout California to meet with alumni groups and to actively engage them. We are working strategically to enhance the role these groups can play in the campus' efforts in student recruitment, legislative advocacy, fundraising, career assistance, and more. UCR is also participating in the systemwide GetActive program; as a result, almost 6,000 UCR alumni received information about how they can become active advocates for the University.

**State Governmental Relations** – I have spent a good deal of time building relationships with elected officials and their staff. This year, I met several times with each member of the Inland Empire legislative delegation, including Senators Jim Brulte, Jim Battin, Denise Duchney, and Nell Soto, and Assembly Members John Benoit, Marco Firebaugh, John Longville, and Bob Dutton. The critical issues confronting the university’s operating and capital budget were at the top on my agenda. In my meetings with the members I also devoted considerable attention to securing legislative support for the $55.1 M lease revenue bond for our Genomics Building. Over the course of the academic year, the campus hosted 15 members from the legislature, two Congressmen, and both United States Senators. Our Legislator to Campus program provided briefings for the members and their staff on a variety of issues including water, air quality, agriculture, and exotic pest research, among other major issues.

**City/County Relationships** – I met frequently with the city council members from the cities of Riverside, Indian Wells, Moreno Valley, Palm Desert, and Hemet. I have spent time building relationships with both city officials and county officials to discuss the university’s role in fostering economic development in the region through our research.

**Infrastructure** – Budget reductions have created a particular challenge in terms of keeping up the campus infrastructure. Creative and dedicated individuals, however, have done a commendable job of not only maintaining but improving the infrastructure. The library, for example, has strengthened collections in areas targeted for pre-eminence, including genomics, Southeast Asian Studies, and film and visual media. Computing and Communications has
deployed new systems supporting campus business processes, developed new web-based student self service systems, and expanded support of instruction.

One of the greatest challenges facing a rapidly growing campus such as UCR is developing capital projects to keep pace with demand. The following summarizes projects at various stages of development.

Pre-design studies to confirm budget, scope, and schedule:

- Student academic support services building
- Expansion of Environmental Health and Safety building
- Arroyo student housing
- West campus family student housing
- Canyon Crest residence halls

Planning process and documentation:

- Long range development plan
- Environmental impact report for LRDP
- Multi-modal transportation management study
- East campus entrance study

Capital Projects:

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II. Unforeseen Events

No year is without its unforeseen events, and 2003-04 was no exception.

**Death of two students** – Early in the academic year the UCR community faced two high profile student deaths. The first involved members of the UCR basketball team who were involved in a serious automobile accident on a return trip from Las Vegas. Several students were seriously injured and one lost his life. The second involved a new student who wandered onto the freeway and was struck by a truck. Each of these incidents had a significant and substantive impact on students, staff, and faculty in our community. In both cases the University responded with outreach to the families from the Chancellor and Office of Student Affairs, targeted outreach and interventions to assist those most directly impacted to work through their reactions, coordinated expressions of sympathy and support through card writing campaigns, and participation by UCR students, staff, and faculty at memorial services and funerals. Our Division of Student Affairs continues to work to refine our internal procedures for addressing student deaths.

**Poster Incident** – Early in the Fall Quarter a student organization, Coalition for Peace and Resistance, created a display in the lobby of an academic building highlighting issues around which the organization has been active. A poster showing a wall painted with graffiti that read “Star of David = Nazi” was included as part of the display and became a flash point for significant controversy and concern. Students affiliated with Hillel asked that the poster be removed and that charges of harassment and hate speech be levied against those responsible for the posting. Similar concerns and requests emerged from some members of the UCR faculty and the regional Jewish community. The senior administration worked in partnership with students, faculty, and Student Affairs to address these concerns both through the lenses of community values and respect as well as free speech. The incident further prompted the University to review and update policies governing campus posting. It also created an opportunity for dialog around the issue of how UCR will engage these kinds of controversial incidents in the future. Following the incident, a forum was held to allow people to air their feelings, and a set of protocols was developed that ultimately was incorporated into the “Principles of Community” statement. The Coalition for Peace and Resistance helped to organize the forum. The campus’ quick response prevented escalation of this incident and, as a result, there were no further displays of the poster and no further incidents of this kind.

I believe that such responses must be built upon institutional credibility that has been previously established through regular reiteration of the University’s commitment to an inclusive and multicultural community. These reiterations must come not only from me as the Chancellor, but from a variety of responsible persons at all levels of the University and in all venues. For example, regular reinforcement of the University’s diversity objectives is especially important in...
the residence halls, because diverse students live and work together, and the potential for acts of intolerance can be especially high.

It is also important to note that a single, highly visible act of intolerance or hate or violence can undo years of efforts to create a sense of community. In such situations, one of the best measures of the quality of the climate is the willingness of the campus community to collectively sanction the negative behavior. I found that it is absolutely imperative that the University community speak with a united voice in the condemnation of acts of violence. (See Appendix E: the Chancellor’s e-mail message to the campus on October 22, 2003, which was published in the *Highlander* on October 28, 2003).

