California’s Investment in Berkeley

GRAND ASPIRATIONS built this university more than 140 years ago when Berkeley, the flagship institution of the University of California system, was established. The goal was to create an institution with attributes “equal to those of Eastern Colleges,” what today are called the Ivy League schools. This new university not only would educate students but also serve and assist the people of California. As a public research university, Berkeley was charged with seeking new knowledge and discovery to serve the public interest, and providing Californians access to its excellent educational opportunities. Public research universities are pivotal in realizing society’s potential for opportunity, innovation, social justice, and prosperity — extending the public good for the benefit of all. Today, Berkeley is recognized as a leader among the world’s universities in offering true breadth, access, and comprehensive excellence.

As UC’s oldest campus, Berkeley is home to many historic sites, including South Hall [the first UC building, constructed in 1873], Hearst Greek Theatre [1903], California Hall [1905], Hearst Memorial Mining Building [1907], the Campanile [1914], Doe Library [1917], and Wheeler Hall [1917]. The campus has many world-class research museums, field stations, and other research centers, along with a library collection that ranks as one of the best in the nation. In 2007 the Association of Research Libraries ranked Berkeley’s library among the top five university research libraries in North America. Its rare and specialized collections, such as the Bancroft Library’s Mark Twain Papers and Project [the world’s largest collection of Twain materials], serve educators and scholars from around the state and the world. In addition, the Berkeley Art Museum has diverse collections of more than 13,000 works, and the Pacific Film Archive includes 10,000 films. Berkeley also offers the Bay Area top-quality performing arts through Cal Performances and other theater and music programs, science programs for young people at the Lawrence Hall of Science, an athletics program with 27 intercollegiate sports and many Olympic athletes, and hundreds of workshops, lectures, and symposia that are free and open to the public.

California’s investment in Berkeley has paid off: the campus has been an engine of innovation. Breakthroughs and new ideas from Berkeley include the discovery of vitamins E and K, development
of the flu vaccine; isolation of the human polio virus and the gene associated with breast cancer; design of the first cyclotron to support medical research; draft of the first no-fault divorce law; development of the UNIX computer operating system; the concept of open-source software; invention of the ground-fault interrupter to protect from electric shocks; and discovery of planets beyond our solar system. Berkeley also holds a place on the periodic table — Berkelium is one of 10 transuranium elements first synthesized by Nobel laureate and later chancellor Glenn T. Seaborg — a distinction unmatched by any other university.

Berkeley accomplishments in just the past year include these:

BERKELEY WAS RANKED the top public university nationally for undergraduate education. [U.S. News & World Report, 2009]

BERKELEY PROVIDED ACCESS to more Pell Grant recipients [typically undergraduates from families with incomes below $45,000] than all the Ivy League schools combined.

BERKELEY AWARDED more Ph.D.s than any university.

MORE GRADUATE-STUDENT WINNERS of prestigious National Science Foundation [NSF] Fellowships chose to attend Berkeley than any other university.

BERKELEY’S YOUNG FACULTY scientists tied with those at Harvard to win more Sloan Research Fellowships than professors at any other university. Also on Berkeley’s faculty today are seven Nobel laureates and several hundred members of the National Academies of Education, Engineering, and Sciences, plus recipients of other top national and international honors.

IN TOTAL RESEARCH and development expenditures, Berkeley ranked second to MIT among institutions without a medical school.

PRESIDENT OBAMA named Berkeley professors Steven Chu [Secretary of Energy] and Christina Romer [chair of the Council of Economic Advisers] to top posts in his administration.

The Berkeley Difference

AMONG BERKELEY’S HALLMARKS are an unmatched breadth and depth of academic programs; comprehensive excellence is a campus priority, with academic and research programs consistently leading the nation in science and engineering, humanities and the arts, social sciences, and in a range of professional schools. Faculty members and students engage with great effectiveness in multidisciplinary, collaborative approaches across all of these fields, discovering new clean energy resources, abating global poverty, mitigating life-threatening diseases, reducing conflict, and exploring
other frontiers not yet imagined. In addition, Berkeley supports and celebrates great individual scholarship, and basic research carried out at Berkeley yields discoveries whose impact is transformative, not just incremental.

Berkeley offers degrees in 14 schools and colleges, focusing on letters and science [arts, humanities, and physical, biological, and social sciences], business, chemistry, education, engineering, environmental design, information, journalism, law, natural resources, optometry, public health, public policy, and social welfare.

Undergraduate students may choose from more than 100 academic programs, each presenting different educational opportunities and experiences; each year, some 13,000 undergraduate classes, labs, and sections are taught. Berkeley’s undergraduate program has been ranked the best at any public university in the United States for more than 10 years by U.S. News & World Report. For Berkeley’s graduate students, 96 doctoral, 87 master’s, and 32 professional-degree programs span all schools and colleges, where each year more than 8,000 graduate courses are offered. In its comprehensive studies of American graduate programs, the National Research Council has consistently ranked Berkeley among the top in nearly every discipline. More recently, in U.S. News & World Report’s graduate-program rankings in business, education, engineering, and law, Berkeley placed in the top 10 in each discipline.

Berkeley’s faculty is among the finest in the world. With 20 Nobel laureates since 1939 among their numbers, Berkeley’s professors have garnered distinctions that cross disciplines, ranging from four Pulitzer Prize winners and a U.S. Poet Laureate to three recipients of the Fields Medal in mathematics. Though Berkeley has no medical school, its faculty includes 11 elected members of the Institute of Medicine and 13 Howard Hughes Medical Institute investigators. In addition, Berkeley honors its own with nearly 400 endowed chairs (25% of the faculty). The campus also hosts some 1,100 postdoctoral fellows, in the last five years a 50% increase of talented scholars choosing to study at Berkeley.

At Berkeley, all faculty — from the most junior to the most senior — teach, and students are the direct beneficiaries of the excellence of Berkeley’s programs and professors. They choose Berkeley for the opportunity to be taught by some of the world’s best. They can hear journalism professor Michael Pollan [author of The Omnivore’s Dilemma] discuss food politics, biochemical engineering professor Jay Keasling explain his breakthroughs in synthesizing an inexpensive cure for malaria, or MacArthur Foundation “genius” fellowship winner and history faculty member Maria

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<th>America’s Best Public Universities, 2009</th>
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<tr>
<td>U.S. News &amp; World Report</td>
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<tr>
<td>1. University of California, Berkeley</td>
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<td>2. University of Virginia</td>
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<tr>
<td>3. University of California, Los Angeles</td>
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<tr>
<td>4. University of Michigan</td>
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<td>5. University of North Carolina, Chapel Hill</td>
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<tr>
<td>6. College of William and Mary</td>
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<td>7. Georgia Institute of Technology</td>
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<td>8. University of California, San Diego</td>
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<td>9. University of Wisconsin, Madison</td>
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<td>10. University of Illinois, Urbana-Champaign</td>
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<td>11. University of Washington</td>
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<td>12. University of California, Davis</td>
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<td>12. University of California, Irvine</td>
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<td>12. University of California, Santa Barbara</td>
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<tr>
<th>Honors held by current faculty</th>
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<tr>
<td>222 American Academy of Arts and Sciences Fellows</td>
</tr>
<tr>
<td>74 Fulbright Scholars</td>
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<tr>
<td>360 Guggenheim Fellows</td>
</tr>
<tr>
<td>28 MacArthur Fellows</td>
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<tr>
<td>8 National Academy of Education members</td>
</tr>
<tr>
<td>84 National Academy of Engineering members</td>
</tr>
<tr>
<td>129 National Academy of Sciences members</td>
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<tr>
<td>12 National Medals of Science</td>
</tr>
<tr>
<td>1 National Poet Laureate</td>
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<tr>
<td>61 National Science Foundation Young Investigator Awards</td>
</tr>
<tr>
<td>7 Nobel Prizes</td>
</tr>
<tr>
<td>4 Pulitzer Prizes</td>
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<tr>
<td>104 Sloan Research Fellows (for young faculty)</td>
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Mavroudi outline Greek and Arabic cultural interaction in the Middle Ages. Such professors are among many at Berkeley who are creating new paradigms in their fields, and bringing that excitement to the classroom.

A Berkeley education, however, extends beyond coursework. Students also learn from the diversity of their peers, from the international mix of the campus community, and from the campus’s continuing tradition of cutting-edge activism. Home to the Free Speech Movement in the 1960s, Berkeley has also been a leader in disability rights and studies, ethnic studies, and gender and women’s studies. It is the first campus to have a vice chancellor dedicated to promoting equity and inclusion. And for many students, commitment to activism and service does not end with graduation: as one example, more Berkeley graduates have joined the Peace Corps than graduates from any other college campus.

Berkeley’s Mantra: Access and Excellence

BERKELEY provides a unique educational experience that prepares students to live in an increasingly global and multicultural society. The campus is no ivory tower; it is part of the world, and it reflects an amazing breadth and diversity in its academic pursuits and in the students who come to Berkeley to prepare to be tomorrow’s leaders.

Undergraduate Student Experience

BERKELEY LIVES UP TO ITS PROMISE as a public university by providing access to this educational experience for more than 25,000 undergraduate students (more than three times the number educated by Stanford, Harvard, or Berkeley's other private peers). Berkeley graduates more undergraduates who go on to earn Ph.D.s than any other university in the nation. In educating such a large number of students so well — and at a fraction of the cost of attending its elite, private peer universities — Berkeley provides a transformational experience for its students and an effective conduit for economic advancement, both for individual students and for California.

Admission to Berkeley is highly competitive; 21.6% of its more than 48,000 freshmen applicants are admitted, as are 26.1% of approximately 12,300 transfer applicants. Of the 6,273 new students for fall 2008, 68% entered as freshmen and 32% as transfers. Of the freshmen entrants, 87% graduated from public high schools, and 90% of transfers came from California community colleges. The students who enroll are the best of the best, often ranking at the top of their high-school class and community colleges, with a broad range of leadership and diverse life experiences that greatly enhance the academic experience Berkeley offers. In the UC Undergraduate Experience Survey (UCUES, spring 2008), 89% of Berkeley’s graduating seniors said they were satisfied with their overall academic experience, 84% agreed Berkeley had a strong commitment to undergraduate education, and 85% were satisfied with the value of their education for the price they had paid.

Berkeley is proud of its multidimensional undergraduate diversity. Its pledge is to serve California students, and today 90% of its undergraduates are California residents. To expose these students to perspectives and experiences from beyond the state, 7%
“The teachers at Berkeley had given me the best they had, all they knew. It was a miracle of an education.”

MAN XINE HONG KINGSTON

Undergraduates

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
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<tr>
<td>Total undergraduates, fall 2008</td>
<td>25,151</td>
</tr>
<tr>
<td>Bachelor’s degrees awarded, 2007–08</td>
<td>6,960</td>
</tr>
<tr>
<td>Undergraduates receiving financial aid</td>
<td>65%</td>
</tr>
<tr>
<td>Pell Grant recipients (undergraduates from low-income families)</td>
<td>7,889</td>
</tr>
<tr>
<td>Undergraduates from California, fall 2008</td>
<td>90%</td>
</tr>
<tr>
<td>Undergraduates who will be the first in their family to graduate from a four-year college, 2007</td>
<td>30%</td>
</tr>
<tr>
<td>Applicants for freshman admission, fall 2009</td>
<td>48,634</td>
</tr>
<tr>
<td>Admitted freshmen, fall 2009</td>
<td>21.6%</td>
</tr>
<tr>
<td>Average high-school GPA (on an unweighted 4.0 scale) of admitted freshmen, fall 2008</td>
<td>3.82</td>
</tr>
</tbody>
</table>

Academic programs

- 130 Academic departments
- 14 Colleges and schools
- 350 Degree programs

Undergraduates also come from diverse economic backgrounds. Asked by UCUES in 2008 to characterize their own family economic status, 2% of undergraduates said they were wealthy, 29% upper-middle or professional-middle class, 37% middle class, 20% working class, and 11% low income or poor. Berkeley and UC are committed to providing access to qualified students, regardless of their means. As early as 1897, Berkeley offered financial aid to deserving students with financial need; today, nearly one-third of Berkeley’s undergraduates come from families earning less than $45,000 a year, and 30% will be the first in their families to graduate from a four-year college. Low-income students receive need-based scholarships and government grants.

