The University of California Riverside has set forth as its vision: UCR will be a top-ranked, global research university that creates a nurturing and learning environment for our students, provides a welcoming and stimulating environment for our friends and supporters, and serves as both a source of pride for our region and a leader in its economic and cultural development. To do this requires attracting a diverse, world-class faculty. The following goals have been established in support of this vision. It is on these goals that our annual assessment is based.

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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

UCR has made a concerted effort to further this goal. A committee co-chaired by the Vice Chancellor for Research and the Dean of the Graduate Division has been devoted to preparing for the upcoming NRC rankings and positioning UCR for eventual selection as an AAU member university. As the NRC’s process has become better defined, we have established a working group of associate deans to evaluate the taxonomy and determine which UCR programs will be assessed to show the campus to its best advantage.

In the past year, UCR has made some modest progress in its rankings. Notably, the Bourns College of Engineering raised its ranking in the *U.S. News and World Report* from 81 two years ago to 63 this year, a major accomplishment for a 14-year-old program. For the first time, the Graduate School of Education compiled and verified the data submission to *U.S. News* for its annual rankings of schools of education. This will provide more accurate and, hopefully, improved standing in the coming years. Also during 2006, the UCR Library’s Eaton Collection of Science Fiction was ranked number one in the nation by College and Research Libraries.

A variety of factors contribute to the stature of a research university. One indicator is the number of Ph.D.s awarded. During the 2005-06 academic year, UCR achieved a record with 165 students completing the requirements for the Ph.D. degree. Another important criterion is faculty awards and honors; this year’s honorees included a Guggenheim Fellow, an NSF Young Investigator, and a Member of the National Endowment for the Humanities Institute. Other examples include Dr. Ludwig Bartels, assistant professor of chemistry, who was honored for his research on a “walking molecule,” deemed one of the top physics stories in 2005 by the American Institute of Physics; Dr. Robert Haddon, whose research on carbon nanotubes performed independently at UCR’s Center for Nanoscale Science and Engineering, Stanford University, and University of Texas at Dallas has been designated number 8 in Discover Magazine’s 100 most important science stories of 2005; and Dr. Jian-Kang Zhu, professor of botany and plant sciences, who was ranked in the top 10 researchers worldwide in 2006 in the field of “plant and animal science” for citations to his publications over the past 10 years. Twelve additional UCR faculty members are listed among the most “highly cited” by Thomson ISI; Dr. Roger Atkinson is listed among the most highly cited in four separate categories.

A research university’s reputational ranking reflects the quality of its faculty. Thanks to our advancement efforts, in the last year UCR has doubled the number of endowed chairs and professorships pledged to the campus, which will enable us to recruit and retain top faculty. In addition, the Executive Vice Chancellor and Provost (EVCP) launched a variety of initiatives to recruit high performing faculty. An Eminent Scholar Program was established to allow departments to compete for up to three FTE each year to recruit new faculty members at the above-scale rank. The Vice Provost for Academic Personnel developed and implemented the campus’ web-based Faculty Recruitment and Hiring Toolkit, including new procedures for
college- and campus-wide faculty searches. New procedures were put in place as part of UCR’s Target of Excellence program. In addition, several new faculty awards programs were created to assist the campus in its goal to enhance its ranking. These include:

- **UCR Academy of Distinguished Teachers** – The academy was established to honor and reward excellence in teaching; to enhance teaching effectiveness, both at the undergraduate and graduate levels; to create a central core of teachers who can serve as a resource and an inspiration for other teachers; and to promote a sense of community among teachers, foster research on effective college teaching and learning, and advise the institution on teaching policies and practices. Initial members of the academy are Professors Richard Cardullo, Robin DiMatteo, Emory Elliott, Francoise Forster-Hahn, William Jury, Eugene Nothnagle, Neal Schiller, Ameae Walker, Yenna Wu, and Marylynn Yates.

- **Innovative Teaching Award** – Honorees are selected by the Academy to recognize exceptional effort and achievement in teaching innovation. The 2006 award was given to Professor Thomas Perring of the Department of Entomology and Assistant Professor Michael Erickson of the Department of Psychology.