**Commencement Siting** – In Spring 2004, the Chancellor established UC Riverside’s Commencement Review Committee to ensure maximum student input into the commencement planning process. This was in response to concern expressed by students that their voice should be included as the campus considers changes to the existing commencement format. A number of factors make it necessary to implement changes to commencement at UCR: 1) the size of UCR’s graduating class is expected to continue to grow, 2) the traditional commencement site on the Commons Lawn will no longer be available for Commencement due to the upcoming Commons Renovation project, and 3) budget cuts to UCR limits the funds that are available for commencement. The committee is working together with the Office of Events Management and the Student Affairs Division to plan future commencement ceremonies at UCR by:

- Researching alternative commencement ceremony models and venue options
- Identifying logistical issues related to the various ceremony models and venues
- Developing ceremony options that can be executed within the commencement budget
- Obtaining student feedback regarding these options
- Drafting recommendations to be presented to the Chancellor, Executive Vice Chancellor and Provost, and Deans.

The committee is made up of undergraduate students who are in their sophomore, junior, or senior years and graduate students who are 1-2 years from graduation. The committee is co-chaired by one undergraduate and one graduate student. The Vice Chancellor for Student Affairs, the Dean of Students, and the Director of the Office of Events Management and Protocol are all non-voting member of the committee. The committee will formulate recommendations to be presented to the campus administration and the faculty during the middle of fall quarter.

**Lothian Fire** – Early on the morning of April 26, a fire broke out in the cafeteria of the Lothian Residence Hall. Evacuation of approximately 1,000 students from the residence was accomplished quickly and efficiently, due in part to the frequency with which such drills are held. One firefighter sustained minor injuries, but no one from the campus community was hurt. Within six hours, residents were able to return to their rooms. Meal service to affected students was not disrupted, as other facilities absorbed the demand. Air conditioning, hot water, and computer connections were re-established within 48 hours. Damage is expected to run to $2 million. The campus responded admirably, with the Office of Design and Construction quickly arranging for inspection by structural engineers and identifying contractors to immediately begin demolition and reconstruction; Environmental Health and Safety providing a focal point for
continuing response and recovery efforts; Housing re-locating 1,000 students while the fire was being fought, and quickly developing a strategic plan for recovery; Materiel Management acting quickly in regard to insurance and equipment; Media Relations coordinating communications, both internally and externally; Physical Plant re-routing utilities and providing stand-by power; the UCR Police calling in extra officers, many of whom served extended shifts; and the Student Affairs Office attending to a variety of students needs. In the weeks that followed, an emergency response team met first daily and then weekly to oversee the response. Because the potential harm of any fire can be large, and because vigilance and adoption of best practices to ensure the safety of campus members are paramount, I have put together a task force to review the cause of the fire and ensure that we learn everything we can from it. Members include faculty, staff, and a Trustee who served on the state architectural board. I have asked the committee to make recommendations for improvements in design or practices that increase safety.

III. Looking Ahead

Looking ahead to the next year and beyond, we have a number of goals for UCR. Of primary importance is building on existing strengths. To that end, we will continue to advance our efforts on the Palm Desert Campus, the health sciences initiative, and the environmental sciences initiative, all described above. A cross-campus initiative on public policy is in the initial stages of discussion. The College of Natural and Agricultural Sciences will continue to invest in our recently formed Institute for Integrative Genome Biology; a major step will be construction of the new Genomics Building, which will be funded through lease revenue bonds. The College of Humanities, Arts, and Social Sciences is launching initiatives in the digital arts, film and visual culture, and global studies. In the Bourns College of Engineering, we will continue the work that has begun in the areas of nanotechnology and bioengineering. The Graduate School of Education, with its new Dean, will begin for the first time to explore issues related to higher education, while continuing its excellence in multicultural, bilingual, and biliteracy programs and studies. The A. Gary Anderson Graduate School of Management will be heavily involved in developing innovative programs for the Palm Desert Campus.

Challenges and Opportunities

Morale – The coming year and decade will bring challenges as well as opportunities. We must remain focused on building morale in all sectors because of continued budget uncertainty. Even as the state budget recovers, there will be a lag time before our faculty and staff feel any relief and before we regain some of the losses we have suffered. In some areas, such as the Agricultural Experiment Station, losses may never be fully recovered and faculty and staff will continue to adjust. In the AES as in other parts of campus, the impact is particularly great in terms of staffing for administrative offices. Fewer people are doing more work, and units are now on the brink of becoming dysfunctional if further losses are suffered. To develop economies, some administrative offices have been combined across departments, but this comes at a price relative to both morale and services offered. As part of our “principles of community,” we must remain respectful of one another and sensitive to the demands being placed on our employees.
Student Life – Our students have suffered, too, because of fee increases. Although this is an unfortunate fact of life for our students, we are taking proactive steps to enhance student life by reaching out to student organizations and their leaders through a series of breakfast/lunch consultations with the Assistant Vice Chancellor/Dean of Students and Student Organization Leadership, Advisement and Resources (SOLAR) staff and through a Student Organization Task Force focused on understanding how we can better support and facilitate the success of our student organizations. Recent restructuring that brings the University’s ethnic and gender departments and centers under the umbrella of the AVP/Dean of Students, and efforts to engage student organizations with similar goals and interests in “cluster councils” offer promise in expanding and enhancing contact with and support to student organizations and in nurturing student organization leaders in shaping programs and events that will enliven campus life. A student referendum increasing the quarterly student contribution for this purpose has facilitated the development of a number of new and successful initiatives including a comedy series, coffeehouse series, and student film competition and festival. Student Life will continue to be creative in identifying resources to build our staff and budget with a long or intermediate range goal of an advisor to organization ratio of 1:50 and budgetary resources that will make it possible to contribute financially to student organization efforts as well as to directly sponsor campus-wide programming.

