In the summer of 2004, the Chancellor’s Executive Leadership Team at UCR held a strategic planning retreat. One outcome was the refinement of seven strategic goals and vision statements for the campus. These have become the guiding principle by which UCR is led. Each of our major campus initiatives ties to our goals: the Palm Desert Center, the Health Sciences Initiative, our recently completed mini capital campaign, and the dramatic growth in research awards. In addition, we are utilizing our WASC re-accreditation process to further delve into some key areas of special importance to the campus. They are: (1) learning within a campus culture of diversity, (2) growing and improving graduate and professional programs, and (3) improving undergraduate student engagement, experience, and learning outcomes. In Part I of this assessment, we list our accomplishments for each goal; in Part II we discuss our challenges.

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I. Goals and Vision: Accomplishments

Goal #1 – To enhance UCR's reputational rankings

Vision: UCR will have the profile of an AAU member university

Many factors contribute to the overall ranking of a research university, among them federal research support, NRC rankings, and faculty awards and honors. In the past year, UCR has made a concerted effort to better position our campus for eventual selection as an AAU member. In preparation for the next NRC assessment of graduate programs, a faculty database has been created to align faculty with the NRC taxonomy. While the database serves multiple other purposes, clustering faculty by discipline provides an important step toward showcasing our strengths and identifying our challenges.

In the past year, UCR has made some modest progress in our rankings. Notably, the Bourns College of Engineering raised its ranking in the U.S. News and World Report from 81 to 68, a major achievement for a 13-year-old program. In addition, the UCR Libraries moved up by four points in overall rankings among reporting members of the Association of Research Libraries. Appendix A includes a list of major faculty awards and honors. Among these are a Guggenheim, a Fulbright, and five new fellowships in the AAAS. Further, contract and grant awards for the campus increased by 33 percent over last year, to $109.3 million, exceeding the $100 million mark for the first time. This includes our first IGERT, for a new graduate training program in the area of chemical genomics. Two additional IGERT preproposals have been selected for submission as full IGERT proposals.

Goal #2 – To invest in areas of strength

Vision: UCR will be recognized for its distinction among all research universities in selected areas which exhibit quality and momentum

UCR has lagged other campuses in the successful deployment of major research centers. This past winter, the Vice Chancellor for Research charged a group of consultants with advising UCR on the management and oversight of campus centers and institutes. Following receipt of this report, a “centers advisory group” developed a set of principles to guide the establishment, structure, and function of UCR centers. This has helped our faculty to re-think the value and purpose of centers and has re-invigorated efforts to garner resources and create viable programs that will serve as a magnet for top faculty, students, and resources. A few select areas of investment are described below.

Environmental Sciences – As an example, UCR continues to make a major push with its Environmental Research Institute, which encompasses faculty and disciplines from the three major colleges. The ERI encompasses CE-CERT, the Center for Conservation Biology, the Air Pollution Research Center, and the Center for Sustainable Suburban Development, as well as a broad-based effort in water sciences and policy. Initially, ERI is focusing on a partnership with
Riverside County and the Coachella Valley Association of Governments to establish a unique integrated environmental modeling, demographic and planning resource center to be co-located at UCR’s Palm Desert Center and the main campus. This effort will provide tools to assist agencies and elected officials in decision making, and will be done in partnership with relevant federal, state, and local governmental agencies. The goal is improvement of air quality, water resources, environmental integrity, and renewable energies, as well as preservation of biodiversity in the Coachella Valley and other parts of the Inland Empire.

Bioengineering – The Bourns College of Engineering has introduced a new Program in Bioengineering leading to the B.S. degree starting in the 2005-2006 academic year. As part of this initiative, new courses are being introduced, new faculty are being hired, and new laboratories are being established. Students enrolled in this program will have a broad preparation, enabling them to enter various fields such as biotechnology, biomedical engineering, and medicine.

Science Education – Late last fall, UCR launched the Copernicus project, a consortium for the preparation of highly qualified science teachers focusing on enriching teacher quality across a continuum of professional development. Supported by the Department of Education with UCR’s second-largest grant ever, the project is aimed at substantially increasing the number, quality, and diversity of the state’s science teachers. Copernicus is expected to become a nationally recognized model for science education. This effort is clearly aligned with the systemwide Science and Math Initiative.

The Arts – With funding for the Culver Center of the Arts, UCR will have an additional, community-based venue for its well-regarded Gluck Fellows program, focused on arts outreach. During the past year, more than 500 performances were held throughout the greater Riverside area in dance, music, theatre, creative writing, art, and art history. As a result of these excellent programs, the Gluck Foundation has renewed the grant for an additional two years.

UCR Palm Desert Center – In April 2005, UCR held a “community preview” to mark the opening of its new UCR Palm Desert Center. Over the past year, teams of faculty, staff, and administrators have worked to develop the infrastructure (facility, staffing, budget, etc.), create and implement a business plan and marketing strategy, and design and approve the graduate degree programs that will be offered initially. These efforts were led by the new Executive Director, Ken Walters, and Director of External Affairs Terry Green. Beginning this fall, the Heckmann Center for Entrepreneurial Management will offer an MBA program, allowing students to combine entrepreneurial interests with the business core. Also being offered is the campus’ first self-supporting graduate program, the MFA in creative writing/writing for the performing arts. Because these programs are being offered more than 25 miles from UCR, we also sought and received approval from the WASC substantive change committee.