As members of such a diverse student body, 86% of undergraduates say they feel they belong at Berkeley and believe students of different backgrounds are respected on campus. Berkeley’s diversity is an important element in educating students to be citizens and leaders in a complex state and global environment, and it is a unique aspect of the Berkeley experience. Reinforcing this educational value, every undergraduate must take at least one American Cultures course, offered in more than 40 departments to introduce students to the many cultures of the U.S. through a comparative framework. The American Cultures curriculum has been recognized as a national model for its integrative and comparative analyses of race, culture, and ethnicity in the United States. Its courses represent a unique departure from existing approaches to teaching about diversity in the United States. Instead of focusing on one or two ethnic groups, American Cultures courses at Berkeley explore the complexity of ethnicity, culture, and pluralism, and their influences on the ways that Americans think about themselves and approach the issues and problems that confront our society.

No matter where students are from or what experiences they bring, most succeed at Berkeley: the first-year retention rate for freshmen is 97%, for transfer students 94%, and the six-year graduation rate for freshmen and the four-year graduation rate for transfers both stand at 90%. [Graduation rates have increased significantly over time; 20 years ago, Berkeley’s was 74% for freshmen and 70% for transfers.] Of those who graduated in 2007–08, the freshmen time-to-degree was four years and for
transfers 2.2 years, including students with both single and multiple majors. By the time they graduate, Berkeley students report significant increases in their understanding of a specific field and in their analytical and critical thinking skills [two measures that apply to all academic programs]. 78% of graduating students surveyed in UCUES rated their understanding of a specific field as very good or excellent, up from 5% at entry, and 82% measured their analytical and critical thinking skills as good or excellent, up from 21% at entry.

Because of the diversity of Berkeley's academic programs, it is difficult to develop a single set of metrics to measure educational outcomes. The campuswide Undergraduate Student Learning Initiative is supporting academic departments in establishing education goals and evaluation procedures for all undergraduate programs. Discipline-specific and faculty-driven, the initiative provides a framework for each department to generate its goals organically, as part of the faculty's ongoing dialogues about curricula. To date, 70% of programs have completed drafts articulating their desired outcomes for students, and another 20% are working on those drafts now.

In 2007–08, almost 7,000 students received a bachelor’s degree from Berkeley. Berkeley’s 2008 Career Destination Survey shows that 23% of graduates enroll directly in graduate school, 56% begin full-time employment, and 21% pursue other endeavors the year after graduation. Almost 80% intend to earn a higher degree at some point [24% doctorate, 20% master’s, 13% medical degree, 12% business, and 10% law].

The ultimate value of a Berkeley undergraduate education is the impact it has on the intellectual and personal lives of students. The unparalleled Berkeley campus environment reinforces people’s connections to one another, and Berkeley research, teaching, and service chart ways for students to give back to society and change the world. Asked to name their educational goals, Berkeley undergraduates say they want more than skills for future employment. UCUES responses show that students appreciate the opportunity to establish their personal values and code of ethics, and to learn the importance of service to their community. Last spring, 87% of undergraduates said that if they had to choose a university again, they would choose Berkeley.

**Graduate Student Experience**

GRADUATE STUDENTS play a critical role in the success of research and undergraduate education at Berkeley, and their excellence is a key contributor to Berkeley’s worldwide prestige and leadership. The outstanding quality of Berkeley’s graduate students is a prime incentive in attracting the best faculty to the campus — and in keeping them at Berkeley despite frequent attractive offers from other top institutions. Engaged and innovative thinkers, Berkeley’s graduate students are prized by faculty as up-and-coming colleagues who collaborate on research and scholarly projects; as insightful young scholars whose ideas show professors new possibilities in their fields; as essential instructors to guide and engage undergraduates in labs and discussion sections; and as lively participants in advanced courses and seminars, where professors explore subject areas in greater depth. Graduate students routinely extend the boundaries of scholarly work with original insights, analyses, and creations. As researchers they often make significant advances in a given field.
develop knowledge that has real-world applications, or lay the foundation for a major breakthrough that will come later in their careers. Eighteen Nobel laureates and 28 National Medal of Science recipients hold graduate degrees from Berkeley.

Berkeley's graduate program is also highly competitive; only 16% of the more than 34,000 applicants are admitted, and several departments have an admission rate as low as 5%. Over half of those admitted choose to enter Berkeley for graduate studies; their decision is based in part on the financial-aid package universities are able to offer, and Berkeley competes with better-endowed private peers in enrolling new Ph.D. students. In 2004 the UC Office of the President's Admit Survey showed that only 45% of admitted doctoral students rated the level of financial support they were offered by Berkeley as excellent or good, compared to a 74% rating for peer universities. Furthermore, in the 2008 Graduate Division Midpoint Survey, only 59% of Ph.D. students said they were satisfied with the financial support they received at Berkeley. Berkeley is in the midst of an ambitious fundraising campaign to increase its endowment for graduate fellowships, allowing the campus to offer higher levels of financial assistance to recruit outstanding graduate students.

Berkeley graduate students make up about 30% of Berkeley's total student body. 41% of them are master's students and 59% are doctoral students. They come from across the country and around the world; almost 20% of those in graduate programs are international students, from 95 countries. Of the domestic students, approximately 44% are white, 18% are Asian/Pacific Islander, and 10% are underrepresented students [African American, American Indian, and Chicano/Latino]. Women make up 45% of all graduate students at Berkeley.

Enthusiastic, engaged, and innovative, graduate students provide an important bridge between the faculty and undergraduates. Graduate students make a vital contribution as teachers and mentors to undergraduates, sharing their knowledge and insights in the classroom and in office hours. They assist in many lower-division courses for which they have a particular enthusiasm — courses that are usually among the core requirements for majors. This teaching collaboration between faculty and graduate students gives undergraduates a rich educational experience and launches many graduate students on teaching careers of their own. Spring 2008 UCUES data shows that 88% of graduating seniors were satisfied with graduate-student teaching, compared to a 93% satisfaction rate with faculty teaching.

Graduate students are also attentive mentors, helping undergraduates build self-confidence and discover their intellectual selves. They are role models for undergraduates looking toward academic and professional careers. It is not surprising that undergraduates often seek out their graduate-student instructors for one-on-one help with course matters, as well as with academic, career, and even personal advice.

Over the past 10 years, Berkeley has awarded more doctoral degrees than any other university [according to NSF statistics]. In 2007–08, Berkeley awarded 865 Ph.D.s and 2,406 master’s and other professional degrees. Doctoral graduation rates have increased dramatically since the 1970s, from 49% to 61% today; master’s graduation rates have steadily improved from 75% to 88% over that same period. Time-to-degree measurements have

### Graduate Students

| Total graduate students, fall 2008 | 10,258 |
| Master’s and professional degrees awarded, 2007–08 | 2,406 |
| Doctoral degrees awarded, 2007–08 | 865 |
stayed relatively consistent since the 1970s, with recent rates at 6.8 years for those who earned Ph.D.s and 2.1 years for master’s recipients.

Berkeley placement data show that, while many graduate students come from other states or nations, many choose to stay in California for their first job. A net gain of 50% more Ph.D.s are in California, thanks to what some call the “brain gain” — non-Californians who earn a Ph.D. at Berkeley and stay to work in California. This influx of Berkeley doctoral-degree recipients is a huge benefit to the California economy, in terms of both taxes received from the higher salaries of workers with advanced degrees and of the multiplier effect of innovation, new businesses, and emerging technologies developed by these Berkeley graduates.

The NSF Survey of Earned Doctorates, which tracks career plans of doctoral students, shows that many doctoral students do not have jobs at graduation. However, Berkeley’s placement survey, administered a year after graduation, paints a fuller picture. For Ph.D. students graduating between 2001–02 and 2005–06, almost 60% were employed in an academic setting [a college, university, or national laboratory], 20% in business, 6% in government, K-12 education, or hospitals; 5% in other areas or self-employed; and 9% unknown. Of those employed in an academic setting, 40% were already in tenure-track faculty positions. For arts and humanities and social-science Ph.D. students, placement in academic careers was highest; in these broad areas, 72% were employed at a college or university in their first year, and 56% were already in tenure-track positions.

As with undergraduates, Berkeley graduate students report high satisfaction rates with their academic programs. The 2008 Graduate Division Midpoint Survey found that 88% of Ph.D. students were satisfied with their graduate academic program, and 89% indicated they would choose Berkeley again for graduate studies.

Serving the Public and Our Community

BERKELEY’S CONTRIBUTIONS TO SOCIETY can also be seen through the volunteer activities of its faculty and students. Along with teaching and research, public service is a cornerstone of the UC mission. Faculty members make a broad range of public-service contributions at the international, national, state, and local levels. They serve on government panels and committees, where their expertise aids in solving many of society’s most complex problems, from energy to transportation, and from public health and healthcare to urban design and planning, among many others. The Graduate School of Education plays an active role in K-12 education; faculty contribute to teaching at CAL Prep, Berkeley’s charter school in Oakland; the school runs the Principal Leadership Institute, preparing leaders for K-12 public schools; and the Cal Teach Program supports math, science, and engineering.
students interested in becoming K-12 math and science teachers. Public-service programs also abound in the arts at Berkeley; an example is the Young Musicians Program, providing year-round private music instruction to exceptionally gifted low-income students, at no cost to their families. Part of an array of programs reaching out to young people through Berkeley’s Center for Educational Partnerships, this program relies on support from the Berkeley music faculty.

Each year, thousands of Berkeley students do volunteer work. The Cal Corps Public Service Center connects students with many campus programs that serve the community and provide service-learning opportunities. Some examples include Berkeley United in Literacy Development [BUILD], which provides literacy and math tutoring to K-8 youth in Berkeley and Oakland; Coaching Corps, which trains students through youth sports organizations; and Greening Berkeley, inspiring student involvement in environmental issues through volunteer opportunities in local neighborhoods.

Return on an Investment in Research

IN EVERY FIELD its people pursue, Berkeley is a leader in research. One measure of this leadership is the confidence placed in Berkeley’s faculty and research programs by federal, state, and private entities that award funds for research. These research dollars are expressed annually at all universities as “research and development expenditures.” Among universities with no medical school, Berkeley ranks second, behind the Massachusetts Institute of Technology, in total research and development expenditures. Among all universities, Berkeley ranks fourth in research and development expenditures, when medical research expenses are excluded and expenditures for Berkeley faculty that are administered through the Lawrence Berkeley National Laboratory [LBNL] are included. [Two caveats are necessary in considering R&D expenditures. First, figures for universities with medical schools combine both the medical-school and academic research expenditures; Berkeley does not have a medical school. Second, many Berkeley professors conduct their research through LBNL, whose dollars are not included in standard reporting.]

Investment in university research is in large measure responsible for the phenomenal increase in output of the North American economy over the past five decades. Berkeley’s academic breadth and depth are a major advantage in its success at multidisciplinary research that both grows the California economy and addresses complex issues facing society. Basic research — the quest for new knowledge, new understanding, and new discoveries — will always be a staple of Berkeley’s endeavors. But equally

<table>
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<th>Research, 2007–08</th>
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<tr>
<td>$504.2 MILLION in research funding</td>
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<tr>
<td># 2 IN THE U.S. in research expenditures, among universities without medical schools</td>
</tr>
<tr>
<td># 4 IN THE U.S in research expenditures, among all universities (excluding medical expenditures and including research at LBNL)</td>
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</table>

75% from federal, state, and public sources
19% from nonprofit sources
6% from the private sector
155 New inventions reported, bringing Berkeley’s total to 2,086
exciting are the possibilities that have emerged through an assortment of interdisciplinary research efforts. Among them are programs with limitless potential for the public good; the following are a few of many:

ENERGY BIOSCIENCES INSTITUTE, working to create clean, sustainable sources of energy and address climate change,

BLUM CENTER FOR DEVELOPING ECONOMIES, examining real-world solutions to combat poverty,

QB3 [California Institute for Quantitative Biosciences], developing solutions to the world's most urgent biological problems,

CITRIS [Center for Information Technology Research in the Interest of Society], creating IT solutions for pressing social, environmental, and healthcare problems,

BERKELEY STEM CELL CENTER, uniting scientists, physicians, and humanities and legal scholars committed to this new technology,

CENTER FOR COMPUTATIONAL BIOLOGY, supporting advances in computational methods and genomics that will aid the development of medical treatments,

HELEN WILLS NEUROSCIENCE INSTITUTE, advancing our understanding of the brain and disorders that affect it,

BERKELEY CENTER FOR NEW MEDIA, analyzing and helping shape new media from the perspectives of design, information technology, and communication,

BERKELEY DIVERSITY RESEARCH INITIATIVE, focusing on the nature of multicultural societies and the ways they flourish and benefit their members,

CENTER FOR GLOBAL METROPOLITAN STUDIES, merging work in a dozen departments studying issues in cities around the world,

BERKELEY NANOSCIENCES AND NANOENGINEERING INSTITUTE, expanding research and educational activities in this booming field,

GREATER GOOD SCIENCE CENTER, working toward the scientific understanding of positive emotions and behaviors, including happiness, compassion, and altruism, and

BERKELEY INSTITUTE OF THE ENVIRONMENT, bringing together hundreds of faculty and students who are addressing the planet's most critical environmental challenges.