Student Leadership – Our vision is that student leadership opportunities on campus are rich and abundant. Some of the programs we are doing presently with very limited resources include:

- Campus work opportunities shaped with students’ personal and career development in mind. Examples include tutors, study group leaders and peer mentors in the Learning Center, biofeedback technicians in the Counseling Center, orientation interns in Student Life, and tour guides in Immediate Outreach.
- Peer Mentorship opportunities in many campus departments and programs including the Honors Program, the Learning Center’s Educational Opportunity Program, International Student Services, Transfer and Re-Entry Student Programs, Student Athlete Mentor Program, Golden ARCHES (alcohol, drug and sexual responsibility peer mentor program), and Pacific Student Programs.
- First Year Program opportunities for both student leaders and participants including CHASS Connect and CNAS Scholars.
- Leadership development programs planned and coordinated through Student Affairs: a Student Organization Leader workshop series addressing information and skills central to success in these critical roles; our Emerging Leaders Program, a Winter Quarter non-credit class facilitated through Campus Activities; and an Intermediate Leaders Program, a 10-week, non-credit program during each Spring Quarter, targeted to students interested in a more advanced program following their completion of the Emerging Leaders Program.

Graduate Student Issues – At last fall’s enrollment management retreat, UCR set a target of 3,400 graduate students in 2010, when the campus enrollment reaches 20,000, corresponding to 17% graduate students relative to our total student population. In many ways, UCR is well positioned to recruit more graduate students: we have hired outstanding faculty, at both the junior and senior levels; we have developed new graduate programs; we have re-structured other...
graduate programs; and we have new research strengths in selected areas across the campus. We also have new buildings under construction that will provide faculty and graduate students with state-of-the-art research laboratories. All of these developments will make our campus more attractive to the best and brightest graduate students. To recruit those graduate students, however, we must also offer them competitive financial support during the tenure of their graduate study. Indeed, providing competitive graduate student financial support is the greatest challenge facing graduate education and the growth of our graduate programs. The campus is actively seeking additional funding; last year, two NIH training grant proposals and three IGERT proposals were submitted. The Graduate Division is also working to increase the visibility of graduate students on the campus, through such activities as a lecture series surrounding Nobel Prize scholarship, a graduate research awards symposium, and a new award for doctoral dissertation advising/mentoring.

**P-16 Outreach** – The Inland Empire region has a significant need for P-16 education and outreach. A P-16 Alliance has been developed, with a twofold purpose: 1) Increase the number of students motivated to attend and academically prepared for success in college and 2) enhance and improve teacher quality. The strategy is to establish partnerships with the county offices and with schools districts and other institutions of higher education to coordinate efforts across the P-16 continuum by targeting the high need areas such as mathematics education. To date, we have established relationships with San Bernardino and we are in the process of establishing comparable programs in Riverside County, including a strong focus on development of a Coachella Regional Collaboration. Summer teacher programs directly impact 150 teachers from 48 school districts, as well as the students they serve. UCR’s student summer enrichment programs directly impact about 120 middle school students.

**Mathematics and Science Initiative** – According to the California Commission on Teacher Credentialing, 51% of the secondary math teachers in the Inland Empire are teaching without a major or minor in mathematics; Riverside and San Bernardino County School Districts say that last year there was a need for 251 secondary mathematics teachers in the two counties. Faculty in our Graduate School of Education have recently submitted a $10M proposal to the US Department of Education to improve quality teacher preparation for science educators. UCR leads a consortium that comprises eight UC campuses, Cal State, Stanford, USC, and several smaller private colleges. The consortium addresses the critical shortage of science educators in California, attempting to raise the number, quality and diversity of science teachers in K-12 schools.

UCR’s existing initiative in mathematics and sciences focuses on three primary goals: (1) Enhancing the capabilities of undergraduates in the sciences (including mathematics and engineering) so that they are motivated and prepared for graduate school and/or the scientific academic/business world. (2) Fostering leadership potential in undergraduates so that they are confident, "community-conscious" science professionals. (3) Creating an awareness of the pressing need for mathematics and science teachers at the K-16 level so as to encourage suitable students to consider the teaching of these subjects or research enterprises related to the teaching of these subjects. To achieve these goals, UCR is working to expand the campus team to include faculty from all colleges and schools, developing a secondary science blended program modeled after our innovative mathematics model, linking efforts with the P-16 Alliance to leverage
human and fiscal resources and to maximize impact on the community, and increasing the number of math and science majors entering UCR’s teacher credential program. The Director of our ALPHA Center, Pamela Clute, has aggressively sought funding to support teacher training in the sciences and mathematics, and has developed academies for teacher training.