Goal #3 – To expand opportunities for learning and personal growth for all students, undergraduate and graduate

Vision: UCR will become a campus of "first choice" for applicants, and students will have a successful experience at UCR
The Deans have undertaken a number of initiatives to improve the undergraduate experience. In the College of Humanities, Arts, and Social Sciences (CHASS), a series of summer internships has been developed, offering students the opportunity to participate in research activities of their own design, focused on a number of key public policy issues. In addition, CHASS College Computing (C3) has played a key role in a major grant from the Homeland Security Department to develop a data mining program. Undergraduate interns in C3 have been intimately involved in the development of this technology. In addition, CHASS has hired an undergraduate research coordinator to develop and coordinate research opportunities.

In the College of Natural and Agricultural Sciences (CNAS), a highly successful Dean’s Fellow Summer Internship program offers select students a paid, full-time summer research position under the mentorship of a faculty member. Students attend weekly group meetings with the Dean to discuss their research projects. In addition, outstanding students are selected each year from the CNAS Scholars Program for an eight-week summer research experience.

In the Division of Biomedical Sciences, a Medical Scholars Program has also been established, focusing on students who desire to practice in Inland and rural California areas, and who have a desire to serve the medically underserved populations of this state. In addition, the Division funds FastStart, an intensive five-week learning experience designed for incoming UCR freshmen who aspire to medical and other science-based careers. The program’s goal is to increase the number of disadvantaged students who pursue such careers and to provide the academic and social support to help prepare these students with the skills needed to succeed in their college education.

Career Path Milestones is a unique program developed by the Bourns College of Engineering (BCOE) to help students prepare for employment or graduate studies through a series of quarter-by-quarter activities starting with the freshman year. Internships are an important part of this process. BCOE expects entering students to have an internship prior to graduation. One staff member assists students in finding internships and permanent employment, and another facilitates the placement of students in undergraduate research programs. The Student Affairs Office makes connections to mentors for incoming freshmen, with active support from the national engineering honor society Tau Beta Pi.

The UCR Academic Senate has also been actively engaged in improving the student experience. An Ad Hoc Committee on Freshman Experience has completed its work, and its report will be circulated to appropriate Senate committees for review and implementation beginning this fall quarter.

An important development is the opening, this fall, of a new themed housing option called “InSTEP Hall: A Science, Technology, Engineering, and Mathematics Residence Hall.” A collaboration between CNAS, BCOE, and Housing, the residence hall will provide an environment for science and engineering freshmen that is conducive to informal study groups with suitemates or neighbors, offers formal study groups organized by the Learning Center, and serves as a focus for social and academic activities.
As part of the WASC reaccreditation, an Institutional Research Council was formed to provide a venue for the collection, analysis, and dissemination of the necessary evidence to assess the educational effectiveness of our academic programs. Steps taken in 2004-05 include: (1) Design of the framework and provision of data for a rebuilt campus information website. (2) Initiation of a student longitudinal database with 200 data fields collected from student surveys, which can be cross-referenced with student enrollment, demographic information, academic performance, graduation rates, alumni involvement, and employment status. (3) Formulation of an assessment profile for academic program effectiveness and student learning outcomes.

At the graduate level, UCR has been implementing the recommendations of a task force that presented a report in October 2004 on student support, recruitment, and retention. One of these recommendations was to increase central fellowship funds in order to improve UCR’s competitiveness in providing financial support for the very best students, students who would increase the diversity of our graduate student population, and for domestic nonresident students.

Graduate student enrollment has been slowly but steadily increasing; in fall 2004 we had the largest number of graduate students in our history, but remained at a disappointing 11% of total student population. With increased efforts to market our programs and improve student life, we expect both the number and percentage to increase.

Work is continuing on a comprehensive, campus-wide graduate student information system (GradSIS), covering a graduate student’s application, financial support and academic record, and tracking after graduation. This will not only serve the record keeping needs of the departments, colleges, and Graduate Division, but will also provide data for monitoring student success.

**Goal #4 – To reshape the curriculum**

**Vision:** UCR will build on the diversity of its students and the distinction of its faculty, and connect the curriculum to the vision of UCR as an AAU institution

A number of changes have been made to improve and/or expand the curriculum within the various schools and colleges:

- Revisions to the undergraduate business administration program (our largest major) introduce a range of concentrations that build on campus strengths. The core curriculum is more efficiently delivered, providing room for the concentrations and electives.
- The A. Gary Anderson Graduate School of Management (AGSM) also began development of a 3/2 combined Bachelor’s and MBA degree option that would enable students to efficiently combine an MBA education with an undergraduate degree in their chosen discipline.
- The Graduate School of Education has created a certificate program with a biliteracy emphasis, as well as a new Master’s degree in reading to meet the needs of educators in this region.
- In CNAS, a special discussion section has been introduced in conjunction with general chemistry, as well as workshops conducted by peer mentors during the academic year on such topics as problem-solving skills and library usage.
• The Thomas Haider Program in Biomedical Sciences has been completely revised to incorporate a human disease-based integrative curriculum. This new curriculum relies heavily on problem-based learning, case studies, and establishment of life-long learning habits by medical students.
• A new undergraduate program in Bioengineering was approved this year for BCOE, and plans for a graduate program are well underway.
• The Honors Program has initiated a new sophomore component, a restructured summer program, and restructuring and evaluation of course offerings.
• A new doctoral program in Religious Studies was recently approved; students are being recruited for fall 2006.