- **University Scholars** – This new program is designed to promote the research of young and rising professors at UCR. Four have been selected in 2006. Pingyun Feng, associate professor of inorganic chemistry; Andrew Jacobs, associate professor of religious studies; Martin Kennedy, associate professor of geology; Shuba Srinivasan, associate professor of marketing and chair of the Department of Management and Marketing; and Yushan Yan, professor of chemical engineering, were all chosen to receive the award, which includes $25,000 per year for three years to support their research, funded by the chancellor’s discretionary funds.

The campus has gained visibility for a number of activities. We were proud to gain our first Nobel Prize winning alumnus, Dr. Richard Schrock (B.A., Chemistry, ’67), a co-recipient of the 2005 Nobel Prize in chemistry. Chancellor Córdova was elected to the Boards of NASULGC and the American Council on Education. In February 2006 she had the honor of presenting the Robert H. Atwell Distinguished Lecture at the ACE annual conference. This spring she was invited to address the senior research officers of the AAU on the issue of attracting more women and minorities to the STEM fields.

Finally, UCR has boosted its reputation in Intercollegiate Athletics. Our women’s soccer team had its first NCAA post-season appearance in UCR history, and its coach was selected Big West Coach of the Year. Four players were selected to the All Big West Conference soccer team. Our women’s basketball team had its first NCAA tournament post-season appearance since joining Division I, and was the Big West Conference tournament champion.
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

In 2005-06, UCR implemented a revised budget process tied more closely to academic planning. Through this process, the campus committed to focusing resources in a few key areas of strength:

Health Sciences – As part of its health sciences initiative, UCR established the Health Sciences Research Institute (HSRI). The principal mission of the HSRI is to strengthen and focus research and graduate education in the biomedical and related health sciences at UCR, and to foster interdisciplinary collaboration with the private sector. As a key element in its further development, UCR is making a major investment of resources in biomedical and related health sciences. This investment will enable the campus to build upon its present strengths in the biological, agricultural, physical, and socio-behavioral sciences and to enhance the capacity of faculty members and departments in these areas to link more effectively to new frontiers of biomedical and related health sciences research. UCR has approximately 100 faculty members conducting research in health-related areas; an additional 35 FTE have been committed by 2010. We are currently searching for a director of the HSRI.

Science and Math Education – With close cooperation between the Deans of the Graduate School of Education and the College of Natural and Agricultural Sciences, the UCR campus has provided a model for implementation of the Science and Math Initiative. Also supporting this initiative is the ALPHA Center, which develops programs in partnership with other P-20 educational institutions, businesses, foundations and non-profits to prepare students to enter and excel in college. Last year, UCR launched the Copernicus project, a consortium for the preparation of highly qualified science teachers focused 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. Recognizing the importance of quality teaching, the ALPHA Center also provides professional development for teachers and future teachers by conducting research on how students learn and which teaching methods are most effective in the sciences and mathematics. ALPHA programs have reached more than 119,400 students, 9,900 teachers and 845 administrators, and impacted approximately 190 schools in Riverside, San Bernardino, Imperial and eastern Los Angeles counties. The ALPHA Center programs have brought national recognition to UCR from President Bush; the National Science Foundation; Senator Boxer; the Department of Education; Congressmen Lewis, Calvert and Baca; and representatives from the California State Legislature and the Riverside and San Bernardino County Boards of Supervisors.