**Economic Impact**

CALIFORNIA’S IS THE SEVENTH LARGEST ECONOMY in the world, and Berkeley has long been an engine for its growth. Its research, graduates, and public-service programs contribute to job creation, economic development, and a better quality of life for all Californians.
Berkeley’s Challenge for the Future

BERKELEY FACES CHALLENGES to maintaining its leadership in higher education and research, and has identified five key goals for the coming years to help address them:

1. TWENTY YEARS AGO, Berkeley received roughly half of its funding from the state, and today state support — the campus’s general funds — has dropped to less than 30% of the budget. Berkeley must develop a sustainable funding model to maintain its academic excellence, while continuing to provide access to students from all economic backgrounds. Private giving is one part of that model. The Campaign for Berkeley is on pace to raise $3 billion by mid-2013 to support faculty, research, student financial aid, undergraduate education, facilities, and programs.

2. BERKELEY’S HIGHEST PRIORITY is to maintain its academic excellence, and that starts with continuing to recruit and retain the best faculty, in spite of competition from private peers such as Harvard, MIT, Princeton, Stanford, and Yale. Further, the campus must provide competitive salaries to its outstanding staff members, who play a key role in the success of campus programs and operations.

Today, an additional $26.5 million per year would be needed to bring Berkeley's faculty salaries up to the average of private peers. Additional monies are needed for facilities, laboratories, and other support when new faculty are hired; these start-up funds average $340,000, ranging from $65,000 to $1.325 million. In 2007–08, Berkeley had 1,480 ladder-rank faculty, significantly fewer than its budgeted number; the campus has had to leave faculty positions unfilled, using the money saved to pay competitive salaries to retain current professors and start-up costs to launch the careers of promising new scholars. A generous $113 million gift from the Hewlett Foundation is a major step toward addressing this issue; The Campaign for Berkeley is seeking matching funds to endow 100 faculty chairs, and by spring 2009 the campus is half-way to that goal.

3. AS A PUBLIC UNIVERSITY, BERKELEY IS COMMITTED to remaining financially accessible to qualified undergraduates, regardless of their means, and to providing financial support to graduate students, competitive with what they can receive at private universities. During this time of fiscal constraints, Berkeley chose not to cut its undergraduate enrollment, in order to provide access to California’s deserving students. Approximately 40% of undergraduates receive loans and have an average debt of $14,453 when they graduate. Projections show that without action, the amount undergraduates are expected to pay each year through loans, work-study, or family contributions [self-help] could nearly double in 10 years, from about $8,300 a year now to $16,400. Berkeley is working though several avenues to keep self-help in check.

For doctoral students, their decision to enroll at Berkeley can be determined largely by the offer of financial support they receive. In a 2004 UC survey, of the newly admitted doctoral students who
said that the amount of financial support offered was “extremely important,” only 19% enrolled at Berkeley when the campus’s offer of aid was $1,000 or less than that of a peer institution. However, 88% chose Berkeley if the offer was $1,000 or higher than that of another top school.

The Campaign for Berkeley aims to raise $300 million to endow undergraduate scholarships and financial aid and $340 million to endow new graduate student fellowships.

4. AS THE OLDEST UC CAMPUS, Berkeley must improve its aging physical infrastructure, including addressing seismic upgrades, deferred maintenance, and technology issues. Many seismic retrofits have been completed in the last decade, and the campus goal is to complete 63.6% of seismic projects by June 30, 2010. With more than 725 buildings, 17 million gross square feet of interior space, and 15 million square feet of land, Berkeley’s instructional and research space and systems are in need of reinvestment. State formulas used in the past for capital funding are outdated and disadvantage older campuses like Berkeley. With a significant portion of the capital budget going to seismic upgrades, additional funds must be identified. Today, Berkeley is able to spend only $5 million a year on a list of $600 million in deferred-maintenance projects. In addition, today courses and research initiatives reach around the world through Web-based video, audio, and teleconferencing; to ensure all segments of the campus can reap future benefits of information technology, Berkeley needs a sustainable funding model that would provide $10 million annually for this need.

5. BERKELEY has a long and proud tradition of supporting equal rights, and the campus has made equity and inclusion one of its highest priorities. The new Vice Chancellor for Equity and Inclusion is responsible for developing and implementing a 10-year strategic plan to address equity for women and underrepresented groups among faculty, students, and staff. Specific goals include eliminating inter-group disparities in enrollment, retention, and graduation rates of undergraduate and graduate students; reducing inter-group disparities in hiring and retention of faculty; improving knowledge-sharing between the university and local communities; and improving the perception and experience of the university by underrepresented communities in California.

As the top-ranked public university in the nation, Berkeley holds a singular place in American higher education. Its plans for the future are ambitious: maintain Berkeley’s excellence and extend its leadership, broaden its interdisciplinary research contributions, assure equity and inclusion for all, and ensure access for qualified students. Even in difficult economic times, the campus will continue to do the hard, creative work to make progress on all of these fronts — and to sustain Berkeley as a precious asset for California and resource for the world.

Photos and quotes are courtesy of the “Thanks to Berkeley…” PhotoBooth project of The Campaign for Berkeley. The entire collection from the project is online at campaign.berkeley.edu.
Introduction

One hundred years ago, UC Davis was founded to reinforce the University of California's mission of creating new knowledge to address the vital needs of a growing state. From these pioneering roots in agriculture and food science to the comprehensive array of today's academic disciplines and research interests, UC Davis has always honored its land-grant heritage. In the supportive character of its undergraduate education, its interdisciplinary graduate groups and research endeavors, and its innovative partnerships within the state, the nation and indeed the globe, UC Davis' leadership role as an exemplar land-grant research university is integral to the campus's essence, its distinctions, and its international reputation. This commitment of doing what matters, strengthened by the campus's breadth and prestigious academic caliber, defines its place as a transformational educational model and forms the backbone of its near-term and long-range goals. Indeed, today UC Davis touches everything that matters to us as human beings. From our health to the economy, to what we eat and drink, to how we experience and interpret life, UC Davis has impact through teaching, research and public service. For 100 years, we have prepared and inspired students and discovered solutions to some of society's most pressing problems. As we look to the future, we address those things that matter most to California in order to transform the world.

Undergraduate Student Profile

UC Davis undergraduates are highly motivated students who actively embrace a foundation of learning, discovery and engagement. Our students are known for embracing their academic goals, engaging in learning internships and dedication to public service. They attach relatively high importance to acquiring a well-rounded general education and obtaining the knowledge and skills they need to pursue their chosen careers. UC Davis students are more likely to identify with students who are serious about getting good grades. Significantly, more than 50 percent of our students work on a research project with a faculty member in the course of their undergraduate education. Each year, more than 6,000 students complete internships locally, nationally and internationally, as they apply their academic experiences to “real-world” situations. Nearly 500 students study at 150 host institutions in 35 countries around the world, and the Peace Corps ranked UC Davis 21st among all large universities in producing Peace Corps volunteers.

Undergraduate Student Experience and Proficiencies

Today more than 31,000 of the brightest, most diverse and well-rounded students in the nation are studying at UC Davis. A typical student might spend the morning experimenting in a chemistry lab, the afternoon playing club lacrosse and the evening performing on the stage of the Mondavi Center for the Performing Arts. By taking advantage of one of the nation's largest university internship programs and our international education programs, our students are making the world their classroom.

UC Davis students are prepared for any post-baccalaureate choices, whether in the workforce, graduate studies or professional school. Most freshmen complete their bachelor's degree in just over four years, and surveys show the majority of those pursuing a postgraduate degree
attending their first-choice or second-choice institution. UC Davis leads the nation in graduate and undergraduate education in the biological sciences, topping the charts in numbers of doctoral and bachelor's degrees conferred. One in every 276 Californians is a UC Davis graduate, and nearly 6,000 UC Davis alumni teach in our schools' classrooms.

To be sure, UC Davis students take their physical well-being as seriously as their academics. More than 45,000 people participate each year in group exercise classes and personal training sessions, and more than 20,000 people participate each year on more than 2,200 intramural sports teams.

Undergraduate Access

UC Davis is a highly selective campus. For Fall 2008, UC Davis had 40,625 freshman applicants with a 53 percent admit rate, and 8,220 transfer applicants with a 71 percent admit rate. UC Davis prides itself on accepting UC-eligible economically disadvantaged students; more than half of the 2008 admitted freshmen came from low income and/or are first-generation students. Almost 75 percent of the admitted transfer students are first-generation and/or from low-income families. UC Davis not only succeeds in recruiting a diverse student population, but it continues to improve the retention and success of its students. There is a 90 percent first-year retention rate for freshmen and 86 percent retention rate for transfer students. There is an 81 percent six-year graduation rate for freshmen and an 84 percent four-year graduation rate for transfer students.

UC Davis reviews all applications using our specific admission criteria. For freshman applicants, the strength of the high school record is the single most important component, followed by performance on standardized test scores and other criteria, such as demonstrated leadership, special talent and individual initiative. For transfer applicants, academic performance and preparation for the selected college and major are considered first and foremost. In some cases, personal characteristics, experiences and circumstances will be considered.

UC Davis offers a wide range of services, advising and retention programs that foster access to the university for prospective students, enable the academic success and timely graduation of current students and help smooth the transition from the university to the worlds of work, continuing education and civic participation. These activities include the campuswide Transfer Student Task Force; the development of additional housing options for transfer, graduate and international students; support for collaborative retail and student support programs with the Los Rios Community College District; and attaining support for student scholarships.

Diversity is one of our greatest strengths, and UC Davis combines all the benefits of a world-class university with a relaxed atmosphere. Student services support our students' varied cultural, religious and personal backgrounds while more than 450 student organizations embrace a wide range of additional interests. From 26 NCAA Division I sports (14 for women, 12 for men) and the UC system's most comprehensive breadth of recreation/leisure programming, to the arts and other creative pursuits, we’re proud of the balance our campus provides between academics and recreation. International students enrich the UC Davis campus community with their cultural and academic experiences. The campus attracts more than 450 undergraduate students from around the world.

Undergraduate Affordability

At UC Davis, our aim is to make a college education affordable for all students regardless of their families' financial situations. Students and their parents will be expected to contribute a
certain amount toward fees and cost of living; we have a number of financial aid and scholarship resources available to assist in meeting expenses. Our Financial Aid Office provides information and resources to help students with their financial needs while they pursue their academic goals. Approximately 64 percent of all UC Davis undergraduates received some form of financial aid, including scholarships. UC Davis also offers many options for students who need to work while attending college. These include the Student Employment Center, the Internship and Career Center and the Associated Students of UC Davis (ASUCD) job listing service.

**Undergraduate Student Success**

UC Davis students compete successfully for coveted places in premier graduate programs throughout the world. Our biological sciences students have gone on to Harvard, our economics students have gone on to the London School of Economics, and our engineering students to MIT. From astronauts to a former U.S. Secretary of Agriculture to an editor at *Newsweek*, UC Davis alumni have built remarkable careers. According to recent surveys, 70 percent of working alumni report that they are in positions moderately or highly related to their chosen field. A large majority (90 percent) felt that they were more than adequately or very well prepared. Approximately 37 percent of 2004-05 graduates pursued a postgraduate degree or credential within one year of graduating from UC Davis. Nearly three-quarters of these felt more than adequately or very well prepared for their postgraduate education. Also, 53 percent of 2001-02 graduates pursued a postgraduate degree or credential within four years of graduating from UC Davis. About 64 percent of 2004-05 graduates were employed full-time within one year of graduating from UC Davis. An additional 12 percent were employed part-time by choice. Full-time employed graduates reported a mean salary of $40,500.