In addition, the Academic Senate’s Committee on Education Policy has developed a new framework for undergraduate program reviews to be initiated this fall. The intent is to review three programs next year in addition to the Biological Sciences Program, which will be reviewed by an external committee. Other committees are reviewing our General Education Curriculum, the preparatory curriculum, and undergraduate student advising.

Other changes have been made to enhance the curriculum. A major effort is underway to address the campus conversion factor, including: (1) Unit revaluation for appropriate courses as designed by the faculty, (2) A “Finish in Four” campaign to enhance four-year graduation rates and increase the number of students maintaining a full unit load, (3) Student advising and on-line tools to encourage and facilitate four year graduation, (4) Transitional success programming for entering freshmen, (5) Increased academic support for students in introductory courses with historically high failure rates, (6) Support programs and unit bearing courses for students in academic difficulty, (7) Improved management of course availability, and (8) Minimum satisfactory academic progress regulation. It will be some time before the full impact of these changes is realized, but this represents an important start.

Another issue for UCR has been the preparatory courses for freshmen who matriculate without having satisfied the Entry Level Writing Requirement (ELWR, formerly Subject A). A multi-faceted effort has been launched to encourage incoming freshmen to satisfy the ELWR prior to matriculation. This effort includes revision of the ELWR website, increased enrollment in the Summer Bridge program, and distribution of information to students and parents through e-mails and orientation sessions. The Academic Senate, Office of Undergraduate Academic Programs, and Vice Chancellor for Student Affairs are involved in a joint effort to consider the establishment of a campus-level writing center to assist undergraduates and facilitate the diversification of our composition requirement.

**Goal #5 – To diversify our faculty, staff and graduate population**

**Vision:** UCR will be a preeminent research university that has diversity as one of its measures of distinction

UCR has long prided itself on the diversity of our undergraduate student population; the campus has not done as well in terms of faculty, staff, and graduate students. Thanks to a concerted effort, however, this year was UCR’s best ever in terms of female faculty hires; 22 of 49 are
women. In the two colleges where gender equity is most lacking, the news was not as good. CNAS hired only three women out of 11 new hires, while BCOE hired two women and one underrepresented minority out of seven positions. Of the 49 faculty hires overall, 14 are underrepresented minorities (another 5 are “unknown”).

At the graduate student level, funding was provided for 40 Graduate Diversity Awards. Each award consisted of an additional $4,000 to the first year of financial support for students who would increase the diversity of our graduate population, as defined by Prop 209. In addition, as a recruitment incentive the Graduate Division offered AGEP (alliance for Graduate Education and the Professoriate) research fellowships for summer 2005 to new underrepresented minority students in STEM fields. During 2004-05, the Grad Division initiated monthly meetings with underrepresented minority students in STEM fields. The purpose is to develop a sense of community among these students and to provide them with a support structure, with the goal of increasing retention.

In March of this year, UCR became the first UC campus to hold a diversity summit, entitled “Diversity in the Academy.” The purpose of the summit was to further UCR’s strategic goal of building a more diverse faculty to reflect the face of California and the nation, mentor our diverse undergraduate student population, and enrich the academy with varied perspectives and innovative ideas. The summit was designed to highlight the challenges we face in increasing the number of women and underrepresented minorities in the academy, including: (1) enlarging the academic pipeline, (2) attracting a diverse faculty pool, and (3) fostering an environment in which all faculty can succeed. This forum offered the opportunity to discuss strategies to meet these challenges as well as to develop a blueprint for action. It included input from a broad spectrum of faculty, administrators, and community leaders.

Subsequently, the Deans were asked to develop diversity plans for each school and college. A “toolbox” for Deans is being developed to assist them in this process. In addition, we have created a new position of Associate Vice Provost for Faculty Equity, who will provide leadership to achieve and sustain gender equity and faculty diversity as one of UCR’s strategic goals and as a means of enhancing academic excellence. This position will be filled by September 1, 2005.

I personally have made a strong commitment to diversity, and have been asked to give a number of talks and serve on panels on a national basis. In particular, I was asked to serve on the National Panel of Presidents and Chancellors on models for flexible tenure-track faculty career pathways, through the American Council on Education. I also participated in the projects of the National Academies on women in science and engineering, and was asked to speak at the Association of American Colleges and Universities on a related topic.

**Goal #6 – To build professional schools**

**Vision:** UCR will offer expanded professional education in areas that respond to the needs of the state and region and that help to stimulate a knowledge-based economy

UCR’s two existing professional schools have recently been reaccredited. The A. Gary Anderson Graduate School of management received continued accreditation of the MBA and
BSBA programs through AACSB International, the primary business school accreditation agency. Within the Graduate School of Education, the School Psychology Program was awarded accreditation by the American Psychological Association. Only one other program in California (UC Berkeley) has this accreditation.