**Budget Pressures** – Finally, I cannot complete a review of the past year without discussing how recent budget pressures have impacted the daily lives of our entire campus community. For staff, it has meant an increased workload as a result of workforce reductions (both layoffs and vacancies that have not been refilled), and the anxiety associated with further budget reductions. Morale has been further impacted by the lack of salary increases in recent years. Our Human Resources staff have met with department chairs and unit heads to discuss ways of maintaining staff morale. I have been impressed with the commitment and loyalty of our staff, who have stepped up to assume greater responsibility with a supportive, positive spirit.

To our faculty, the state budget crisis has meant a reduction in administrative support and a dampening of morale. Recruiting of top-notch faculty and students has become more difficult. Despite these pressures, UCR faculty have responded with immense productivity: this year they have taught more students, published more, and received more awards for scholarship and research. They have started interdisciplinary initiatives in the areas of health science and research, environmental sustainability, and film and visual culture, among many others. Their focus remains on the excellence of our institution.

Our students have been frustrated by fee increases and larger class sizes, both results of the state budget situation. Nevertheless, UCR students have made important contributions by planning the renovation/expansion of the University Commons; working proactively with the University to facilitate student success in meeting the Subject A requirement; and investing in student life and campus-wide events through a student initiated referendum to support student events and cultural programming.

For the campus administration, a major challenge has been retaining top faculty. In the past year, the Executive Vice Chancellor and Provost became involved with 13 faculty members who had received other job offers. Seven stayed, three left, and negotiations are pending with three more. As is the rest of UC, the campus is also struggling with the impact of severe cuts to our outreach programs. Our faculty have renewed efforts to obtain external funding for these programs, but in the meantime we are concerned about the slowing of our highly successful outreach efforts. My response to the budget pressures has been to (a) increase communications throughout the campus with open forums and information exchange, the “Dear Chancellor” website, and letters to the campus community, and (b) work with unit heads to achieve efficiencies that minimize loss of staff positions.

**Specific Goals for the Future**

**Professional Schools** – The Inland Empire represents 17% of the geography of the state, an area larger than 10 states of the Union. It also contains 10% of California’s population, a population greater than 22 states, and is among the fastest growing regions in the country. In the March
2004 edition of INC Magazine, Riverside-San Bernardino is cited as number two, after Atlanta, in the list of “hottest of the hot” economies of the country. The magazine says that the Inland Empire is the Golden State’s economic Energizer Bunny, “a low-cost haven that keeps growing in population, attracting emigrants from the coast.” UCR is the only university in this region classified by the Carnegie Foundation as a “Doctoral/Research Extensive” University. This gives us a unique responsibility to the region’s development as an economic stimulator, a creator of jobs, and the educator of a highly skilled workforce.

An important means of accomplishing this purpose is the development of professional schools. In the Inland Empire, two of the most critical needs are in the areas of health and the environment. UCR is developing large-scale initiatives and partnerships in education and research to address these regional issues and position UCR as a national model for effectively addressing the challenges of urban/suburban growth. The principle upon which our efforts are founded is to build these initiatives on existing research quality, strategically, with the best people from all sectors thinking innovatively.

Of particular interest to UCR and our region is the development of a health sciences initiative, with the eventual goal of establishing a medical school. The need for such an initiative is shown in the following data, included in a December 2003 report to Office of the President: The Salsberg Report on the California Physician Workforce: 2000-2015.

- In 2002, the Inland Empire had the lowest number of primary care physicians and lowest number of specialist physicians per 100,000 by region.
- Models for CA physician supply projections show the demand for physicians will grow most rapidly in Inland Empire (40%) from 2002 to 2015.
- The report concluded that, if physician supply is not responsive to changes in regional demand, serious shortage could occur in regions with the fastest projected growth. The Inland Empire will be short by 53% of physicians needed. At the same time, slow growing regions (LA, the Bay Area) may experience surpluses.

In response to this need, we have developed a seven-point action plan to advance our health sciences initiative:

1) Fulfill legislatively-mandated changes in UCR-UCLA Biomedical Sciences Program
2) Continue meetings of the Blue Ribbon, faculty, and community groups
3) Hold a symposium on Health Sciences and the Inland Empire to frame a roadmap (September 2004)
4) Build Biomedical Research Institute on campus now
   - adopt PIBS or alternate model
5) Hire well
   - faculty: emphasize basic research related to health sciences
   - leadership for the initiative
6) Establish residency programs with local medical institutions
7) Plan for years 3 and 4 of medical school
A medical school is just one of the alternatives UCR will explore to provide additional professional schools and training to our underserved region. As described in Goal #5 above, we are also in the initial discussions surrounding a unique program in Law and Science, which could provide the foundation for an innovative program in legal training. The case can be made—and has been in our previous proposal for a UCR law school—that the Inland Empire does not have an ABA recognized law school. Further, our environmental sciences initiative may someday lead to a professional program in environmental policy. These and other opportunities to create professional schools by building upon our existing research excellence will be a major focus for the future.

**Serving as an Economic Stimulus to the Region** – Professional schools are just one means by which UCR can serve as an economic stimulus to Southern Inland California. Beyond educating the next generation of leaders, UCR benefits Inland Southern California by acting as a stimulus for the economy of the region through research and technology transfer, including inventions and patents. In FY2004, UCR faculty submitted 73 invention disclosures, up from 35 in the previous year. Twenty-seven patent applications were filed and 13 patents were issued during this period, bringing UCR’s total active patents to 79. Through the efforts of our Office of Research Affairs and Center for Technology Development (described below), we expect these numbers to increase significantly.