The Arts – UCR continues its investment in the arts. With the opening of the newly relocated Sweeney Art Gallery adjacent to the UCR California Museum of Photography and the future Culver Center for the Arts, UCR has created an “Arts Block” in downtown Riverside. This year UCR received its fourth $1 million grant from the Gluck Foundation, which has allowed the campus to hold more than 500 performances throughout the community in dance, music, theatre, creative writing, art, and art history. If the November bond issue is successful, state funding will be allocated to leverage a $5 million gift from Tony and Frances Culver and another $2.25 million from the City of Riverside to begin renovation of facilities for the Culver Center.
UCR Palm Desert Center – Last fall UCR successfully opened the doors of our UCR Palm Desert Center, bringing in 14 students to participate in the MBA program. More than 80 entrepreneurs from the local business community participated as “Executives in Residence,” serving as lecturers, mentors, and judges for student projects. The MFA Program in Creating Writing and Writing for the Performing Arts is also getting underway. This program utilizes a faculty from UCR's Departments of Theatre, Film and Visual Culture, Creative Writing and Comparative Literature. These faculty members, along with guest scholars and successful industry practitioners and experts, give students the ability to move fluidly among the various genres of creative writing, including: screenwriting, poetry, playwriting, fiction, and creative non-fiction. UCR Extension also offers a variety of classes, as well as five certificate programs that can be completed entirely at UCR Palm Desert. Seminars included subjects ranging from conservation to poetry readings to policies affecting Native Americans; noted actors Luke Perry and Gena Rowlands and former Vice President Dan Quayle also participated as guest speakers.

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

Student success has been a major theme for UCR throughout the 2005-06 academic year. The EVCP commissioned a Student Success Task Force, chaired by the Dean of the Bourns College of Engineering, to find ways to improve undergraduate success at UCR. Recommendations will be reviewed and implemented in 2006. They include:

- Reengineering our Learning Center, a campus institution that provides study groups and individual tutoring for students who need assistance.
- Retooling the freshman experience to build a support structure, emphasizing programs that enhance learning skills, focus on academics, and build a sense of connection through Learning Communities.
- Restructuring and improving student advising, including establishment of a new staff career track for professional staff advisors.
- Using the highly successfully FastStart program in Biomedical Sciences (see goal #5 below) as a model for similar programs in the other sciences and engineering.
- Launching a Persistence SWAT team to facilitate persistence of currently enrolled students.
- Utilizing student survey data to improve the quality and responsiveness of programs.

This year UCR initiated a series of seminars, panel discussions, and workshops on the scholarship of teaching. These programs promote the use of contemporary pedagogical concepts to enhance teaching excellence. A website called “iTEACH” was developed to serve as a clearinghouse for information and campus resources on topics such as instructional tools,
techniques, funding opportunities, new initiatives, seminars, and services. The site includes interactive forums as well as archived video and audio files of teaching related seminars. The “My UCR” website was also successfully launched. Another called “Choosing UCR” showcases many of UCR’s high-achieving and diverse students, highlighting their personal stories about research opportunities, faculty mentors, and campus activities.

The Bourns College of Engineering received a National Science Foundation REU (Research Experience for Undergraduates), entitled “Summer Undergraduate Nanoscale Research Institute for Science and Engineering.” Undergraduate students are given research opportunities to explore the diverse, interdisciplinary nature of nanotechnology. UCR also received a GAANN fellowship award to support underrepresented minorities and women. Students are also supported by fundraising efforts, which have generated millions of dollars in scholarships and fellowships from UCR alumni and friends.

To increase the success and personal growth of graduate students, the Graduate Division is encouraging them to be more aggressive in applying for external awards, fellowships, and grants. Workshops are held to assist students in locating potential sources of fellowships and with the application process; results to date are encouraging. Particularly noteworthy has been the success of UCR graduate students with USEPA STAR fellowships. Three UCR students received the highly competitive USEPA STAR fellowships, and a fourth received a USEPA GRO fellowship. Only Berkeley and UCLA had more (four each), but given the relatively small size of UCR’s undergraduate enrollment, the campus was clearly quite successful.

UCR also has an outstanding record with non-traditional students. Our University Extension program brought in nearly 16,000 students last year to fulfill their continuing education needs, resulting in more than 25,000 enrollments in more than 4,000 courses and 80 certificate programs. UNEX received a $1 million endowment and $50,000 in grant funding from the Bernard Osher Foundation to support courses and programs to more than 500 individuals over the age of 50. This year UCR added to its current offerings six new certificate programs and four credential programs approved by the California Commission on Teacher Credentialing. The ABA approved UNEX’s paralegal certificate program (one of only a few accredited programs in Southern California) following an intensive review process and on-site evaluation. Our international programs also remain strong, with centers of operation in Korea and China and a large number of international students and professionals coming to UCR for study.