As an outgrowth of UCR’s public policy initiative, a task force has been formed to plan for a new professional school. A widely attended Town Hall meeting was held during the spring quarter to begin identifying faculty interest and the necessary steps to make a School of Public Policy a reality. This will bring together existing strengths across campus and fill an area of identified need.

On October 13-14, 2004 UC Riverside co-sponsored a special judicial case conference with The Einstein Institute for Science, Health and the Courts (EINSHAC), a non-profit Washington-based center affiliated with the judicial branch of government. The mission of EINSHAC (and its successor ASTAR) is to provide judges, courts and court-related personnel with knowledge tools related to criminal and civil justice proceedings involving evidence from the genetic sciences – genetics, molecular biology, biotechnology and molecular medicine – and from new discoveries and technologies in the environmental and neurosciences. At this case conference, selected UCR faculty met with judges from around the country to explore ways of educating the judges to better understand scientific issues arising in court cases; the discussion centered on two prominent case studies in biotechnology.

Because of a recent Supreme Court ruling, judges have become gatekeepers responsible for determining the relevance and acceptability of scientific testimony in their court proceedings. To assist in this charge, ASTAR and CJER (California Judicial Education Review) have proposed creating a university-based program for training a number of resource judges who would assist the legal system in scientific decision-making. UCR, because of its extensive Law and Society program and curriculum, its history of faculty serving on the EINSHAC board, and its experience hosting the successful case conference, would like to be the host site for this judicial education program in California. UCR could, of course, partner with other campuses in hosting the case conferences for California’s judges, but in keeping with our aspirations of sowing the seeds for professional schools here we would want to be the host site for this center focused on Science and the Law.

The major push in terms of professional schools has been UCR’s health sciences initiative. Briefly, the Health Sciences Initiative has thus far focused on the development of two major programs: The Health Sciences Research Institute (HSRI), and the expansion of the Haider program in Biomedical Sciences to a full-fledged, four-year, research-based School of Medicine (SOM). Here’s where we stand on these programs:

- In September, 2004 we convened an external advisory panel to review and critique our preliminary planning for the HSRI and SOM.
- In November a faculty committee was appointed to develop a preliminary plan and mission statement for the HSRI. Their report is available at http://www.evcoffice.ucr.edu/.
• Dr. Robert D. Grey, former provost and executive vice chancellor at UC Davis, joined UCR as Executive Assistant to the Chancellor—Health Affairs in January 2005. He is charged with leading the planning effort for the Health Sciences Initiative, including both the HSRI and the SOM.

• A Health Sciences Planning Council was appointed in January 2005 to oversee and coordinate the overall planning and implementation for the components of the Health Sciences Initiative. The council, chaired by Dr. Grey, is charged with developing a strategic plan that will guide the development of the Health Sciences Initiative at UCR for the next five years, incorporating both an academic plan and a resource plan.

• The Health Sciences Planning Council has begun work on a “Guiding Plan for Establishment and Initial Operation of the HSRI.” The Council expects to complete the Guiding Plan for presentation to the campus at the beginning of the Fall Quarter 2005.

• This fall we will launch a seminar series and/or set of workshops by distinguished health scientists in areas of research that the Institute may use in recruiting the director and founding faculty. This program, called “Frontiers in Biomedical Research,” is one of two series we’re launching under the general heading of “Major Issues in Modern Medicine.”

• To help us develop a clear vision for the expanded program the second component of the “Major Issues in Modern Medicine” program, will focus on “Design of New Medical Schools in the 21st Century.”

• I have committed 10 new faculty FTEs, plus an FTE for the Director, to the HSRI. Colleges and departments have been encouraged to consider their own commitments of FTEs that could be recruited in collaboration with the Institute.

• Two highly regarded consulting firms have been hired to address space and finances. Space and facilities planning will be facilitated by the firm of Anshen+Allen—Los Angeles; the economic analysis and business plan for the SOM will be handled by a partner firm, Kurt Salmon Associates. They will assess not only the immediate needs for the HSRI and SOM, but also the types of ancillary structures needed by a successful biomedical research community such as specialized instrumentation facilities, incubator wet lab space, etc. Reports are expected from both consulting firms early in the fall.

Goal #7 – To forge closer ties with the community

Vision: UCR will organize and coordinate with others to achieve common goals for prosperity and sustainability of the Inland Empire through technology transfer, attraction and retention of highly skilled jobs and industries, and responsiveness to regional issues

UCR has long enjoyed a strong relationship with our community. Evidence of this is the city of Riverside’s commitment to provide $2.25 million in funding to help leverage private, state, and campus support to renovate the historic Rouse Building in downtown Riverside to house the new Culver Center of the Arts. This multi-million dollar project will continue to engage the local community in UCR arts programs and activities, which will be enhanced by its location adjacent to the UCR/California Museum of Photography.

Our “community” extends far beyond the Inland Empire to the state as a whole. UCR is spearheading a major systemwide effort with local community colleges as well as the state
The California Community College Collaborative at the University of California, Riverside (C4 at UCR) has a policy research and professional development agenda that will help prepare faculty and administrators to be leaders in transforming their own institutions and higher education in our State.

The campus has also reached out to the Native American community. The Center for California Native Nations has launched a major research project, funded by the California Native Indian Gaming Association, focused on tribal governments and economic development, specifically the impact of tribal gaming operations on the tribes, the surrounding communities, and those tribes without gaming operations.