**Transfer Student Success**

In recent years, the campus has dedicated increased attention and resources to the matriculation of transfer students from California's community colleges to the UC campuses. UC Davis plans to take advantage of its established partnerships with community colleges to grow the enrollment of these students over time. The campus will base its specific strategies on the upcoming recommendations of a joint Academic Senate and Administration Task Force on Transfer Students, whose preliminary findings focus on community college transfer programs and UC Davis/community college relationships, advising processes, increases in guaranteed student housing options, and targeted student support services. The campus also intends to use its unique relationship with the Los Rios Community College District to build the first-ever community college education center on a UC campus, as a part of the new West Village development. Discussions are underway regarding the potential for providing student housing and student service options to facilitate increased transfer rates of Los Rios students to UC Davis. Other community colleges within a 30-mile radius of UC Davis may also be included in these types of arrangements.

**Graduate Student and Professional Student Profile**

Graduate students are essential to UC Davis' success as a preeminent research university. Engaged in innovative research and sharing their knowledge in the classroom, graduate students are at the heart of the university's life and mission. Annual enrollments of more than 4,000 include a diverse and interactive student body of about 1,000 from around the world.
Known for its state-of-the-art research facilities, interdisciplinary research, productive laboratories and progressive spirit, UC Davis offers collaborative and interdisciplinary curricula through graduate groups and designated emphasis options – with nearly 90 dynamic degree programs. UC Davis grants among the largest numbers of doctoral degrees in the biological and life sciences among all U.S. universities. The Chronicle of Higher Education, the National Research Council and U.S. News & World Report consistently rank UC Davis’ doctoral programs among the top in the nation. UC Davis master’s and doctoral graduates become leaders in their fields – researchers, teachers, politicians, mentors, and entrepreneurs. Graduates go on to guide, define and enhance the creation of our social, cultural and scientific fabric and well-being.

Faculty

UC Davis students are taught by faculty members who are leaders in their respective fields and who address some of today’s most pressing challenges: West Nile virus, environmental stewardship, immigration issues, food safety, autism and cleaner fuel technologies. From building California into an agricultural powerhouse to melding dance and theatre into a new art form, our faculty members and their students continue to transform the state, the nation and the world.

And they have earned prestigious honors along the way. UC Davis is home to two Pulitzer Prize winners, 21 members of the National Academy of Sciences, eight members of the National Academy of Engineering, four members of the Institute of Medicine, a Howard Hughes Medical Institute Early Career Scientist, 14 members of the American Academy of Arts and Sciences, two members of the American Academy of Arts and Letters and, internationally, three members of the Royal Society of London, two members of the North American Academy of the Spanish Language (affiliated with the Royal Spanish Academy), one member of the Academie de France and one member of the Academy of Athens.

Why have so many prominent faculty members chosen UC Davis? It is a great place to teach, a great place to learn, and a great place to learn more about teaching and learning. The campus takes pride in providing the highest quality education for students and in encouraging teaching effectiveness and instructional innovation. Across more than 8,000 classes a quarter, UC Davis instructors use a combination of traditional and new approaches to engage diverse students in challenging academic and professional study. The campus not only values and rewards good instruction, it also supports workshops, consultation, and faculty-to-faculty teaching networks necessary for continuing inquiry, evaluation and instructional improvement. The campus supports a much-utilized Teaching Resources Center (TRC), providing our faculty with one-stop shopping for pedagogical innovations. To support the teaching mission of our faculty, UC Davis offers what is believed to be the single largest teaching prize in the nation, the $40,000 annual prize in Scholarship and Teaching.

Research

The Office of Research is the chief administrative unit and a catalyst for advancing research at UC Davis. The vice chancellor is responsible for overseeing all leadership, establishment, development, management and quality of the research programs and for increasing the strength and effectiveness of UC Davis as a major research university. Setting a new record, UC Davis received more than $586 million in research funding in 2007-08, the fourth consecutive year that the total exceeded the half-billion dollar mark. A strong trend in sponsored research programs
continues across a wide range of disciplines, reflecting the breadth of UC Davis research efforts.

There are four main administrative units within the office: Central Administration; Sponsored Programs; UC Davis InnovationAccess at 1850 Research Park Drive, Davis; and the Institutional Review Board at the UC Davis Medical Center in Sacramento. The Office of Research oversees more than 30 campus research centers, including the California National Primate Research Center, the UC Davis Cancer Center, the California Lighting Technology Center, the Center for Biophotonics Science and Technology, the Institute of Transportation Studies, the John Muir Institute of the Environment, and the UC Davis Energy Efficiency Center.

Rankings
From our undergraduate offerings to our professional schools to the research productivity of our faculty members, UC Davis fares well in nationally recognized rankings. UC Davis – one of 62 North American universities admitted into the prestigious Association of American Universities – is ranked 8th among U.S. universities based on their contributions to society (Washington Monthly), 10th in research funding among U.S. ranked public universities and 16th overall (National Science Foundation), and 12th among national public universities and 44th overall (U.S. News & World Report). Princeton Review included UC Davis as one of 100 higher education institutions on its list of “Best Value Colleges for 2009.” More specifically, UC Davis’ undergraduate program in biological and agricultural engineering is ranked 5th among large national research universities, and its overall undergraduate engineering program is ranked 35th, according to U.S. News & World Report’s 2009 “America’s Best Colleges.” In addition, the magazine acknowledges UC Davis for the diversity of its student body and for the strength of its undergraduate writing program. UC Davis’ student body is the 17th most racially and ethnically diverse among large national research universities, tied with UC Berkeley, according to the magazine. We are proud to be 4th among American universities in the number of international scholars (Open Doors 2008 Report on International Educational Exchange). And, for the 16th consecutive year, U.S. News & World Report has named the UC Davis School of Medicine as among the best in the country for primary care and research in the magazine’s annual list of America’s best graduate schools. Among medical schools, the publication ranks UC Davis as 26th in primary care, tied with Indiana University, Johns Hopkins University, the University of Texas Southwestern Medical Center and Yeshiva University; and 48th in research, tied with the University of Florida.

Finance, Capital and Development

Finance
The campus operating budget for 2007-08 was more than $2.5 billion, funded by revenues that same year of nearly $2.8 billion. The largest fund source was the medical center with a little more than $1 billion in annual revenue. State funds and student fees totaled more than $900 million and the balance of financial support was provided by the federal government, campus sales and service activities, local government and private gifts and grants. In the past 10 years, state support has increased but other fund sources have increased more quickly. Therefore, the percent of the overall budget supported by the state has declined. At present, the state represents about 22 percent of all revenue, or 35 percent of the UC Davis budget exclusive of the medical center. The state of California’s budget shortfall is creating significant challenges for UC Davis.
Capital

To accomplish campus goals, many programs require specialized land and building resources. The 5,300 acres of the Davis campus – the largest in the UC System – include not only core instruction and research buildings but also major structures for animals, greenhouse and other academic support facilities as well as agricultural land used for teaching and research. Because the Davis campus evolved within a rural setting where basic urban infrastructure was not available, the campus operates its own domestic and utility water systems, wastewater treatment plant, and solid waste landfill site in addition to electrical systems and central heating and cooling with related steam and chilled water distribution systems. The 2003 Long-Range Development Plan (LRDP) is the comprehensive policy and land use plan that will guide the development of the Davis campus through the horizon year 2015-16 in support of the teaching, research and public service mission of the University. The LRDP responds to anticipated growth in student enrollment, faculty and staff employment, and UC-affiliated activities on the campus. UC Davis is proud of its environmentally responsible approach to growth, and can claim 11 buildings that are LEED certified, including the UC Davis Tahoe Environmental Research Center at Incline Village, Nevada, which was one of the nation’s first laboratory buildings to achieve LEED Platinum certification. In recent years, we have transformed the campus’s messy olive trees from a waste product to a marketable product – gourmet olive oil.

Development

Founded in 1959, the UC Davis Foundation is led by a volunteer fundraising board that helps to raise and increase philanthropic support, advocates for the university and manages a portion of the university’s endowment. UC Davis received a record $216.8 million in philanthropic support in 2007-08. The foundation receives private gifts to benefit UC Davis, manages its endowed gift funds and other private assets, and advises university leaders in areas related to public trust and support. The endowed funds it manages provide faculty, student and program support in perpetuity.

UC Davis is celebrating 100 years of transforming California and the world. Philanthropic support has helped UC Davis throughout its history, and it is critical to helping the university meet the challenges of the next 100 years. To sustain and build upon our contributions to society, the Foundation is pursuing gifts that will allow us to (1) invest in tomorrow’s leaders; (2) foster unparalleled teaching and research; (3) transform programs and patient care; and (4) seize emerging opportunities.
History of the Campus and a Plan for the Future

The University of California, Irvine, admitted its first class in 1965 following the formal dedication of the campus by President Lyndon Johnson a year earlier. There were 119 faculty members and 1,589 students beginning work on a university still very much under construction on the 1,500-acre campus just three miles from the beach. Only a third of the central ring of buildings planned by architect William Pereira was complete; Irvine was still six years away from incorporation as a city; and the agrarian history of the region was evident in the local orange groves and the cattle grazing next to the campus.

Since then, UCI has enjoyed an unparalleled combination of rapid growth in enrollment and with an equally impressive increase in the size, quality and influence of our research programs, performing arts and professional schools in medicine, business and law. We have secured our place among the best public research universities in the United States with over 1,400 faculty, 22,000 undergraduates and about 5,500 graduate and professional students from California, across the nation, and around the world. UCI is the youngest institution in the Association of American Universities, gaining membership in our thirtieth year. Our faculty includes three Nobel Laureates (including two awarded in the same year, 1995), three recipients of the National Medal of Science, two Pulitzer Prize winners, three MacArthur Fellows, and many members of the most important scholarly, scientific and professional organizations. In 2008 alone, 20 UCI professors were elected Fellows to the prestigious American Association for the Advancement of Science, the most of any university in the United States.

The development of strengths in our academic core disciplines has been pursued through the strategic, differential allocation of resources associated with our growth. Those resources have supported the reinforcement of existing strengths,
encouragement of research and educational programs across disciplinary boundaries, and expansion into new fields. In the past five years, roughly half of our new faculty positions have been devoted to an initiative for Programs of Excellence, a competitive process overseen by a joint committee of the administration and faculty Senate designed to identify programs across the campus at the top of their fields or with the prospect of getting there in a few years. In the last allocation, for example, six proposals resulted in 36 faculty positions being allocated to nine programs. Another portion of our growth resources has been devoted to the creation of programs in selected areas including among others public health, pharmaceutical sciences, nursing, stem-cell research and our new School of Law.

The current budget crisis in the state has forced us to slow or suspend growth in most of these new programs in order to protect and reinforce our core strengths. There are only a few exceptions, such as the law school, where the campus has been reserving resources for years so we could continue the momentum of growth throughout bad economic times. Nevertheless, the eventual development of these new programs and continuing exploration of new fields is crucial to our role as a top-tier comprehensive public research university. These innovations help us and the University of California as a whole meet our commitment to serve the people of the state through the creation and dissemination of knowledge based on research and through the training and support of young researchers in the early stages of their careers. This combination of research and education is the defining characteristic of the University of California in the Master Plan, and it is the integrating principle that unites our whole campus from the laboratories, libraries, and studios of our faculty, post-doctoral scholars and graduate students to the small courses and lively discussions of our Freshman Seminars.