An important goal for the Inland Empire is attracting high tech companies. Less than 2.5% of jobs in the region are technology based, compared to 5-6% in other Southern California areas. In an effort to attract such businesses, UCR, with Riverside city and county, has built a 39-acre University Research Park, home to enterprising startups, including those of our own faculty. The focus within the Park is on companies in biotechnology, information technology, electronics, and environmental technology, thus linking the strength of existing companies, the competitive resources within the city and county of Riverside, and UCR’s outstanding academic research programs. University Research Park is also home to the Inland Empire Economic Partnership, Small Business Development Center and Regional Technology Alliance for the region.

To facilitate this exchange, UCR established the Center for Technology Development—an important new center working under the Office of Research Affairs and designed to encourage closer links between the University’s research faculty and the Inland Empire’s growing high-technology business community. By facilitating alliances with industry, the center matches existing and emerging needs of companies with available resources and capabilities of the University. Specific objectives of the center include:

- Identify faculty with interest in entrepreneurship.
- Assist faculty in commercialization of intellectual property.
- Assist Office of Research Affairs in disclosing inventions and OTT in licensing patents.
- Sponsor joint projects between UCR and the private sector.
- Team with other local economic development agencies in providing resources for spin-off companies.
- Organize seminars and workshops that promote the exchange of technical information.
- Encourage student internships within the private sector.
- Encourage hiring of UCR students in the region.
• Provide faculty the opportunity to join corporate boards and serve as consultants.
• Establish an interactive website to provide the latest research findings and intellectual property.

In terms of direct economic impact to the Inland Empire, UCR is the second largest employer, with more than 6,600 people. Our expenditures in the region last year were $550 million. By virtue of our focused efforts, we will continue to be a major economic driver for our region.

Community/Legislative Outreach – As stated above, UCR has a very strong and supportive relationship with our community, particularly the city and county of Riverside. During the past year, I have made it a major focus to expand our area of influence throughout Inland Southern California. These efforts have met with a positive response, but we must continue to develop and expand our outreach efforts. The following highlights some of our efforts to date and our strategies for the future.

• Legislative Outreach – Our engagement with the state legislature will again be a priority next year. The November elections will bring four new members of the Inland Empire legislative delegation. We have already begun to meet with the candidates to provide information about the University and how it can serve as a resource to them.

• Institute for Elected Officials – Last winter, we initiated an Institute for local elected officials to provide them with an opportunity to engage with our senior faculty on a variety of environmental issues, including water, air pollution, and the impacts of increasing urbanization in the Inland Southern California region. Former Assembly Speaker Bob Hertzberg was the keynote speaker. The Institute was attended by more than 30 elected officials, who deemed it very successful. In January 2005, we will host a second Institute for council members, focusing on water issues.

• City-University Task Force – The task force was established to provide a forum to foster open discussion on issues. This year, I revised the membership to include the mayor, two city council members, the city manager, our local Assembly member and a county supervisor. Campus representation includes the Chancellor and Vice Chancellors for Advancement, Administration, Budget, and Public Service and International Relations. The task force has provided an important mechanism to advance UCR’s efforts to participate in the enhancement of Riverside’s downtown area. Recent discussions have focused on funding strategies for the Culver Center of the Arts, which will join the UCR-California Museum of Photography in creating an appealing downtown environment. An important goal for the coming year is to work with the city to obtain redevelopment funds, and to use this to leverage additional funding.

• Civic Groups – UCR is an active participant in a number of civic groups in the Inland Empire, among them the Monday Morning Group, representing western Riverside County; Inland Action, representing San Bernardino County; and the Valley Group, covering Hemet, Perris, and the San Jacinto area. We have also established a presence in the Temecula area, both through University Extension and involvement in other community enterprises. In addition to my own participation, the Executive Vice Chancellor and Provost, Vice Chancellor for University Advancement, Deans, and other administrators and faculty have interacted with these groups.
• **Ethnic Advisory Groups** – UCR has four ethnic advisory groups: the Chancellor’s Chicano/Latino Advisory Committee, Concerned Citizens of UCR (African American), the Chancellor’s Asian-Pacific Islander Advisory Committee, and the Chancellor’s Native American Advisory Committee. This year the campus asked the four groups to come together for the first time to talk about their accomplishments and to share ideas for future activities—an activity we plan to continue. In the future, they will talk about joint ventures they can pursue to strengthen the University, such as helping to convince prospective faculty and staff that Riverside is a great community in which to live, and helping with fundraising for student scholarships.

• **Citizens’ University Committee** – The CUC has been in existence as an advocacy group since the inception of the campus. We are in the process of developing strategies to expand membership and to engage this group more strategically on our behalf.

• **Neighborhood Groups** – The Neighbors and Friends of UCR (NFUCR) was formulated as a solution-oriented organization comprised of representatives from the campus, city, and neighbors surrounding the campus. The objective is to foster positive relationships, through a pro-active means, between UCR and the neighboring community. A mission statement, good neighbor policy, video, and steps to being a good neighbor were developed by the NFUCR and have been used effectively by UCR’s Student Life and Leadership and community members. To date, the number of complaints by UCR’s neighbors has diminished dramatically.