The business community has also benefited from UCR’s interactions in the region. AGSM’s Leadership Council has been revitalized to support students, programs, and research in such areas as Asian American business and banking and financial services. These interactions have already resulted in several major gifts, student internships, and support for AGSM involvement in regional business events.

In addition, UCR has launched a new technology commercialization initiative, beginning with a visit by a group of consultants who evaluated the current campus program, identified current undeveloped opportunities, and recommended changes needed to develop a full service office on the UCR campus. Under the leadership of the Vice Chancellor for Research, the campus has worked closely with local high tech companies and the University Research Park to improve our efforts in the area of technology transfer. The campus has been involved in meetings of the Los Angeles Regional Technology Association, the City and County of Riverside’s High Tech Task Force and CEO Forum, and the Orange County Association of Technology Action Network.

The medical community has been actively engaged in UCR’s Health Sciences Initiative. Three community hospitals have expressed an interest in providing facilities and support for a community-based hospital and residency programs in conjunction with our proposed School of Medicine. Community members are now helping to place our students in internships as well as clinical experiences in Riverside and throughout the Coachella Valley. UCR’s medical students also started the student-run health clinic of Riverside County, a medical clinic run by medical and undergraduate students and supervised by a licensed medical doctor to provide medical screening services, medications, hygiene materials, and other services to the underserved population of Riverside.

The UCR Libraries have also expanded into the community by joining the Link+ Consortium, consisting of 33 public and academic libraries in California. This initiative was undertaken to expand access to students and faculty to an additional 6.8 million unique holdings not available at UCR. In turn, the initiative will open up UCR’s library resources to users of the 33 member libraries across the state. UCR is the only UC campus to hold membership on a statewide basis.
University Extension continues its excellent programs for the community, reaching an estimated 70,000 people annually. This year five new certificate programs were added in business and management, including accounting, taxation, administrative professional, quality and performance management, and business development, which is taught in Spanish. Several new credential and certificate programs in education were approved by the California Commission on Teacher Credentialing. More than 20 new courses are offered in the area of Native American Studies, and a special initiative was developed for Tribal Leadership Training with the Soboba Band of Luiseño Indians, which may serve as a model for other tribes.

Unspoken Goal #8 – To develop the resources and provide the infrastructure to make the other seven goals possible

UCR’s seven strategic goals cannot be implemented without sufficient resources. Our unspoken, “eighth” goal is to develop such resources and the infrastructure to support our efforts. On April 30 of this year, we successfully completed our first-ever mini capital campaign, dubbed “Evolutions: The 50th Anniversary Campaign.” Completed eight months ahead of schedule, the fundraising effort netted $50.9 million from 10,190 donors, nearly half of them first-time givers to the campus. The money will be used for scholarships, fellowships, programs, chairs, and campus-wide initiatives. This two-year mini campaign will provide the foundation for a major campaign in the future.

As already mentioned, the campus also made major strides in increasing our contract and grant activity. Our Office of Research has been dramatically reorganized to enhance support of faculty in these activities. In addition, the office has taken on new programs such as grant writing workshops and orientation sessions for new faculty to assist in these efforts. Under the leadership of our new Vice Chancellor for Research, they are also revamping our efforts related to technology commercialization.

Realization of our goals and vision also requires the support of a well-defined and managed infrastructure. Since July 1, the campus has added a number of new players on our executive leadership team: Executive Vice Chancellor and Provost Ellen Wartella, Vice Chancellor for Research Charles Louis, and Vice Chancellor for Advancement William Boldt. With the arrival of Dr. Wartella, we have implemented a variety of organizational changes to enhance our operations. This includes the appointment of three Vice Provosts in the areas of academic personnel, conflict resolution, and undergraduate academic programs. This new structure has allowed us to take on some ambitious new efforts, including:

Academic Personnel –
- Establishment of a procedure for consulting with chairs, deans, and the EVC on faculty retention issues
- Development and vetting with the Deans, Academic Senate, and administration a new program of faculty awards to be launched in 2005-06, including the establishment of an Academy of Distinguished Teachers, an Eminent Scholars Program to recruit outstanding faculty to campus, a new Faculty Service Award and mid career awards for faculty
- Development of a workshop for faculty on the promotion and tenure process
Undergraduate Academic Affairs –

- Reorganization of the office
- Worked with college administrators and the VC for Student Affairs to develop measures of undergraduate student success
- Development of a plan for a campus writing center to take over basic writing courses and develop a program for writing across the curriculum (described above)
- Worked with campus computing and faculty in the development of plans for improving classroom technology
- Development of proposals for beginning an undergraduate program review process

Conflict Resolution –

- Examination and resolution of a variety of cases of concern on campus
- Development of a new series of workshops for faculty and staff on combating sexual harassment in the workplace
- Development of an Executive Leadership training program to be launched in fall 2005

With the retirement of Mike Webster on June 29, we have also begun planning the reorganization of the portfolio for the Vice Chancellor for Administration. We also successfully hired a new dean for the Bourns College of Engineering, Dr. Reza Abbaschian, and have been working closely with the A. Gary Anderson Graduate School of Management to reorganize its departments since the resignation last January of Dean Rajiv Banker.