As we approach our fiftieth anniversary in 2015, the end of the rapid growth that has characterized our campus since its beginning will come to an end. Over the next decade, the pace of scholarly and scientific discovery on the campus will continue to accelerate, but increases in undergraduate enrollment will be replaced by growth in our graduate and professional programs as our new schools and degrees are established. Taking advantage of the huge demand for freshman admission to UCI—we have received over 44,000 applications for just over 4,000 spaces for Fall 2009—we aspire to increase the quality of
our student body. In the coming decade, we expect our total enrollment to increase to about 32,000 students, with 25 percent of them in our graduate and professional programs. That enrollment target supports the academic plan for our campus, expands training at the highest level in professional fields that are key to California’s future, and helps meet the enormous demand for admission to UCI. The quality of the new students will reinforce and enhance the high standards we have set and met with our current students, and they will further expand the diverse population of our campus to take advantage of the rich intellectual and cultural resources of California’s multicultural heritage.

Given the vagaries of our state-based funding as a public research university, the pace of this growth will inevitably wax and wane over the next few years. Furthermore, we have now established at least small programs in most of the fields designated for growth in our planning exercises over the past decade. We plan to spend the next few years reinforcing the academic core of the campus and developing strength in those new programs, reconfiguring them into departments and schools as their quality and our resources warrant. Nevertheless, the spirit of innovation that has characterized our campus for over 40 years remains alive and well, and the perception of UCI as meaning “Under Construction Indefinitely” is more apt than ever as the physical infrastructure of the campus expands to support our constantly evolving needs in research and teaching. We are well on our way to providing on-campus housing for most of our faculty, over half of our undergraduates and almost all of our graduate and professional students and post-doctoral scholars. Together, they are creating an intellectual and social community on campus as stimulating as any in the UC system, complementing the extraordinary cultural, social and economic opportunities available in our area.

While enhancing the quality of life on campus, we are also building on our strong collaborative relation with the city of Irvine and Orange County to make UC Irvine not just an educational center but an even more vital part of the social, cultural and economic life of the whole region. Our many lecture series, artistic exhibits and performances, and life-long learning programs attract increasing numbers of people from the community to our campus, and in 2008, UCI’s annual economic impact on Orange County was $4.2 billion. We employ nearly 21,000 people, making UCI the largest employer in Orange County. The recent completion of our new University Hospital—under budget and ahead of schedule—will enable us to improve the quality and accessibility of healthcare for our whole region while improving the education of healthcare providers and bringing new treatments, cures and preventive measures to people all over the world.

Our educational outreach programs touch the lives of all ages in our community. In the arts, for example, the outreach program Creative Connections partners with local schools and arts organizations to share talents and knowledge with students in every grade. Creative Connections introduces children to the arts, prepares middle and high school students for college, and provides adults with active experiential immersion in the arts to help enrich their lives. Another program, Humanities Out There, was founded by the School of Humanities in 1997 and has since been recognized nationally by a $250,000 grant from NEH and an article in Time magazine. HOT has provided graduate students with
opportunities to create lesson plans, shadow veteran teachers, mentor and manage undergraduate tutors, and implement assessment measures. Since 2001, 70 graduate student leaders, primarily from UCI’s Departments of History and English, have worked with over 2,200 undergraduates in delivering curriculum to over 5,100 Santa Ana middle and high school students. A new minor in Civic Engagement will provide additional opportunities for community interaction between our students and the world beyond our campus by offering an interdisciplinary program that seeks to provide students with the knowledge, skills, attitudes and values to engage as citizens and active community members in the 21st century.

To guide us through this important transitional period in the evolution of our campus, UCI initiated a campuswide planning process in 2004 that resulted in our current strategic plan, A Focus on Excellence: A Strategy for Academic Development at the University of California, Irvine, 2005-2015 (available in print and on the Web at http://www.strategicplan.uci.edu/). The plan describes the principal objectives for our campus, establishes specific goals and strategies for reaching them, and assesses the opportunities and challenges we will face in the coming years. More recently, A Focus on Excellence has been used as the basis for more specific planning for each academic unit. It also provided the basis for the strategic map for our current 10-year, $1 billion capital campaign, “Shaping the Future,” which was developed through extensive consultation with faculty and staff, administrative leadership, and community supporters 2005-07. As described in Chancellor Michael V. Drake’s presentation to the Regents in February, 2009, the campaign has identified four high-priority initiatives that build on existing strengths in research and teaching on the campus:

- Health
- Energy and the environment
- Global cultures and economies
- Educating tomorrow’s leaders

On campus, in the surrounding community and throughout the region as a whole, we strive in word and deed to become known for our values-based decision making, to have our values define and describe us, and to continually work to create a culture and atmosphere of rewarding those who live the values. The vision behind our plans for the future is comprehensive in the connections it establishes among the various activities that make up a great university. It is realistic in its assessment of diminishing public support for research universities nationwide but also in its appreciation of the deep generosity and sustained commitment of our supporters in the community. Most of all, it is ambitious, as it must be to build on the original vision and aspirations that made UCI what it is today. The future it portrays is clearly within the reach of a university that has already accomplished so much in its brief history and that is bold enough to declare that accomplishment only the beginning.
Undergraduate Student Success

Distinctions—UCI has over 111,000 graduates. Our students regularly receive some of the nation’s most prestigious scholarships and fellowships: in UCI students have been awarded 26 Fulbright Scholarships, 25 Goldwater scholarships, 6 Truman awards, 6 Mellon Scholarships, and 40 National Security Education Program awards. In addition, in 2006-07, seven students won National Science Foundation graduate fellowships, and in 2007-08, three more students received the fellowships. After graduating, our students go on to distinguished careers; among our alumni are four Pulitzer Prize winners and the architect of the “HTTP/1.1” internet protocol used worldwide.

Retention and graduation—Almost all students who enroll as freshmen at UCI remain at the university and graduate. Our retention rate between the freshman and sophomore years is 94 percent. Students who enroll as freshmen graduate in an average 13 quarters, or just over four years. Over 80 percent graduate in six-years. Our four-year graduation rate ranks 9th among the 34 public universities in the AAU, and the six-year rate ranks 12th. Eighty-eight percent of students who transfer to UCI from another college or university go on to graduate, and their average time to degree is 7.4 quarters, or about two and a half years (“College Portrait”).

Athletics—

- Over 63 Anteaters have won individual national collegiate titles; 42 have competed in the Olympics; and 400 have been named All-Americans in their sports.
- UCI teams have won 25 national titles in eight sports. In 2007, UCI won the NCAA national men’s volleyball title, and in 2008 our baseball team made it to the NCAA finals for the first time. UCI has also won 58 Conference titles.
- UCI won the Division I-AAA All-Sports Trophy, best all-around sports program (non-football), 2006-07.
- 2,894 Anteaters have been named Big West Conference Scholar-Athletes.
Undergraduate Affordability

Relatively low fees make the University of California affordable for a wide range of students, and those who need additional financial aid at UCI usually receive it. In 2007-08, 60 percent of UCI students reported receiving some kind of financial aid, including loans to students and parents. Almost half of all UCI undergraduates received need-based scholarships or grant aid averaging $10,733 each; 28 percent of our students received Pell Grants. Among students graduating from UCI in 2006-07, 49 percent reported borrowing from sources other than parents, with a relatively low cumulative debt at graduation of $13,383. (“College Portrait”)

Undergraduate Access

Since UCI opened in 1965, we have greatly enhanced the quality of our students and held our student-faculty ratio relatively constant while rapidly increasing our enrollments. From Fall 1996 to 2006, the mean SAT-I score of our students rose from 1122 to 1182, reflecting roughly similar increases in both the Math and Verbal categories (“Statistical Portrait”). This growth with quality has been possible because of dramatic increases in the number of students applying to UCI over that same period, as indicated on the following chart from the “Statistical Portrait”:

Unfortunately, due to limitations in state funding, we will be forced to reduce the size of our incoming classes for the next two or three years to return the campus to its funded level of enrollment. Because the state did not fund previously authorized enrollment growth this year, we currently have about 1,800 unfunded students. Our student-faculty ratio has climbed beyond the
previous 19:1, making it difficult to maintain our historical level of access to smaller classes. (As of last year, 83 percent of UCI’s classes enrolled fewer than 50 students, and 74 percent enrolled fewer than 30 students.) Reducing enrollment to our funded level over the next two or three years will help us decrease our student-faculty ratio to a level more compatible with UC standards, and it will increase access to small classes for more of our students. When the budget crisis is resolved, we can then resume our growth at least for another few years to reach our target of 32,000 students in order to accommodate more of the demand for an education at UCI.

Undergraduate Student Profile

- UCI offers students with 81 different majors and 59 minors. Among those programs at the undergraduate level are new BA and BS degrees in Public Health and a new BS in Nursing Science, which will graduate its first class this spring. Among other new initiatives is the only undergraduate major in Literary Journalism in the U.S. With a faculty including four Pulitzer Prize winners, this program has grown quickly to enroll 300 majors since it began five years ago.

- For each of the past two years, UCI has awarded just over 5,500 bachelor’s degrees. Most students at UCI graduate in some field in the Social Sciences (51 percent), with the next most popular majors in Biological Sciences (15 percent), Engineering/Information and Computer Sciences (13 percent), Humanities (12 percent), Physical Sciences (5 percent), and Arts (4 percent) (“Campus Portrait”).

- UCI’s student body makes us one of the most diverse campuses in the United States. We have slightly more women than men in the student body, with the broad range of Asian/Pacific-Islander ethnicities constituting about half the population, Whites another quarter, and Hispanics, African Americans and American Indians being the next largest groups. (See the UCOP “Accountability Framework” for a more detailed account of the student population.) Even more important than these percentages is the positive impact of diversity on students’ educational experience. In our most recent UCUES survey (discussed below), 95 percent of the students reported a “good” or better rating for their “ability to appreciate, tolerate or understand racial and ethnic diversity,” and 62 percent reported that they had “gained a deeper understanding of other perspectives through conversations with students of a different race or ethnicity” (see the summary of UCUES in our “Campus Portrait”).
Plans and aspirations of our undergraduate students vary over a wide range of 
optunities, with over 60 percent planning to pursue a degree at the Master’s level 
and about one-third of them intending to pursue a professional or research doctorate. 
Over 90 percent of them plan to remain in California, using the knowledge, skills and 
values they obtained at UCI to contribute directly to the well-being and success of the 
state (see the 2008 Graduating Senior Survey in our “Campus Portrait”).

Undergraduate Student Experience and Proficiencies

Undergraduate research—The Undergraduate Research Opportunities Program (UROP) 
supports faculty mentored undergraduate student research. Its mission is to integrate 
undergraduate students into the research culture of the University by providing opportunities for 
faculty and students to work together on research and creative projects. UROP helps support 
both the research mission of the University and its educational programs while promoting an 
undergraduate research culture at UCI. We foster collaborations between students, faculty, 
corporate entities and government agencies to prepare the undergraduate researcher for the 
challenges of tomorrow. Over 7,300 students have participated in this program, which started in 
1995 and now accommodates almost 2,000 students annually. Students present their research 
projects at the annual UCI Undergraduate Research Symposium and publish their results in The UCI 
Undergraduate Research Journal.

In addition to UROP, the School of Biological Sciences offers its own research opportunities for 
undergraduates, mentored by faculty from the Biological Sciences and the School of Medicine 
(some of these students are also involved in UROP). Again, the rate of participation has 
increased enormously, from 552 students working with 153 faculty in Spring 2002 to 952 
students mentored by 214 faculty in Winter 2009.

First-Year Integrated Programs—First-year Integrated Programs provide freshmen with an 
instant academic and social community by offering them year-long sequences team-taught by a 
minimum of three faculty. Sequences offered have included Computer Games as Art, Culture, 
and Technology; Environmental Studies; Consciousness; and The Art of Persuasion. Courses 
are limited to 80 students each.

Study abroad—In the 2006 UCUES survey, 19 percent of UCI students reported having 
participated in a study-abroad program. Many of those students took advantage of 
opportunities available through UCI’s own Center for International Education, which helps 
students participate in programs abroad that allow them to progress toward their UCI degree 
while developing the academic, personal and professional skills necessary to be well-informed, 
engaged members of the global society. For students who wish to make study abroad part of a 
more formal educational program, UCI offers a Global Leadership Certificate Program, which 
also includes formal seminars and a capstone project along with two quarters of intercultural 
experience on campus or in the surrounding community.
Housing—The quality of student housing at UCI is truly exceptional. Our student housing has received a host of awards, including several for energy efficiency and environmental stewardship, and our residence halls were featured most prominently in Time magazine’s recent coverage of campus housing over the past half century – ours were shown as the best of modern on-campus living. The Vista del Campo student apartment complex alone has won several state and national awards, including “Best Student Housing Apartment Community” from the National Home Builders Association.