• **Student volunteerism** – More than 3,000 students contributed more than 21,000 hours of service last year in student organization activity. An additional 113,421 community service hours were contributed through the Career Services Intern Program.

• **Americorps** – The University/Eastside Community Collaborative (UECC) received its third contract from the Corporation for National and Community Service this year—a prestigious federal award of $1.4 million over three years that supports UCR undergraduate students to guide youth in education and service learning throughout the greater Riverside and San Bernardino communities. Founded in 1995, the UECC has been successfully administered through a long-standing partnership with the City of Riverside, Riverside Unified School District, and Kaiser Permanente. Its mission, to focus quality public service opportunities in education to impoverished children, brings together UCR faculty, students, staff, and research into local school sites and a community art center. Currently, we are working to create a team of 90 AmeriCorps members and 500 volunteers who will help rebuild our schools, re-establish our local forests, and unite the community in disaster preparedness. By the end of each program year, our 90 UCR students will have been involved with 600 children, 120 youth volunteers, and 500 UCR and community volunteers.

• **Gluck Fellows** – The Gluck Fellows Program, supported by the Maxwell Gluck Foundation, supports UCR students in the arts (music, dance, theatre, studio art, creative writing, and art history) to go into the community to teach and perform. We just completed our fourth year of Gluck support and were recently awarded $1,000,000 for support for another two years. This last year, the Gluck Program worked with 113 faculty, graduate, and undergraduate Fellows to coordinate 519 presentations, workshops, and performances at 33 local community sites. An audience of approximately 22,197 students (K-12, elderly, and other community members) was reached through this amazing arts outreach program.
• RCC – An important relationship for the campus is with Riverside Community College. We have begun meeting with the president of RCC to explore the possibility of developing a leadership and training program for the community colleges to be headquartered at UCR. These discussions are in the preliminary stages, and our next step is to engage Office of the President and the President of the Community Colleges.

• Community Outreach – As part of our community outreach efforts, we are exploring some additional vehicles for increasing our visibility and developing closer ties. One possibility is development of a community newsletter, a quarterly publication aimed at informing area residents and community leaders about activities impacting them. We are also considering formation of a speaker’s bureau, which would provide faculty experts to meet with community groups to talk about current issues such as earthquake predictions, West Nile virus, or bilingual education. I have recently been engaged in developing editorials for newspapers in both Riverside and the desert community; I plan to write others and to develop a strategy for other administrators or faculty to do so on appropriate topics.

Diversity – The Framework for Diversity is a comprehensive document that has the potential to align our value of diversity with our institutional core values. This work cannot be done from my office, but must be “owned” by the entire university community. Over the next few years, my office will provide oversight for the institutionalization of this document and its values and content. The following is a set of activities that I will undertake to see that this strategic diversity framework is integrated into my overall strategic planning process during the 2004-2005 academic year:

• The document will be vetted among the senior administration on campus for their input before it goes public.
• During the summer and early fall, the document will be posted on the website for the campus community, including returning students and faculty, to comment on.
• I shall appoint a representative task force to review the document and make recommendations on how to begin to implement its major goals.
• I shall work with the EVC/Provost and other Vice Chancellors to create divisional responses to the framework with their own goals and timetables.
• I shall distribute the framework to external groups such as the UCR Foundation, the Alumni Association Board, and the Ethnic Advisory Councils for their input and suggestions for implementation.
• The EVC/Provost and I, with the support of the deans, will appoint a faculty research collective to begin to explore funding and research initiatives around this document.

Two of my major areas of emphasis this year will be focused on creating a more diverse faculty and graduate student body. Following are some specific activities I will monitor through the EVC/Provost, Deans, and Vice Provost for Conflict Resolution during the next year:

Faculty:
• Develop and implement strategies to improve the success of search processes in identifying and assessing the credentials of women and minority faculty candidates.
• Provide diversity training for search committee members.
• Provide the resources for faculty to recruit and retain women and faculty of color.
• Create faculty diversity plans at the departmental and programmatic levels; develop monitoring processes (Deans).
• Diversify all search committees.
• Update all written and electronic diversity recruitment materials.

Graduate Students:
• Create a “grow your own” faculty program here at UCR. (The rationale for this recommendation is based on the fact that UCR has one of the most diverse undergraduate student bodies in the nation. This unique program will be a way to capitalize on one of our major strengths.)
• Partner with minority serving institutions to develop graduate students for UCR.
• Develop a plan to support services provided by senior faculty to mentor graduate students who want to be professors.
• Evaluate the role of financial support in achieving diversity objectives; seek new funds.
• Work with key faculty and especially faculty of color to go on recruitment trips and write personal letters to potential students.

Increasing Funding – With decreasing state support, it is more essential than ever that UCR increase its external funding, including both development activities and expanding our research portfolio. In terms of private fundraising, we have been hampered by a small staff, a relatively small and young alumni base, and our location in a less prosperous region of the state. Under the leadership of the new Vice Chancellor for University Advancement, however, we have the opportunity to make some dramatic changes and to revitalize our development efforts.