As part of our strategic planning process, the campus began a systematic examination of staff infrastructure needs. This has led to a call for new investment in staff across the campus, particularly in the areas of performance management and professional development. In addition, we hired an outside firm to conduct a climate survey for faculty and staff, and another consultant to review the Office of Human Resources, beginning in fall of this year.

A number of business processes were also redesigned, including an on-line employee requisition process, on-line job description tool box and library, migration of the UCR financial system to the web, enhanced web-based purchasing systems, e-procurement system, enhanced textbook ordering process, and web-based credit card acceptance process for fee payments.

II. Challenges

Resources – Resources continue to be UCR’s greatest challenge. We lack the variety and depth of funding sources that many of our sister campuses enjoy, thus limiting our flexibility and reach. Our recent campaign, while successful, was modest in size; the campus is striving to build our donor base, but this effort will take time. The impact of limited resources is felt in terms of staffing, faculty hiring and retention, capital projects, and other major initiatives.

Staffing – The campus continues to feel the effects of the major budget reductions experienced over the past several years. The impact is particularly acute in terms of staffing and the concomitant effect on morale. Academic and administrative units are struggling with maintaining services in the face of staff reductions and increased turnover. In some areas, such as central audit, staffing is so bare bones as to put the campus at risk. In others, such as
development, lack of staff has made it difficult to achieve our goals. An example among our academic units is the Bourns College of Engineering, which lost 15 percent of its administrative staff. Compounding this loss is the fact that there have been more than 50 turnovers (resignations, transfers) among the college’s 43 budgeted staff positions in the past five years—all at a time when BCOE has grown by 600 undergrads and 230 graduate students. Other units are experiencing similar problems because staff employees are leaving the university or taking other positions on campus (even lateral transfers) far more frequently to make up for the lack of other salary increases.

As described above, our response has been to develop additional training and career ladders for UCR staff. Internally, units are increasing mentoring and cross training programs and are helping staff to learn to manage increased workloads by making greater use of available technology. In addition, administrative offices are seeking staff reclassifications where appropriate to adequately reward staff for assumption of additional responsibilities. Nevertheless, the impact on both budget and staff morale remains serious.

**Faculty** – Lack of flexible resources is also impacting our faculty ranks. UCR has been forced to use faculty FTE to pay for things that other campuses can fund through other means. This presents a challenge in recruiting and retaining faculty, offering competitive start-up packages, and building our research base. A priority for the coming year is finding ways to capture additional faculty FTE. The Deans, for example, are looking into ways to leverage faculty resources, including development of course buy-out policies similar to those on other campuses. Generation of additional faculty FTE is an investment that will pay off with increased contract and grant activity, development of new programs, and creation of synergies across academic disciplines.

**Enrollment** – Total student enrollment for 2004-05 remained relatively flat over the previous year. For 2005-06 the numbers are expected to drop slightly. This may be attributed to three factors: (1) the fact that this year UCR went to selective admissions for the first time, (2) enrollment growth at the other UC campuses, and (3) the opening of UC Merced. The drop in enrollment has a real cost to the campus in terms of state support and available faculty FTE. We are making a concerted effort to attract more students, reduce the summer “melt,” and increase our continuation rate. In addition, we are working to identify the competitive niche that will attract prospective students to UCR.

**Graduate Students** – At the graduate level, UCR is well positioned to recruit more students: we have hired outstanding faculty, developed new graduate programs, restructured existing programs, and built research strengths in selected areas. We also have several new buildings that provide faculty and graduate students with state-of-the-art facilities. The greatest challenge to recruitment efforts is providing competitive graduate student financial support. This is due in part to large increases in fees and non-resident tuition over the past few years.

Unfortunately, some PIs are choosing to support postdocs rather than graduate students because it has become so expensive. We are trying to change this culture and, at the same time, to generate additional sources of student support through scholarships, fellowships, and contracts.
and grants. In addition, the campus administration provided up to 30 percent in additional funding for graduate student support during the past fiscal year.

**Capital Projects** – Like the other UC campuses, UCR is experiencing significant cost overruns for many of its capital projects. Unlike other campuses, we do not have the flexibility to draw upon other funding sources to make these projects whole, nor do we have the capacity to incur additional debt. Our CHASS I&R Building and Psychology Building are each over by $6 million, while the East Campus infrastructure project is over by $3 million. The Commons, Genomics, Material Science and Engineering, and Environmental Health and Safety Buildings are also expected to come in far in excess of available funds. The result is that we must redirect campus funds, downsize projects, or in cases where change in scope is not feasible, value engineer projects to the point that building function suffers.

The campus is redoubling its efforts to generate gift funds to help with some of these projects. Despite our 33 percent increase in contract and grant activity over the past year, we are not yet in a position to use the Garamendi process; this, however, is something we hope to be able to do in the future as we continue our upward trend in extramural funding.

**Overall** – The campus is embarking on a major effort to increase resources from a variety of sources, including foundations, major donors, indirect cost recovery, and buy-out options. We are also stressing the importance of increasing both our student recruitment efforts and our continuation rates in order to enhance our state support.