Summer session has continued to grow, increasing by 48 percent in 2005 and another 15 percent for summer 2006.

**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

UCR has engaged in a variety of activities to reshape the curriculum. In conjunction with the Graduate Council of the Academic Senate, the Graduate Division conducted six program reviews
this year. An Undergraduate Program Review protocol was developed and adopted by the Senate in consultation with the office of the EVCP. Three reviews are anticipated for the 2006-07 academic year, to be conducted by the Committee on Education Policy. Already an undergraduate program review has been administered for the life sciences, an important step in the development of the procedure.

The Vice Provost for Undergraduate Education, in partnership with the Senate Committee on Educational Policy, initiated the creation of a cross-college conversion committee. The committee issued a report describing the relationship of the conversion problem with student success, presented data and analysis of the origins of the problem, and offered multiple recommendations that were subsequently endorsed by the Academic Senate. A total of 46 courses was approved for unit increase, some to take effect in fall 2006 and the remainder in fall 2007. Combined with changes to the CHEM 1 series, these actions will reduce the campus’ conversion gap by 33 percent.

The Office of Computing and Communications has also developed a student longitudinal data warehouse to fill a void for a data mart of student and academic program information. The data warehouse has a web-based graphical user interface, and is now in the late stages of beta testing. It contains a set of more than 300 data fields, and ultimately will include information from student surveys (subject to IRB review and approval) that can be cross-referenced with student enrollment, demographic information, academic performance, graduate rates, alumni involvement, and employment status. We are in the process of developing data access and use policies, with an oversight committee chaired by the Vice Chancellor for Academic Planning and Budget.

A supplemental instruction program was successfully launched in partnership with several academic departments. Academic support is offered to students enrolled in gateway courses that traditionally have a high rate of D/F grades. At-risk students were encouraged to participate, and faculty members were integrally involved in determining how the supplemental support was structured for their courses. The program grew from three courses in the fall quarter to seven courses in the winter and nine in the spring. Overall, 1,288 entry-level students participated, decreasing D/F rates by approximately nine percent.

New graduate programs being developed include the following:

- A new graduate program in religious studies successfully recruited its first class of masters and doctoral students for fall 2006.
- The Physics Department recently changed its name to Physics and Astronomy. The department has expanded its existing astrophysics track and created a new cosmology and astroparticle physics track within the physics Ph.D. program.
- Two new MEd programs were designed by Graduate School of Education faculty and approved by the Graduate Council—one in special education and the other in reading. These programs are first-of-a-kind that include up to 9 credits from education certificate or credential programs offered through Extension.
- The GSOE faculty also developed a preliminary draft of a new education minor directed towards students not planning for teacher credentialing but who are interested in
education as a field of intellectual study. This minor would be complementary to the new public policy major, focusing on education as a social and public policy issue.

- The A. Gary Anderson Graduate School of Management is working with the Psychology Department for development of a joint Ph.D. program in consumer behavior and industrial organization.
- Proposals for doctoral programs in ethnic studies, music, and bioengineering are currently under review.

UCR continues to move forward with our WASC reaccreditation review; this year we submitted and received approval for our proposal. The three themes developed by the campus 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. We also conducted a required and highly successful six-month follow-up visit for our recently accredited Palm Desert site.

**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 an outstanding record of achieving undergraduate diversity. As of fall 2005, UCR had the most diverse undergraduate student body in the UC system, at 31% (Native American, African American, and Chicano/Latino). In fall 2006, UCR will admit more than half of all incoming African-American students in the entire system. The campus was awarded the 2005-06 Institutional Diversity Award from the Western Association of College and University Housing Officers.