The 50th anniversary campaign is a first step toward a more comprehensive campaign. It allows us to create both the infrastructure and the culture that will enable UCR to move to the next level in a future campaign. Already two of our major colleges have added a second development professional, and for the first time our telemarketing program has become automated, allowing us to expand our efforts and reach to our national pool of alumni. As described above, our Foundation Board of Trustees is refocusing its efforts on fundraising, with good initial results. Special retreats have been held with the Deans to establish specific targets and to increase their already strong involvement in our fundraising efforts. Increasingly, UCR is expanding its development activities beyond the Inland Empire, a necessary step to reaching our future goals.

UCR’s sponsored research activity increased by 95 percent between 1997-98 and 2002-03. We have established a goal of reaching the $100 million mark for 2004-05. This is particularly important given our goal of achieving AAU membership in the next few years. Our new Vice Chancellor for Research has begun working with the Deans and others to stimulate faculty productivity and to provide the essential infrastructure to assist them in successfully competing for grants, particularly at the federal level. Proposed examples include:

1. **Mentoring new faculty** – Development of a mentoring plan by each college and department; conducting workshops in such areas as grant writing, research integrity, and “how to get things done;” providing seed funding for faculty to initiate new projects and
gather preliminary data for sponsored proposals; and rewarding senior faculty for mentoring new hires.

2. **Reactivating research inactive faculty** – Options being explored include encouragement of sabbatical leaves and seed grants to stimulate new projects.

3. **Development of large interdisciplinary proposals** – Establishment of centers and institutes and more effective use of existing collaborations to identify areas of expertise, provide seed grants to bring speakers and hold workshops, and support graduate students; establishment of more inter-institutional collaborations; development of collaborations with industry partners, taking advantage of unique resources in our region; providing professional assistance for proposal preparation; and conducting a comprehensive review of unsuccessful proposals to learn from the experience and to encouraged continued collaboration.

4. **Arts and humanities support** – The AAU Phase I criteria include strength in the arts and humanities, an area in which UCR’s full research potential has not been tapped. Possibilities include targeted workshops, quality proposal review prior to submission, mentoring, nominating committees for national awards, and new resources such as summer fellowship awards to enable faculty to collect data and write proposals.

5. **Graduate and postdoctoral education** – Graduate students and postdocs bind research collaborations. Attention must be paid to these groups as essential members of a successful research team.

6. **Campus events to recognize research accomplishments** – This year I initiated two such events: a reception for faculty who received major awards and honors, and a “million dollar” reception honoring 54 faculty who had reached that level in contracts and grants. Additional opportunities such as annual poster events for undergraduate research and other functions that enhance the visibility of research will be encouraged.

7. **Research administration** – Under the leadership of the new Vice Chancellor for Research, campus administrative structures will be examined and a seamless process developed for all phases of a sponsored proposal and award.

**IV. Realizing the Promise of UCR**

UCR began as an experimental station of Berkeley in the early 1900s. It took 50 years for it to become a full-fledged campus of the UC system, and then it began as a small, liberal arts college with agricultural extension. It has taken another 50 years for UCR to start emerging as a research university, and the strain of this evolution is marked. In the last decade unbridled and underfunded enrollment growth reduced some of the metrics of quality that the campus had prided itself on (smaller student/faculty ratio, close teacher-student relationship, high proportion of graduate students [30%]; a limited agenda focused on arts, extension, and applied research; and largely state funded with little need to compete for peer-reviewed research). UCR’s enrollment has quintupled since reaching a minimum (and almost closing) two decades ago. The campus, with one foot still rooted in its vision of itself as the "Swarthmore of the West" and the other foot planted in a high technology and competitive world, evinces an ambivalence. Many faculty are eager to see the campus become selective and a competitive producer of new knowledge across the disciplines. Guiding it through this time of transition is our opportunity
and our challenge. Applying ourselves to this challenge and embracing it may be more important than money -- although money, lots of it, would help.

Our faculty are rising to this challenge and the results are impressive. As mentioned previously, sponsored research activity is up dramatically over the past few years. Our faculty recruitment efforts have been highly successful; we have made strategic hires at the senior ranks and attracted talented and promising young people at the junior levels. We are developing depth in key areas and, at the same time, reaching across traditional disciplinary boundaries to develop innovative collaborations. We have assembled a unique leadership team.

At the recent Chancellors’ retreat, a major theme was responsiveness to regional issues. UCR is already doing this, as evidenced by our initiatives in the environment, health sciences, and the arts. Our Palm Desert Campus is a further effort to expand our reach and to respond to a regional need, while at the same time offering unique graduate programs that will have national and international appeal.