**Growing Pains** – Some of UCR’s other challenges may be described as the result of growing pains. Our size relative to the community is shifting: we are no longer the “local” university that provides a centerpiece for the City of Riverside; we are now a major research university that serves the entire region and state, and that has increasing visibility on national and international levels. As the Inland Empire struggles to redefine itself, it is incumbent upon UCR to reach out to the community to share in our success. As the only research-intensive institution in the Inland Empire, UCR has a critical role to play in the region’s economic development. We can train a diverse and highly skilled professional workforce of graduates; increase research expenditures, targeting science and engineering because of their potential to attract high-tech industries; encourage faculty startup companies and partnerships with industry; patent new technologies and help market and license them; and apply research talent in every discipline to issues of regional importance. For the Inland Empire, public health and the environment are two areas particularly worthy of investment. In these ways, UCR can help accelerate a high-wage, high-tech, knowledge-based economy.

This past year I met with officials from the City of Riverside, the City of Palm Desert, and the County Board of Supervisors, as well as the Inland Empire Partnership, the Monday Morning Group, and a number of our state legislators. We are discussing new ways for the campus to partner with local government to bring about some of these changes. At the same time, we are exploring ways to improve our communications to the community, from dealing with our neighbors (growth has also meant new tensions concerning traffic, student housing, etc.) to keeping area decision makers abreast of major campus developments.
One of the changes we have made is to reorganize our office of Governmental and Community Relations and Technology Collaborations, for the first time joining our efforts related to technology transfer and industry partnerships to our ongoing programs in governmental and community relations. This office is now under the leadership of Executive Director Chris Buydos, an experienced community leader who previously worked in the campus’ office of Economic Development. In addition, we have introduced a new website aimed at the community, a portal for UCR to connect with our neighbors and provide them access to contact information, resources, updates, programs, and upcoming meetings and events. It is available at http://www.community.ucr.edu/.

Internal communications have also become increasingly important as the campus grows. Our traditional “Scotmail” (broadcast e-mail) to faculty, students, and staff is no longer as effective as it once was, so we are initiating a faculty and staff newsletter to help keep the campus community informed about major issues and events.

Finally, the campus has long needed a comprehensive marketing strategy in order to create a distinctive, readily recognized “brand” or identity for UCR. We have engaged the firm of Peterson Skolnick and Dodge to assist in this effort. They will help to develop a platform for our strategic marketing and communications efforts that reflects both our organization today and the organization we hope to become. Already they have begun conducting focus groups and interviewing other University presidents to gain a sense of UCR’s existing image. We anticipate that this marketing campaign will bolster our efforts in attracting top students, lay the foundation for our next capital campaign, and create excitement around the up and coming research university that we are.
Appendix A

Faculty Award Recipients
2004-05

Following is a list of UC Riverside faculty members who earned significant national awards or Senate awards in 2004-05 for teaching, research, or leadership.

Faculty Award Recipients

Roger Atkinson
Distinguished Professor, Environmental Sciences
Fellow, American Geophysical Union

Uta Barth
Professor, Studio Art
Guggenheim Fellowship

Nancy Beckage
Professor, Entomology
Chancellor's Award for Excellence in Undergraduate Education

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

Jan Blacher
Professor, Education
Fellow, International Association for the Scientific Study of Intellectual Disabilities

Peter Burke
Professor, Sociology
Fellow, American Association for the Advancement of Science

David Cocker
Assistant Professor, Chemical & Environmental Engineering
NSF Career Award

Scott Coltrane
Professor, Sociology
Fellow, American Association for the Advancement of Science

Carlos Cortes
Professor Emeritus, History
UCR Outstanding Emeritus Faculty Award

Begoña Echeverria
Assistant Professor, Education
National Academy of Education/
Spencer Postdoctoral Fellowship
Emory Elliott  
Professor, English  
President, American Studies Association  

Brian Federici  
Distinguished Professor, Entomology  
Faculty Research Lecturer  

Francoise Forster-Hahn  
Professor, Art History  
Honorary Member, International Committee of the History of Art  

Michael Jayme  
Assistant Professor, Creative Writing  
The Commonwealth Club of California’s Silver Medal for First Fiction  

Howard Judelson  
Associate Professor, Plant Pathology  
Ruth Allen Award, American Phytopathological Society  

Roland Kawakami  
Assistant Professor, Physics  
NSF Career Award  

Robert Krieger  
CE Specialist, Entomology  
International Award for Research in Agrochemicals, Agrochemical Division, American Chemical Society  
2005 Public Communications Award, Society of Toxicology  

Stefano Lonardi  
Assistant Professor, Computer Science  
NSF Career Award  

Tiffany Lopez  
Associate Professor, English  
Fulbright Scholarship Award  

David Mayers  
Phillip L. Boyd Chair of Finance, AGSM  
Robert I. Mehr Award of the American Risk and Insurance Association  

Molly McGarry  
Assistant Professor, History  
UC Presidential Fellowship  

Umar Mohideen  
Associate Professor, Physics  
Fellow, American Physical Society  

Yolanda Moses  
Professor, Anthropology  
Leadership Achievement Award, New York State Supreme Court's Anti-Bias Committee; ACE Outstanding Faculty Award
Steven Ostrow  
Professor, History of Art  
2004-2005 Distinguished Teaching Award

Cengiz Ozkan  
Assistant Professor, Mechanical Engineering  
Principal Editor, Journal of Materials Research

Mihri Ozkan  
Assistant Professor, Electrical Engineering  
2005 Emerging Scholar Award, American Association of University Women