UCR has been more challenged, however, in diversifying its faculty and graduate students. In September 2005, we created a new position of Associate Vice Provost for Faculty Diversity and Equity to focus on recruitment and retention of a diverse faculty. This individual has met with deans, search committees, and individual faculty to instruct them on best practices in hiring, advise on individual hires, and follow up on progress throughout the year. Programs put in place include provision of funding for female or underrepresented minority candidates when searches have already identified one such candidate, consultation on spousal/partner hires, and development of a “fast track” for files representing diversity candidates. Due in part to these efforts, faculty hires in 2006 yielded 16 percent underrepresented minorities, compared to national availability pools of 12 percent, and nearly half of all new hires were women.

The College of Humanities, Arts, and Social Sciences initiated the concept of cluster hires for faculty, starting with one cluster in African-American Studies and another in Global Studies, with an emphasis on Latin America. Although final data are not yet available, it appears the strategy has been successful, as more than half of the new hires will contribute to faculty diversity. The cluster hire ads generated remarkable attention and also led to a number of interdepartment conversations and discussions between candidates on potential joint projects.
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 to new underrepresented minority students in STEM fields. The Graduate Division continued its highly successful monthly meetings with underrepresented minority students in STEM fields, aimed at developing a sense of community among these students and to providing them with a support structure, with the goal of increasing retention.

Diversity of thought was also promoted through campus forums on issues that generated controversy at UCR and beyond. Organized by the Vice Provost for Conflict Resolution, the subjects of these forums were “Sweatshops and Globalization” and “The Historical Context of Immigration.” The result was an open dialogue among faculty, students, and staff on potentially contentious issues that have implications for diversity. The College of Humanities, Arts, and Social Sciences has named “immigration” as its theme for 2006-07.

As part of an ongoing series, in fall 2005 UCR held a Diversity Summit for Senior Managers and Directors. Major recommendations emerging from the summit included the need to hire more staff in Human Resources to increase diversity training programs, development of a diversity website, and creation of more opportunities for staff to develop career paths.

This spring UCR conducted a staff climate survey, the first in five years, to obtain feedback on staff satisfaction and morale. The on-line survey was provided in both Spanish and English, and provisions were made for staff who do not have access to or knowledge of computers. This summer a series of task forces are being put in place to address issues emerging from the survey. A faculty survey was conducted at the end of the academic year; results have not yet been tabulated.

Community outreach efforts were also made with diversity in mind. Regular meetings were held with the four Chancellor’s Ethnic Advisory Committees, giving local community leaders an opportunity to hear about UCR’s vision and programs and to provide valuable input on issues of diversity. A special community forum on UCR’s health sciences initiative was co-sponsored by the Vine Society, representing African-American physicians.

This year, in an effort to increase the diversity of its successful applicants, UCR implemented a new open admissions policy for its UCR/UCLA Thomas Haider Biomedical Sciences Program. Seven of the students admitted for its 24 seats are underrepresented minorities.

As previously mentioned, the FastStart Summer Academy, aimed at socio-economically and/or educationally disadvantaged students interested in the health sciences—many of them underrepresented minorities—has become a model for UCR. This five-week, intensive residential program offers preparatory classes, study groups, peer counseling, and social activities to develop the students’ sense of camaraderie. Disadvantaged students are offered competitive scholarships to defray costs. Results are impressive: FastStart students taking
gateway courses in chemistry, biology, and mathematics have pass rates of 83 to 93 percent, while students not in the program have pass rates of 61 to 68 percent.

**Goal #6 – To build professional schools and to increase opportunities for graduate and professional education**

*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*

A major focus for the Chancellor and the campus this year has been the development of three new professional schools. On May 15, proposals were submitted to Office of the President for new schools in law and medicine. This summer a third proposal is being completed for a school of public policy.