UCR aspires to take its place among the best research universities globally. Through our goals of adding professional schools, going to selective admissions, making strategic faculty hires, developing model interdisciplinary initiatives, and increasing financial resources, we are positioning ourselves to do just that.
App A - FACULTY AWARDS/HONORS

Guillermo Aguilar
Assistant Professor, Mechanical Engineering
Fellow, American Society of Lasers in Medicine & Surgery

Edith Allen
Professor, Botany & Plant Sciences
US Fish & Wildlife Service Research Appreciation Award

John Andersen
Professor, Psychology
Fellow, American Association for the Advancement of Science

Roger Atkinson
Distinguished Professor, Environmental Sciences and Air Pollution Research Center
Haagen-Smit Clean Air Award

Nancy Beckage
Professor, Entomology
Fellow, American Association for the Advancement of Science

Guy Bertrand
Distinguished Professor, Chemistry
Elected Member, European Academy of Sciences

Matthew Blua
Assistant Research Entomologist, Entomology
USDA Secretary’s Annual Honor Award

Peter Burke
Professor, Sociology
Cooley-Head Award of APS Section on Social Psychology

Robert Calfee
Distinguished Professor, Education
NRC Oscar Causey Award for Distinguished Reading Research

Pamela Clute
Executive Director, ALPHA Center
NSF Presidential Award for Excellence in Science

Thomas Cosgrove
Professor, History
Fellow, National Humanities Center

Melissa Conway
Head, Special Collections, Library
Console Onorario, Associazione Imprese Storiche Florentine

Carl Cranor
Professor, Philosophy
Fellow, Collegium Ramazzini

David Eastmond
Professor, Neuroscience
Jefferson Science Fellowship

Robert Essick
Distinguished Professor, English
MLA Prize for a Distinguished Scholarly Edition

Brian Federici
Distinguished Professor, Entomology
USDA Secretary’s Annual Honor Award

Ping yun Feng
Assistant Professor, Chemistry
Beckman Young Investigator Award, Alfred P. Sloan Fellow, Henry Dreyfus Teacher Scholar Award

Sarjeet Gill
Professor, Cell Biology & Neuroscience
Fellow, American Association for the Advancement of Science

Frank Gresham
Distinguished Professor, Education
APA Senior Scientist Award

Arturo Gomez-Pompa
University Professor & Distinguished Professor, Botany & Plant Sciences
Doctor Honoris Causa, Universidad Autonoma Del Estado de Morelos, Mexico
Member, National Academies Board on Agriculture and Natural Resources (BANR)

Helen Henry
Professor, Biochemistry
Fellow, American Association for the Advancement of Science

Brad Hyman
Professor, Biology
Fellow, American Association for the Advancement of Science

Eamonn Keogh
Assistant Professor, Computer Science
NSF Career Award

Srikanth Krishnamurthy
Assistant Professor, Computer Science
NSF Career Award

James Lents
Chairman & Director, Edward J. Blakely Center for Sustainable Suburban Development
Thomas W. Jodzio Outstanding Individual Achievement Award

Adam Lukaszewski
Professor, Botany & Plant Sciences
Fellow, American Association for the Advancement of Science

Rene T. A. Lysloff
Assistant Professor, Music
2004 Senior Scholar Fulbright Award

Wilbur Mayhew
Professor Emeritus, Biology
George B. Fell Award

Jocelyn Millar
Professor, Entomology
Fellow, American Association for the Advancement of Science

Thomas Miller
Professor, Entomology
Golden Medal of Johannus Gregor Mendel

Kathleen Montgomery
Associate Professor, AGSM
International Management Award

Margaret Mooney
Head, Government Publications, Library
ALA Government Documents Roundtable Founders Award

Ashok Mulchandani
Professor, Chemical & Environmental Engineering
Fellow, American Association for the Advancement of Science

Leonard Nunney
Professor, Biology
Fellow, American Association for the Advancement of Science

Mihrir Ozkan
Assistant Professor, Electrical Engineering
International Society of BioMEMS and Biomedical Nanotechnology Visionary Science Award

Timothy Paine
Professor, Entomology
2003-04 Distinguished Teaching Award

Prasanta Pattanaik
Professor, Economics
Fellow of the Public Choice Society & President-elect of the Society for Social Choice and Welfare

Natasha Raikhel
Distinguished Professor, Botany & Plant Sciences
Fellow, American Association for the Advancement of Science

David Reznick
Professor, Biology
Edward Osborne Wilson Naturalist Award

Robert Rosenthal
Distinguished Professor, Psychology
APA Gold Medal Award for Life Achievement in Psychology

Clay Sassaman
Professor, Biology
US Fish & Wildlife Service Research Appreciation Award

Victor Shapiro
Distinguished Professor & Peloy Chair, Education
AERA Special Education Research Award

Nick Toscano
Entomologist, Entomology
Fellow, American Association for the Advancement of Science

Martinus van Gennep
Adjunct Professor, Environmental Sciences
Fellow, American Association for the Advancement of Science, Honorary Doctorate (Dr. rer. nat. h.c.), University of Hanover

Chandra Varma
Distinguished Professor, Physics
Alexander von Humboldt Prize

Carlos Velez-Ibáñez
Professor, Anthropology
2003-2005 Bronislaw Malinowski Award of the Society for Applied Anthropology

Junlan Wang
Assistant Professor, Mechanical Engineering
Society for Experimental Mechanics Hetenyi Award

Georgia Warnke
Professor, Philosophy
Fellow, National Humanities Center

Andrew Winer
Assistant Professor, Creative Writing
NEA Literature Fellowship

Yenna Wu
Professor, Comparative Literature & Foreign Languages
2003-04 Distinguished Teaching Award

Gary Zank
Professor, Physics & IGPP
Fellow, American Association for the Advancement of Science

Jian-Kang Zhu
Professor, Botany & Plant Sciences
Charles Albert Shull Award