There are more than 10,500 bed spaces on campus (4,000 of which have been built since 2000) and approximately 2,750 off-campus spaces within walking distance; as a result, about 50 percent of students are housed on campus or within a short walk to Aldrich Park. For students meeting eligibility requirements, UCI guarantees two years of on-campus housing to all new incoming freshmen and one year of on-campus housing to all new incoming transfer students. (The campus also guarantees an offer of on-campus housing to every newly-admitted, full-time MFA, and PhD student. These students are guaranteed housing for most and in many cases all of their career at UCI. We also offer housing to our JD students and to some MD students.)

New minor in civic engagement—The new minor in civic engagement will launch in Fall 2009. The minor will encourage the mutually beneficial exchange of knowledge and resources between the university and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged, and responsible citizens; and benefit the community at the local, regional, state, national and global levels.

Difficult Dialogues—One of only 27 universities in the country selected by the Ford Foundation’s Difficult Dialogues Project, UCI’s Imagining the Future program is a unique combination of academic courses, group research competition, projects, and community dialogues that seeks to raise awareness within the campus and the surrounding community of options for resolving some of the most difficult issues surrounding the Israeli-Palestinian conflict.

Olive Tree Initiative—The Olive Tree Initiative grew from discussions at our School of Social Sciences’ Center for Citizen Peacebuilding, and featured students from Jewish, Muslim, Christian and other backgrounds traveling together to Israel and the West Bank to experience for themselves the texture of the Middle East conflict. They have returned to lead dozens of discussion groups in and around campus and throughout our community. This group of students has been honored by the Orange County Human Relations Commission for its “contributions to human relations in Orange County.”
UCUES—Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities, both inside and outside the classroom, to become engaged with new ideas, people and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. UCI measures that effectiveness biennially through the University of California Undergraduate Experience Survey (UCUES).

Results from 2008 are not available yet, but in 2006 we found that well over 80 percent of students at UCI reported they are satisfied with their overall academic experiences, and that they appreciated the opportunities they have to work with and interact with faculty. Over 85 percent noted that they feel they are treated equitably and fairly by their faculty, and 88 percent said that they interacted with faculty outside of class to discuss course material. When asked to assess their gains in academic and life skills during their careers at UC Irvine, UCI students’ responses were overwhelmingly positive. Of particular importance as a measure of the “value-added” by a UCI education, 84 percent of the students “reported raising their standards for acceptable effort due to the high standards of a faculty member.” They were equally enthusiastic on a number of fronts.

(See UCI’s “Campus Portrait” for a more detailed summary of responses to the UCUES survey.)

Student learning outcomes—UC Irvine holds to the fundamental principle that student learning outcomes and their assessment should be locally defined, discipline-specific and faculty-driven. Through periodic and systematic undergraduate program reviews, student learning outcomes are defined; methods of assessment for these outcomes are identified; evidence of student learning, retention and completion is presented; and analyses by program faculty are undertaken to demonstrate the extent to which students meet the defined outcomes. The faculty use the results of these analyses to improve curricula and pedagogy. In addition, results of these assessments are regularly reported to various external agencies as part of our systematic academic program reviews, including ad hoc external reviewers for our academic units and accreditation reviews by the Western Association of Schools and Colleges, ABET, American Medical Association, the American Bar Association and other professional organizations.
Graduate and Professional Student Profile

UCI enrolled 5,393 graduate students in Fall Quarter 2008, including 4,278 on the general campus and 1,115 in the health sciences. Of students on the general campus, 942 students were enrolled in Master’s programs across the campus, including MFA programs in Humanities and the Arts, but most of the students were enrolled in the PhD programs offered in our academic units. UCI awarded 1,404 graduate degrees in 2007-08, including 942 Master’s, 370 PhDs/EdDs, and 92 MDs.

UCI offers 51 Master’s-level programs and 44 PhD programs in addition to doctoral-level programs in Medicine (MD), Education (EdD), and Law (JD). UCI’s graduate programs, already of very high quality, continue to improve and to grow each year. Major research initiatives, a broad range of academic and professional programs, and the impressive achievements of faculty all contribute to the exciting intellectual environment for graduate and professional students that defines the Irvine campus. UCI has been expanding its portfolio of graduate degree programs rapidly in the recent past, consistent with our strategic plan to increase the percentage of graduate and professional students on our campus. At the graduate level, nearly 20 new degrees have been established since 2000, including new academic and professional programs in public health (MPH), nursing science (MS), and Master’s of Public Policy (MPP), and Law (JD).

Our PhD programs are central to the research and educational mission of UCI, and the top strategic priority for Irvine is to increase the size, quality and diversity of the graduate student population. Many of our PhD programs are ranked in the top 20 of their academic fields: literary criticism and theory (#2); criminology (#4); behavioral neuroscience (#5); creative writing (#6); healthcare management (#9); organic chemistry (#9); information systems (#11); drama and theater (#12); third-world literature (#12); cognitive psychology (#13); English (#16); psychology – neurobiology & behavior (#16); and experimental psychology (#19). Another 24 programs appear in the top 21-50 of their fields. Our outstanding faculty and innovative research portfolio attract some of the best graduate applicants in the country and internationally. We successfully recruit the best applicants in our core academic disciplines and in our innovative interdisciplinary programs, such as the new gateway program in Medicinal Chemistry and Pharmacology, which provides a common set of courses to students who then move into disciplinary programs in Chemistry, Pharmacology, or Molecular Biology and Biochemistry; and the new PhD in Culture Theory in the School of Humanities, which provides a strong theoretical and critical approach to race, gender and sexuality studies.

The primary challenge to meeting our goal at the PhD level is the state and national budget crisis. Graduate students are supported by various funding sources, including teaching assistantships, fellowships, research assistantships and student loans. Some of these sources are state-budgeted, and some are federally funded, but competition for funding is increasing on all fronts. Furthermore, teaching assistantships are a critical source of support for graduate

The HyperText Transfer Protocol underlying the World Wide Web (the I, or HTTP/1.1) was developed under the leadership of Roy Fielding while he was a graduate student in software engineering at UCI.
students, and are based upon undergraduate enrollments. As our growth in undergraduate enrollments level off, teaching opportunities for our graduate students decrease proportionately, a reduction that exacerbates the downward trends in other sources of funding.

Among our innovations in professional education are new doctoral-level degree programs in medicine and law. The Medical School is preparing to graduate the first cohort of students from PRIME-LC (Program in Medical Education – Latino Community). PRIME is a patient-centered initiative, designed specifically to train experts and community leaders who would specialize in the health needs of underserved populations, broadly defined. The curriculum was designed based on the needs of the patients in the target population, and students are chosen based on their commitment and ability to serve those patients. We are excited that the first students enrolled in this program will receive their MD degrees and be treating patients by July 1. PRIME-LC was so successful that it has now spawned similar programs at several other UC campuses.

Our newest professional doctorate is the JD: the UCI School of Law is currently reviewing applications for admission to the founding class in Fall 2009. (The UCI School of Law will admit its first class of 60 students in Fall 2009, building to a total enrollment of 600 JD students over the next few years.) The JD at UCI presents a significant opportunity to transform the approach to teaching and learning in law school with interdisciplinary breadth and an emphasis on experiential learning that will ensure significant opportunities for students to gain hands-on, real-world experience.

At the Master’s level, we offer a broad range of opportunities. In addition to the Master’s degrees offered in conjunction with our PhD programs, we offer Master’s degrees in fields where a PhD is not required or expected. Among such programs are our MBA program in the Paul Merage School of Business and a MAS degree in Criminology, Law and Society that was the first graduate degree in the UC system to be offered mostly online. Our long-standing MFA programs in fiction and poetry have long been considered among the best two or three programs in the country and have produced three Pulitzer Prize winning authors.

Post-doctoral scholars are an important part of our research mission and provide essential leadership and oversight in laboratories and, increasingly, in classrooms across the campus. UCI has recently taken steps to integrate them more fully into the life of the campus. One such effort is UC Irvine's newly-established Center for Graduate and Professional Students and Postdoctoral Scholars, which aims to enrich the experiences of our graduate and postdoctoral community by providing coordinated services, events, programs, information, and support. The center is designed to be a meeting place for students to relax, interact, plan events and meetings, share ideas, network and develop friendly relationships.

Faculty

By Fall 2008 UCI had 1,123 tenured/tenure-track faculty. Combining new positions associated with enrollment growth for the campus with existing positions vacated by retirement, resignations, or other reasons, we have been hiring an average of just over 70 faculty per year. About half of them have been appointed at the level of Assistant Professor, and the rest divided between the Associate and Full Professor ranks. As a result, slightly more than one-third of UCI’s faculty have arrived since 2002, bringing new perspectives, training and professional experience to complement the existing strength and experience of the campus.
Awards and Academy Members among current faculty:

- 2 Nobel Prize
- 3 National Medal of Science
- 2 Pulitzer Prizes
- 3 MacArthur Fellows
- 24 National Academy of Sciences
- 37 American Academy of Arts and Sciences Fellows
- 5 Institute of Medicine Members
- 12 National Academy of Engineering
- 7 American Philosophical Society
- 77 Fulbright Scholars
- 46 Guggenheim Fellows
- 58 Sloan Fellows
- 118 American Association for the Advancement of Science Fellows

**Diversity and the ADVANCE Program**—The UCI ADVANCE Program carries out the campus commitment to gender equity and diversity in the professoriate. Originally funded by a NSF Institutional Transformation award of $3.5 million in 2001, UCI has seen dramatic gains in the presence of women in science, technology, engineering and mathematics (i.e., the “STEM fields”). Based on the success of the Equity Advisor model initiated under the NSF grant, in July 2006 Executive Vice Chancellor and Provost Michael R. Gottfredson institutionalized UCI ADVANCE and extended its mission to include diversity. This commitment ensures that equity and diversity will remain essential priorities in advancing excellence in the multiple missions of UC Irvine.

Among the initiatives in the ADVANCE Program are

- the establishment of endowed chairs for distinguished scholars who have also demonstrated a commitment to gender equity;
- creation of Equity Advisors in every School to advise on best practices to increase diversity in hiring, organize faculty development programs, and mentor faculty and students; and
- ADVANCE Dependent Care Awards, funded in part by the Provost and by the Elsevier Foundation New Scholars Program. This is an innovative pilot program for tenure-track faculty who are parents of children up to 36 months. Up to 60 qualifying faculty will receive travel awards to subsidize childcare costs associated with participation at conferences and research meetings.

The ADVANCE Program has had a notable positive effect on the number of women hired since 2001. Women faculty now comprise 30 percent of all ladder-rank faculty campus-wide, an increase of 5 percent since 2001. This effect has been particularly significant in the STEM fields, where the percentage of women among new hires went from 14 percent in 2001-02 to 41.7 percent in 2007-08. (See UCI Advance Program [Data and Reports](#).)
Research

Expenditures for extramurally funded research at UCI over the past decade increased dramatically. Comparative data from NSF for 1998 to 2006 shows an increase during that period in research and development expenditures at UCI of over 130 percent. That increase is the fastest rate of growth among UCI’s benchmark peers (which include five of the other nine UC campuses: Berkeley, Davis, Los Angeles, San Diego, and Santa Barbara). Since 2006, expenditures have continued to rise, reaching a campus record of $328 million in 2007-08. To date (March 2009), expenditures for 2008-09 are on line to exceed last year’s record by more than 10 percent. (Chart from “Statistical Portrait.”)

![UC Irvine Research and Development Expenditures](chart.png)

Among the research programs on campus are the following examples of centers, institutes, and projects across the campus:

The **UCI Environment Institute: Global Change, Energy, and Sustainable Resources** was created in April 2008 as a new research institute dedicated to the study of interactions between the environment and society. The Institute will enhance the already internationally recognized work in environmental and related studies now occurring across UC Irvine. It will bring together scientists from across campus to work on projects specific to these areas, such as studying how
climate change will alter public health and welfare; whether people will accept the living patterns of green cities; and the environmental impacts of new energy technologies.