Edward Platzer  
Professor, Nematology  
2004-2005 Distinguished Teaching Award

Christopher Reed  
Distinguished Professor, Chemistry  
Richard C. Tolman Medal, Southern California Section, American Chemical Society

Dylan Rodriguez  
Assistant Professor, Ethnic Studies  
Ford Foundation Postdoctoral Fellowship

Jerome Schultz  
Distinguished Professor, Chemical & Environmental Engineering  
Fellow, Biomedical Engineering Society

Anna Scott  
Assistant Professor, Dance  
Cornell University Provost's Academic Diversity Postdoctoral Fellowship

Maurya Simon  
Professor, Creative Writing  
Nominee, National Book Award in Poetry

Melanie Sperling  
Associate Professor, Education  
Fellow, National Conference on Research in Language and Literacy

Stephen Spindler  
Professor, Biochemistry  
Methuselah Mouse Rejuvenation Prize, Gerontological Society of America

Sterling Stuckey  
Professor Emeritus, History  
John Blassingame Prize, The Southern Historical Association

H. Lee Swanson  
Distinguished Professor and Peloy Chair, Education  
Editor, Journal of Learning Disabilities
Sheldon Tan
Assistant Professor, Electrical Engineering
NSF Career Award

James Tobias
Assistant Professor, English
UC Humanities Research Institute Fellowship

John T. Trumble
Professor, Entomology
Fellow, American Association for the Advancement of Science

Carole-Anne Tyler
Associate Professor, English
UC Humanities Research Institute Fellowship

Carlos Velez-Ibanez
Professor, Anthropology
Robert B. Textor and Family Prize for Excellence in Anticipatory Anthropology

Linda Walling
Professor, Botany & Plant Sciences
Fellow, American Association for the Advancement of Science

Marylynn Yates
Professor, Environmental Sciences
Lifetime Honorary Appointment, National Associate of the National Academies

Gary Zank
Professor, Physics & IGPP
Fellow, American Physical Society

Jian-Kang Zhu
Professor, Botany & Plant Sciences
Fellow, American Association for the Advancement of Science; Distinguished Agricultural Alumni Award, Purdue University's College of Agriculture

**Significant New Contract & Grant Awards**

Edith Allen
Professor, Botany and Plant Sciences
"Thresholds of Vegetation Change Following N Deposition in Southern California Ecosystems"
National Science Foundation

Julia Bailey-Serres
Professor, Botany and Plant Sciences
"2010 Collaborative Research - Integrating the Unknown Eome with Abiotic Stress Response Networks in Arabidopsis"
National Science Foundation

Katherine Borkovich
Associate Professor, Plant Pathology
"Functional Analysis of a Model Filamentous Fungus"
Dartmouth College/funding from National Institutes of Health

Kathryn DeFea
Assistant Professor, Biomedical Sciences
"Molecular Scaffolds Direct MAPK Signaling Specificity"
National Institutes of Health/National Institute of General Medical Science

Norman Ellstrand
Professor, Botany and Plant Sciences
"BE/CNH: Spatiotemporal Dynamics of Engineered Crop Genes: Natural and Human Constraints and Consequences"
National Science Foundation

Charles Louis
Professor, Neuroscience
"Regulation of Lens Connexins"
National Institutes of Health/National Eye Institute

Ernest Martinez
Assistant Professor, Biochemistry
"Mechanisms of Transcription Regulation by c-Myc"
National Institutes of Health/National Cancer Institute

Reba Page
Professor, Education
"MARCU*STAR in Action in Contrasting University Settings"
National Institutes of Health/National Institute of General Medical Science

Vladimir Parpura
Assistant Professor, Neuroscience
"Calcium-Dependent Glutamate Release from Astrocytes"
National Institutes of Health/National Institute of Mental Health

Linda Scott-Hendrick
Professor, Education
"COPERNICUS: Teacher Quality Enhancement Grant"
U.S. Department of Education, Office of Postsecondary Education

Patricia Springer
Associate Professor,
Botany and Plant Sciences
"Arabidopsis 2010: Assigning Functions to the Arabidopsis LBD-Family"
National Science Foundation

Yinsheng Wang
Assistant Professor, Chemistry
"Oxidative Crosslink Lesions and CpG Mutagenesis"
National Institutes of Health/National Cancer Institute

Yushan Yan
Associate Professor,
Chemical and Environmental Engineering
"NIRT: Zeolite Nanoparticles: Energy, Environment, and Microelectronics"
National Science Foundation

Gary Zank
Director, IGPP and Professor, Physics
"Collaborative Research: ITR, A Multi-Scale Combined Hybrid-Magnetohydrodynamic Neutral Atom Code"
National Science Foundation

2004-05 Emeriti

Arturo Gomez-Pompa
University Professor Distinguished Professor, Botany and Plant Sciences

Azizur Kahn
Professor, Economics

Bernd Magnus
Professor, Philosophy

John Menge
Professor, Plant Pathology

John Pinto
Professor, Entomology

S. James Press
Distinguished Professor, Statistics

Joseph Semancik
Professor, Plant Pathology

James Sims
Professor, Plant Pathology

George Slusser
Professor, Comparative Literature and Foreign Languages

James Strombotne
Professor, Studio Art