The medical school has by far been the biggest undertaking. With significant input from an External Advisory Board headed by former UCSF Dean Haile Debas, UCR developed a concept that includes the following elements:

- An innovative and distinguished research base, focused on areas of research in which UCR has existing strength, and/or can make a unique contribution. Research will emphasize population health, preventive medicine, and development of scientific knowledge to effect innovations in healthcare delivery, using the rapidly growing Inland Southern California region as a laboratory; there will also be a focus on diseases and health issues specific to the region and the ethnic and cultural groups that reside in it.
- Educational programs that are innovative, with a curriculum that affords students the opportunity to focus on improved health care in both primary care and specialty areas.
- A distributed clinical model that is consistent with the mission of broadly serving the medically underserved throughout Inland Southern California and that will be innovative in redesigning the system of health care delivery.
- Partnerships with regional hospitals and clinics that will offer students a broad range of experiences and leverage existing healthcare resources in lieu of constructing a new hospital.
- Recruitment and educational programs that contribute to the development of a diverse workforce of physicians that reflects the face of 21st century California.

Chancellor Córdova has met with a variety of Regents, legislators, members of Congress, and prospective donors to discuss UCR’s plans for the School of Medicine. Receptions were held in Riverside, San Bernardino, Temecula, and Palm Desert to inform interested members of the medical community and other business and civic leaders. Fundraising efforts to date have resulted in a $15.5 million planned gift, half of which will go toward endowed professorships in medicine; $5 million from United Healthcare; $1.6 million from the Howard Hughes Medical Institute for the FastStart and Medical Scholars programs; and $1 million for an endowed chair in cancer research. Another $9 million in contributions is in the works.
The law school proposal is an update of a proposal last submitted in December 2000. The mission of the law school is:

- To provide innovative research and teaching programs of international stature that focus on the law as a field of intellectual inquiry.
- To train practicing attorneys of law who will serve in judicial clerkships, outstanding law firms, academic positions in other schools of law, and other public and private law service upon graduation.
- To educate leaders who, by improving legal institutions as well as other institutions in society, will act in the best interests of justice and social responsibility.
- To provide support for the legal institutions of the state and nation.

In June UCR was visited by the Ad Hoc Committee to Evaluate UC Law Schools. The site visit and subsequent report have prompted considerable dialog among UCR faculty participating in the law school effort. In late July the campus submitted a response to the ad hoc report; we are now awaiting the next steps. Review by the UCR Academic Senate is not necessary because the proposal has previously been approved.

Finally, the School of Public Policy will focus on health; social policy, including education, immigration, crime, and media and culture; urban growth; and environmental policy, particularly transportation and land use management. The school will build on an existing base of faculty across campus, and will provide research and other programs that benefit the region and state. A faculty committee has established a preliminary curriculum framework, made the case for such a professional school in the region, and outlined a business plan for funding the school.

**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. This year the campus hired CB Richard Ellis Consulting to conduct the first comprehensive economic impact report on the direct, indirect, and induced impacts of UCR spending, both locally and statewide. The report, issued in June, showed that UCR had a statewide economic impact of nearly $1 billion and more than 11,000 jobs. The regional impact was nearly $700 million, with creation of more than 5,900 full-time jobs in the City of Riverside alone, and $173 million in personal income in the county.

This year UCR celebrates the 100th anniversary of its Agricultural Experiment Station. A highly successful open house held in April attracted more than 1,000 visitors to the campus and kicked off a year-long effort to raise awareness of our contributions through research and technology transfer to enhance agricultural productivity and sustainability, environmental quality, and human health. Additional activities are planned through April of next year.
An important outreach effort has been with community colleges. UCR is spearheading a major systemwide effort with local community colleges as well as the state community college system and other UC campuses to improve the quality of student learning in California’s community colleges. This will be accomplished by providing influential data-driven policy research that addresses the growing diversity of students and complexity of mission. UCR successfully recruited Dr. John Levin to become the Bank of America Professor of Education Leadership; he will lead this effort for UCR and the five participating UC campuses.

Recently, the EVCP developed a community college steering committee to strengthen UCR’s relationship with Riverside Community College. Three areas for improved relations have been targeted: increasing the ease of student transfers to UCR, growing faculty-to-faculty collaborations, and coordinating the development of programs that enable UCR students to take remedial courses at RCC.

During the past year, the campus has worked with the City of Riverside to develop a plan for improving the health of the Eastside community and to improve the safety and attractiveness of the area between UCR and downtown. The campus and Mayor’s office have launched a series of meetings and task groups to work collaboratively on this project.