The Sue and Bill Gross Stem Cell Research Center supports our stem-cell research program, which received $57 million in gift and grant funding over the past three years and which developed a stem-cell therapy that made paralyzed rats walk again. This therapeutic method recently became the world’s first embryonic stem cell treatment approved by the FDA for testing in humans.

The Urban Water Research Center’s mission is to advance the understanding of the distinct characteristics of the urban water environment in order to assist people and institutions in their effort to promote health, enhance the efficient use of water resources, and protect environmental values. The Center is a partnership with over 70 faculty members and a variety of departments at UC Irvine.

The Center for the Study of Democracy fosters academic research and education to provide a better understanding of the democratic process, and the steps that may strengthen democracy at home and abroad. The faculty and students of the Center study both democratizing nations and the expansion of the democratic process in the United States and other Western democracies.

The Beall Center for Art and Technology supports research and exhibitions that explore new relationships between the arts, sciences and engineering, and thus promotes new forms of creation and expression using digital technologies. The Beall Center aspires to redefine the museum/gallery experience, both in content and form, formulating answers to the questions of how technology can be used effectively, not only to create new forms of art, but also to connect artist to artist, and artist with audience.

The Advanced Power and Energy Program, directed by Scott Samuelsen, Professor of Mechanical, Aerospace and Environmental Engineering, provides education, research and development, beta testing and demonstration to bring new energy technologies to market. The project is supported by the National Fuel Cell Research Center at UCI, the first of its kind in the nation. This center provides a forum for fuel cell technology research and development.

The LifeChips program, directed by G.P. Li, also the Director of the Integrated Nanosystems Research Facility, Professor of Electrical Engineering and Computer Science and Professor of Biomedical Engineering, promotes the union of technology arts and life sciences through research and education at the micro and nano scales. The microscopic world provides a natural common ground for research in traditionally distinct disciplines of engineering, physical sciences, life sciences and medicine. Efforts that combine technology and life sciences will accelerate developments in both fields, bringing new innovations to solve problems of industry and the human condition.

The Geological Hazards and Disasters Research Group, part of the Program in Public Health, addresses natural hazards and disasters from a geologic perspective, with an emphasis on earthquakes as a major threat to public health. Results of their work are applied to disaster preparedness planning, structural design, land-use planning, seismic risk assessment and public education about earthquake hazards.

The nationally recognized Program in Geriatrics, directed by Dr. Laura Mosqueda, has recently received a $2 million grant from the Donald W. Reynolds Foundation to enhance the care of
older adults by integrating geriatric principles throughout the School of Medicine’s curricula, including the medical student program and postgraduate study.

The UCI Humanities Center supports research and debate on a wide range of issues that draw vital connections between culture, history, literature, technology, media and the arts. It has supported collaborative faculty research projects as diverse as a Symposium on Ancient Slavery and Human Trafficking, Reading the Digital: from Kabbala to Software Studies, and Museums and Modernity: Pacific Rim Urban Futures. The UC Humanities Research Institute, a UC-wide institute housed at UCI, offers opportunities for collaborative research on topics in the humanities to faculty from throughout the University of California.

AirUCI, the Atmospheric Integrated Research for Understanding Chemistry at Interfaces, is a premier institute in atmospheric sciences based at the UCI. It focuses on research into chemical reactions at the air/water interface and how they affect the atmosphere. Formally named an Environmental Molecular Sciences Institute (EMSI) in 2004, AirUCI represents a partnership between six faculty at UCI and international researchers from the Academy of Sciences of the Czech Republic, Hebrew University of Jerusalem in Israel, and the University of Canterbury, New Zealand, together with researchers from Lawrence Berkeley National Laboratory, Lawrence Livermore National Laboratory, and the Environmental Molecular Sciences Laboratory at Pacific Northwest National Lab.

Staff and Administrative Innovation

Staff excellence—Highly-skilled and dedicated staff support is essential to the success of any large organization, and especially to the complex structure of a public research university. Our research and teaching mission depends heavily on the solid infrastructure of administrative support. Efforts to attract and support the professional development of dedicated staff are a high priority at UCI, and we have been extraordinarily successful in recruiting and retaining a loyal and dedicated group of people, many of whom are national leaders in their fields. Their excellence has been recognized by 12 national awards for administrative best practices and innovations; no U.S. research university has received more awards of this type than UCI. The awards include the USA Today “Quality Cup” and the EDUCAUSE “Award for Excellence in Administrative Information Systems,” which is the top prize for administrative improvement from the National Association of College and University Business Officers.

Locally, the UCI Staff Assembly hosts a number of events and programs to recognize and encourage excellent performance by staff on campus, including

- the annual Excellence in Leadership Award for supervisors who, through outstanding leadership, enhance staff morale, build an enriching work environment, and serve as a mentor or otherwise support the career development of their staff;
- the Career Enhancement Scholarship Program, which helps career staff continue their education through enrollment in associate, bachelor’s, graduate, or continuing education programs (Extension) at community colleges, state colleges or universities while employed at UCI;
- seminars and forums with campus leadership;
- the Quarter Century Club, for staff with 25 years or more of service at UCI; and
- social events, including a campus-wide UCI Staff Appreciation Picnic every August.

Sustainability and energy efficiency at UCI—For nearly two decades, UC Irvine has been a leader in environmental stewardship, incorporating sustainability and energy efficiency into every aspect of its operation. UCI’s aggressive energy management program focuses on
reducing greenhouse gas emissions and energy waste by implementing best practices and harnessing emerging technologies. UCI is installing “smart” real-time air quality sensing in laboratories and pilot testing more than a dozen other pollution and energy reduction projects, which if successful, can be utilized at other institutions. In the last two fiscal years alone, energy efficiency initiatives saved an estimated 16 million kWh of electricity, 3.1 million therms of natural gas, and $3.8 million annually. UCI’s energy and water efficiency programs were recognized by Flex Your Power, California’s statewide energy efficiency campaign, with a best overall award in 2008.

UCI has the most efficient campus energy infrastructure of any North American campus. Our 18 MW, base-loaded co-generation facility employs five energy recovery methods to efficiently capture and utilize heat produced by electrical generation in order to supply the campus’s air-conditioning, power, and heating needs. UCI is further “greening” its power supply by installing the largest photovoltaic system in the UC (tie with UCSD), which is expected to offset up to 1 MW of peak electricity demand from the grid and generate more than 1,370,000 kWh of renewable energy annually.

Since 1992, buildings constructed at UCI have outperformed California’s Title 24 by 20 to 30 percent. Older buildings continuously undergo energy efficiency upgrades of mechanical and lighting systems, and new buildings are designed to meet or exceed LEED Silver standards (LEADERSHIP IN ENERGY & ENVIRONMENTAL DESIGN). UCI’s first two projects to complete the LEED certification process were awarded LEED Gold. Thirteen other new construction projects, and one existing building, are in the queue for LEED certification. (See below under “Capital Planning” for more on this topic.)

UCI also boasts a comprehensive Sustainable Transportation program, which eliminates more than 39 million vehicle miles, over 18,000 tons of greenhouse gas emissions, and saves more than $21 million each year. Among the most visible components of this program is a 100 percent biofuel bus system carrying more than 1 million riders per year and saving 100,000 tons of carbon emissions. For its efforts to reduce congestion and air pollution, UCI was designated one of the Best Workplaces for Commuters by the U.S. Environmental Protection Agency (EPA) and received the Governor’s Economic and Environmental Leadership Award for climate change in 2008.

For more about sustainability and energy efficiency at UCI, visit www.sustainability.uci.edu.

Finance, Capital and Development

Annual budget—UCI’s operating expenditures totaled approximately $1.6 billion in 2007-08. instruction accounted for about 28 percent of that total; teaching hospitals 29 percent; and research 14 percent. In addition, capital expenditures totaled another $280 million, for total UCI campus expenditures in 2007-08 of $1.9 billion.

The campus budget is overseen by the Executive Vice Chancellor in consultation with the Budget Work Group, which includes leadership of the faculty Senate, the Staff Assembly and the heads of academic and administrative budget offices. The budget is managed according to a set of explicit budget principles that are reviewed and renewed before every budget cycle:

- UCI must continue to build the excellence of its academic and professional programs, accommodate enrollment increases, and offer students a high-quality education in an environment characterized by civility and diversity.
- UCI must continue to recruit and retain the highest-quality faculty and staff, maintaining an appropriate balance of staff capacity as new faculty hires occur.
- UCI must take into account the fundamental contributions of faculty, staff and support areas to its academic mission, and continue to make every effort to minimize layoffs as it develops budget plans.
- UCI must base strategic budgetary decisions on analysis, evaluation and appropriate consultation with campus constituencies.
- UCI must streamline organizational structures, processes and procedures to help reduce expenditures and mitigate workloads and delegate decisions to the lowest practical operational level.
- UCI must continue to seek new sources of revenue through fundraising, sponsored projects, public-private sponsorships and other sources.

**Decline in state funding**—Like all UC campuses, UCI has seen a dramatic decline in the percentage of its budget funded by the state over the past decade. Total state appropriations in 2007-08 were $239 million, or about 14.3 percent of total receipts for that year. (Tuition and fees totaled approximately $213 million, or 13 percent of total receipts. That decline in state funding as a percentage of our total revenues over the past decade is indicated by the following chart (“Statistical Portrait”).
The consequences of this decline have been severe. Just this year we have had to allocate about $14 million in budget cuts to academic and administrative units and an additional $1.8 million in increased assessments to campus support units. These reductions were made differentially based on campus priorities and strategic objectives in consultation with the Budget Work Group, the Deans’ Council and the Chancellor’s Cabinet.

**Capital planning**—In 2007-08, the university spent more than $281 million on capital projects for the general campus and at the medical center. Developed through our award-winning design/build method, more than $1.3 billion in capital projects is reshaping the campus community. As described on the UCI Website [Construction Update](#), these projects include: Engineering 3, Social & Behavioral Sciences, Steinhaus Hall Renovation, Telemedicine, Stem Cell Research Center, Humanities Gateway, a third phase of East Campus housing, and a new UC Irvine Medical Center Clinical Laboratory Replacement Building.

The first phase of the new [University Hospital](#) project at the medical center was completed in September 2008, four months ahead of schedule and under budget. The $393 million, 482,428-square-foot research and teaching facility opened for patient care in March 2009. Construction of Phase 2 (the build-out of more than 63,000 square feet of shell space to house 45 additional patient beds, four additional operating rooms, 21 limited-stay beds and a radiology department) is now under way. This $163 million project will be completed in 2011. The university also has commenced construction on a $49.5 million clinical laboratory building, which will be completed in 2010. When these projects are complete, the medical center will be a modern, state-of-the-art health sciences campus. These state-of-the-art facilities will improve the quality and accessibility of healthcare for the citizens in our region of the state, and – through their impact on our education and research programs – train new healthcare providers and bring new treatments, cures and preventive measures to people all over the world.

For years, UCI has been a pioneer among university building programs, working with the U.S. Green Building Council to streamline the LEED certification process and to reduce administrative costs. These savings have been used to enhance environmental building design features. Our first two projects to complete the LEED certification process, Palo Verde 2 Student Apartments and the Anteater Instruction & Research Building, were awarded LEED Gold. Thirteen other projects are in the queue for possible LEED awards.

The ongoing state budget crisis has affected our capital planning for 2008-09, but fortunately many of the projects are being completed as planned, including Engineering Unit 3, Humanities Building, Steinhaus Hall Seismic Improvements, and Telemedicine/PRIME-LC Facilities. As of February 2009, funds are still frozen for two of the projects: the Arts Building and the Social and Behavioral Sciences Building.