The UCR Libraries successfully established and dedicated the Western Region Tuskegee Airman Archive at UCR, bringing local and national attention to the campus within the African-American community. The Libraries also sponsored the Tomás Rivera Public Lecture, featuring former U.S. Secretary of Housing and Urban Development Henry Cisneros.

Also widely attended by members of the community was the Chancellor’s Distinguished Lecture Series, with speakers Nobel Prize Winner Richard Schrock, poet laureate and UCR alumnus Billy Collins, and former Ambassador to Qatar Joseph Ghougassian.

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

Achieving these goals requires a significant infusion of both public and private resources. Last year was a record-breaking year for UCR in terms of fundraising. The campus doubled its gifts and pledges over the previous year, reaching the $40 million mark. Already the campus has commitments of approximately $17 million for the new fiscal year, putting us well on the way toward exceeding our own record. In addition, the UCR Fund exceeded its target and hit an all-time record high of more than $450,000. During the past two years, the UCR Endowment has increased 40 percent, from $75 million to $107 million. During this same period, we have nearly doubled our investment in University advancement, and have worked to create a new team and culture that will help further our goals. The prospect management system was strengthened, standards of productivity put into place, and the planned giving office has been professionally staffed. Throughout the campus, development has been more fully integrated into strategic planning.
The Research Office has likewise improved its infrastructure to better assist faculty in securing contracts and grants. A new web-based system for electronic grants management has been implemented. The office also initiated a program to support a number of internal programs to support interdisciplinary research. A private donor provided funds to establish a UCR Innovation Seed Grants Program, which bridges the gap to support research between concepts and the translation of these concepts into near-term applications.

To better utilize our campus resources, the Executive Vice Chancellor and Provost established a Revenue Task Force. This group examined how colleges are managing their financial and faculty resources, and suggested ways for them to increase revenues through development, fees, entrepreneurial activities, and reducing expenditures.

Systems infrastructure for the campus includes implementation of a new web-based purchasing system, upgrading of the campus financial system to a web platform, and enhancements to student business services. Physical resources include the completion of three major science buildings (Physical Sciences, Biological Sciences, and Engineering II), three key seismic and renovation projects, and presentation of four new major building projects to the Regents. Ground was broken on the Psychology Building; an I&R facility for the College of Humanities, Arts, and Social Sciences; and the Commons Expansion. An important development for faculty, staff, and students is the planned expansion of the child development center; two potential expansion sites have been identified, which will double the capacity of the center.

Finally, UCR is making a major investment in human resources. A professional staff recruitment function was established to expand recruitment services and increase our pool of qualified job seekers. A new staff recognition and development program was implemented and, concurrently, the campus has worked to strengthen its performance management system, resulting in a doubling of employees receiving performance appraisals. A new injury prevention program targeted at high risk departments resulted in an estimated 34 percent reduction in indemnity claims and a 24 percent reduction in injuries.

II. Challenges

Student Success – As indicated above, a major thrust for UCR during the past year has been in the area of student success. While some important changes have been made to improve the retention and time-to-graduation rates of our students, some problems have also emerged. Most importantly, the ensuing dialog has illuminated a cultural divide on our campus. Many faculty are firmly committed to developing new ways of teaching and reaching our students; others are firmly convinced that the problem lies not with them, but with the poor quality of our students.

Achieving student success requires an investment in excellence. The marginal growth funding was not adequate to support a campus that is doubling in size. Smaller campuses were particularly affected. For example, UCR’s permanent budget (general funds and educational fees) is $12,764 per student as of July 1, 2005, exclusive of financial aid, while Berkeley’s is $14,004. This allows for only a limited investment in student success and the support infrastructure to accommodate such programs. At UCR’s 2005 enrollment of 16,183 students,
we would have had an additional $20 million for student support, had we been funded at the Berkeley rate.

At UCR this is particularly important because our one-year freshman retention rate is 83.6 percent versus an overall UC rate of 91.9 percent. In terms of time to degree, UCR’s rate is 65.3 percent at six years, compared to an overall systemwide rate of 80.1 percent (based on the fall 1999 freshman class).

**Enrollment**—Student enrollment dropped slightly in 2005-06. Numbers are up again for fall 2006, bringing the campus to the level we were two years ago. 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. As indicated in the table below, we are pleased that this year’s crop of incoming freshmen continues to reflect the diversity for which UCR prides itself.

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Fall 2005 New Freshmen</th>
<th>Fall 2006 Paid SIR New Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN AMERICAN</td>
<td>184</td>
<td>6.2%</td>
</tr>
<tr>
<td>NATIVE AMERICAN</td>
<td>8</td>
<td>0.3%</td>
</tr>
<tr>
<td>CHICANO and LATINO</td>
<td>810</td>
<td>27.1%</td>
</tr>
<tr>
<td>ASIAN / ASIAN AMERICAN</td>
<td>1,324</td>
<td>44.3%</td>
</tr>
<tr>
<td>WHITE / OTHER CAUCASIAN</td>
<td>531</td>
<td>17.8%</td>
</tr>
<tr>
<td>OTHER ETHNIC</td>
<td>47</td>
<td>1.6%</td>
</tr>
<tr>
<td>TOTAL KNOWN ETHNIC</td>
<td>2,904</td>
<td>97.2%</td>
</tr>
<tr>
<td>Unknown/Decline-to-State</td>
<td>84</td>
<td>2.8%</td>
</tr>
<tr>
<td>TOTAL STUDENTS</td>
<td>2,988</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

One of the difficulties at the undergraduate level is the lack of systemwide management of enrollment across campuses. This hurts small campuses such as Riverside and Merced. We encourage UCOP to look at incentives for enrollment growth that will rectify some of the existing disparities.

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. While SIRS are up by 8 percent in the College of Natural and Agricultural Sciences, 16 percent in the Bourns College of Engineering, and 18 percent in the Graduate School of Education, they are down by a disappointing 11 percent in the A. Gary Anderson Graduate School of Management and 8 percent in the College of Humanities,
Arts, and Social Sciences. The Dean of the Graduate Division is meeting with these Deans to try to identify the source of the problem and develop a solution.

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.

**Communications** – A major challenge for our growing campus is to maintain effective communications with faculty, staff, students, and community. Our traditional “Scotmail” (broadcast e-mail that is used internally) is no longer as effective as it once was, so this year we initiated a bi-weekly newsletter to help keep the campus community informed about major issues and events. Issues are alternately print and electronic. Readership has been high, although some problems remain in terms of distribution; these area being addressed.

The faculty in particular requires more than a newsletter or quarterly appearances at the Academic Senate meeting. The Chancellor and EVCP held a special forum this spring in an effort to dispel some concerns expressed by some faculty. We have developed strategies for the coming year to increase face-to-face contact with deans, department chairs, and faculty.

Student communications were also a challenge last year, particularly with UCR students taking the lead on the United Students Against Sweatshops. The Chancellor’s Office had ongoing communications with the students, who delivered a daily letter and on several occasions met with the Chancellor and/or her staff. Faculty advice was sought prior to the May COC meeting when the issue was discussed. In addition, the above-mentioned forum on sweatshop labor was held to open communications between the students, faculty, and administration, and to bring campus expertise to bear.

Externally, the campus has long needed a comprehensive marketing strategy in order to create a distinctive, readily recognized “brand” or identity for UCR. During the past year, the firm of Peterson Skolnick and Dodge has worked diligently to develop a new marketing plan for UCR that includes a new institutional brand, graphic identity system, and long-term strategic communications plan. After extensive focus group interviews and other research, they have developed a strategy that reflects both our organization today and the organization we hope to become. Already we have begun a “soft” roll-out of the new brand; the formal introduction will begin in September, when the new UCR style guide will be released to the general campus. This resource will include official UCR colors, fonts, templates, digital images of the new campus logo, and specific guidelines for campus letterhead, business cards and print publications. 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 UCR as an up and coming research university.