**Record year for fundraising**—Annual giving to UCI reached a record level in 2007-08: $130 million in total giving, and the largest number of separate gifts that we have ever received. That amount broke the single-year fundraising record for all organizations and institutions in Orange County and represented the third consecutive year we have raised more than $100 million. At the end of fiscal 2008, our endowment had exceeded $250 million. The extraordinary rise in private support for UCI over the past decade is indicated by the following chart (“Statistical Portrait”):
The generosity of our friends and supporters is distributed across the whole campus, reflecting the broad range of the campus initiatives. The highlights of last year’s fundraising record include:

- $20 million from the Donald Bren Foundation for the UCI School of Law
- $10 million from Susan and William Gross for the Sue and Bill Gross Stem Cell Research Center
- $1.5 million from William J. Gillespie to support the William J. Gillespie Endowed Fund for Ballet Studies
- $1.4 million from ExxonMobil Foundation (through the National Math and Science Initiative) to support the UCI California Teach Science and Math Initiative

**UCI’s $1 billion campaign**—In October 2008, UCI launched its $1 billion “*Shaping the Future*” campaign to raise funds that will enable the university to solve some of the world’s toughest problems by focusing on high-priority initiatives in research and teaching and global opportunities related to the international character of our campus and surrounding community. By uniting UCI’s local and global communities, alumni and longtime supporters alike, the Shaping the Future campaign is dedicated to realizing the university’s mission, making a difference in individual lives and, in turn, transforming the world. Over $430 million has already been raised toward our goal.
UCLA
Accountability Profile

Prologue

Four core principles provide overarching guidance for UCLA’s long-range goals and more immediate priorities.

1) **Academic excellence**: furthering UCLA’s tradition of world-class scholarship and teaching. Excellence is marked by path-breaking research, scholarship, creative endeavors, and teaching as well as a commitment to new ways of organizing the discovery, application, and translation of knowledge and creativity.

2) **Civic engagement**: drawing on the strengths of land grant institutions and modern research universities to create innovative and meaningful interactions among faculty, staff, students, and community on a scale ranging from local to global. Civic engagement at UCLA means directing the knowledge and skills of our students, faculty, staff, and senior leaders to address societal problems and improve the quality of life in Los Angeles. In so doing, we strive to work in partnership with community for mutual benefit. The lessons learned in Los Angeles are applicable to urban areas worldwide.

3) **Diversity**: fulfilling our commitment to Los Angeles and California to strengthen our academic excellence and civic engagement. We use the definition of diversity adopted by the Assembly of the Academic Senate (May 10, 2006) and endorsed by the UC President (June 30, 2006): “Diversity – a defining feature of California’s past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.” We also focus on research, scholarship, and teaching/learning related to diversity in this plan. Thus, diversity is not only a community characteristic we value and strive for, but also an important topic of study.

4) **Financial security**: creating meaningful engagement with potential donors and building a compelling case for private support of a public institution.

These principles are complementary and inseparable. We make no trade-offs between high scholarly and educational aspirations, diversity, and public engagement. On the contrary, engagement and diversity strengthen our academic mission and overall quality; advances in scholarly knowledge enhance our community, state, nation, and global community. And none of this can be accomplished without financial security.

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1 This definition is adapted from a definition offered by Thomas Erlich, Director of the Political Engagement Project at Carnegie Foundation for the Advancement of Teaching.
UCLA's principles reflect and leverage our competitive advantages. Our distinguishing characteristics include the following:

- Acclaimed academic standing in the College of Letters and Science, Professional Schools, and Health Sciences. Our reputation derives from disciplinary breadth and quality across the campus, as well as an established tradition of and appreciation for interdisciplinary scholarship.

- Strategic location. Sited in the city of Los Angeles, we are perched on the Pacific Rim and neighbor to Latin America. UCLA is surrounded by the major forces of global change. Our geographic location enables us – indeed, compels us – to take advantage of opportunities for engagement locally and internationally. These resources stimulate and strengthen research, teaching, and service.

- A compact campus where distance and climate do not pose barriers to interaction. An excellent health science enterprise operates in close proximity to other academic and professional fields of study. UCLA is making a remarkable transition from a commuter to a residential campus at the undergraduate level and is beginning to take the same steps for graduate students. The convenience of geography produces a unique academic community.

- Investment in campus-wide interdisciplinary ventures. These include initiatives through the California NanoSystems Institute, the Broad Stem Cell Institute, Center for Society and Genetics, the Arts, the International Institute, the Institute of the Environment, and UCLA in LA. An ambitious biosciences initiative is underway and has already taken significant steps toward strengthening UCLA's research capacity in biomedical research. Our capacity for and commitment to interdisciplinary and multidisciplinary research and teaching are important competitive advantages.

- Outstanding scholarly resources on campus and within 30 miles of UCLA. These include libraries (Young Research Library, Clark, Getty, Huntington), research centers (California NanoSystems Institute, Broad Stem Cell Institute, Jonsson Comprehensive Cancer Center, Center for Embedded Networked Sensors, Institute of Pure and Applied Mathematics, Institute of Geophysics and Planetary Physics, Ethnic Studies Centers, etc.), museums (Hammer, Fowler, and Getty) and other universities and research organizations (California Institute of Technology, University of Southern California, Jet Propulsion Laboratory, RAND Corporation). These resources create unusually rich opportunities for collaboration in research, teaching, and service.

- Strong ties to the community. Throughout the Los Angeles area UCLA is involved in community partnerships; education; health services; arts; theater film and television; and many other areas. UCLA Extension is one of the finest and most comprehensive continuing education programs in the country, reaching 60,000 students a year and having taught 2 million students over its history. Notably, UCLA Extension’s new Figueroa Courtyard in downtown Los Angeles brings UCLA educational opportunities to traditionally underserved communities, augmenting UCLA’s strong tradition of student service and service learning.
• Strong donor and alumni bases. We are situated in one of the wealthiest urban communities; our opportunities for fundraising and for overcoming the uncertainties of state funding are extraordinary. We have taken the lead among public institutions in sustained fundraising and are well positioned to achieve even more in the future.

• A firm commitment to the values that are the lifeblood of higher education: academic freedom; open access to information; free and lively debate conducted with mutual respect and freedom from intolerance; shared governance; commitment to diversity among students, faculty, administration/staff, programs and curricula, in recognition that openness and inclusion produce true quality; civic engagement and responsibility to our community; and commitment to the highest ethical standards and values in research, training, and education.

The next sections of this report describe indicators of UCLA’s effectiveness in each of four core areas. They highlight areas where UCLA is distinctive, both within the UC and among elite public and private research universities.

**Academic Excellence**

UCLA’s academic excellence emanates from our students, faculty, educational programs, and research.

**Educational overview**

With an enrollment of 39,650 students in Fall 2008, UCLA remains the largest research university in California and one of the largest in the country. UCLA’s 26,536 undergraduates are enrolled in the College of Letters and Science (83 percent), the Henry Samueli School of Engineering and Applied Science (11 percent), the School of Arts and Architecture (4 percent), the School of Theater, Film and Television (1 percent), and the School of Nursing (1 percent). These and another seven professional schools (School of Education and Information Studies, School of Law, Anderson School of Management, School of Public Affairs, David Geffen School of Medicine, School of Dentistry, School of Public Health) enroll 11,684 graduate and professional students. In addition, 1,430 interns and residents and 900 postdoctoral scholars and fellows study at UCLA. UCLA offers 180 undergraduate majors and more than 190 graduate and professional degree programs. Undergraduates can select from among approximately 80 minors.

In 2006-07, UCLA ranked seventh in the nation for the number of degrees granted by non-profit higher education institutions. UCLA awards approximately 7,000 bachelor degrees, 2,500 professional degrees, and 700 doctoral degrees each year, more than any other UC campus.

**Undergraduate affordability and access**

Admission to UCLA is competitive. UCLA received 55,650 freshman applications this year, which may make it the most highly sought university in the nation. It also received more than 16,500 transfer applications.
Although it is a highly selective campus, UCLA is accessible to all Californians, regardless of income. Among undergraduates, 62 percent receive need-based financial aid, placing the campus well above the UC average and above the rates at far more expensive private institutions. One third of undergraduates receive Pell Grants. Approximately 60 percent of UCLA undergraduates report family incomes under $90,000 per year; over 40 percent report family incomes under $45,000.

The campus works hard to make access through the transfer route a reality. UCLA is a national leader in transfer student access: 3,220 transfer students entered UCLA in Fall 2008, 90 percent from community colleges. Over the past 15 years over 45,000 transfer students have entered UCLA. One-third of baccalaureate degrees are awarded to students who entered UCLA as transfer students. Currently the campus is developing new ways to connect transfer students with the particular services they need.

Like other UC campuses, UCLA enrolls large numbers of first-generation students (i.e., neither parent graduated from college). Approximately 44 percent of UCLA students are first generation, slightly below the overall UC rate of 46 percent.

Undergraduate student success

UCLA students show high rates of academic success. Of UCLA undergraduates who entered as freshmen in 2001, 89 percent graduated within six years, which is the highest graduation rate in the UC system and comparable to those of the top private universities. The three-year graduation rate for community college transfer students is approximately the same, also well above the UC average. Eventually, 90 to 91 percent of both groups graduate, and their final GPA in UC courses is essentially the same.

UCLA faculty has enhanced the undergraduate experience through the creation of freshman seminars, interdisciplinary programs, research opportunities, and more. For example, over 90 percent of freshmen enroll in a course with 30 or fewer students, many in one of approximately 200 \textit{fiat lux} seminars, which give students the opportunity to interact with faculty in small groups. Between 40 percent and 50 percent of new freshmen in the College of Letters and Science enroll in one of several year-long, team-taught interdisciplinary “cluster courses” that draw on the expertise of faculty from a variety of departments, emphasize writing skills, and culminate in a seminar experience. In 2007-08, more than 6,000 undergraduates enrolled in research seminars and independent study courses. More than 1,000 students annually study abroad. The quality of undergraduate education is reflected in national rankings. In the 2008 issue of U.S. News and World Report’s \textit{Best Colleges and Universities}, UCLA ranked third among public research universities.

At the same time, the faculty has recognized of the need to increase access and efficient use of resources. They have established policies to speed time to degree and made sure enough courses were offered to do so. The chart below shows how successful they have been in this effort. Two-thirds of freshman entrants now graduate within four years. Transfer gains have been just as impressive. Most of those who continue beyond the fourth year need only one or two additional quarters to complete their degree programs.
According to the 2008 UCUES survey, 78 percent of UCLA students aspire to an advanced degree and 47 percent plan to enter graduate school in the year following graduation. In fact, a national clearinghouse indicates that at least half of UCLA baccalaureates enroll in another higher education institution within five years of graduation. UCLA is ranked 10th in the world in the number of undergraduates who go on to earn doctoral degrees from U.S. universities.

Student feedback collected from surveys is taken seriously at UCLA and incorporated into program reviews. Overall, results indicate that students are highly satisfied with their UCLA experience. A Spring 2008 survey of graduating seniors indicates that over 90 percent felt intellectually challenged by their faculty. More than three-quarters of respondents reported strong growth in their writing, critical thinking, and analytical skills; more than two-thirds reported strong growth in quantitative reasoning skills. Looking forward, 82 percent described themselves as having a “strong” level of interest in and preparedness for life-long learning.

UCLA is known for its rich array of thriving co-curricular activities. In the midst of a long-running effort to convert UCLA into a residential campus, 94 percent of freshmen and 40
percent of all undergraduates live in university residence halls. Compared to students at other UC campuses, UCLA students spend more time on extra-curricular activities and are more likely to hold leadership roles.

Graduate student success

UCLA enroll more graduate students than any other UC campus. Of 11,684 graduate students enrolled in Fall 2008, 39 percent were pursuing a doctoral degree, 32 percent were working toward a professional master’s, 17 percent were working toward a first professional degree (i.e., medicine, dentistry, law), and 11 percent were enrolled in academic master’s degree programs.

<table>
<thead>
<tr>
<th>UCLA 2007-08 Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE DEGREES</strong></td>
</tr>
<tr>
<td><strong>GRADUATE AND PROFESSIONAL DEGREES:</strong></td>
</tr>
<tr>
<td>ACADEMIC MASTER’S</td>
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<tr>
<td>PROFESSIONAL MASTER’S</td>
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<tr>
<td>DOCTORAL</td>
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<tr>
<td>FIRST PROFESSIONAL</td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>TOTAL GRADUATE AND PROFESSIONAL DEGREES</td>
</tr>
<tr>
<td>TOTAL ALL DEGREES</td>
</tr>
</tbody>
</table>

UCLA grants about one-third of its degrees to graduate or professional students. Almost half of these are in STEM disciplines (Science, Technology, Engineering, and Mathematics).

Although rankings are an imperfect measure of quality, we note that UCLA’s graduate programs receive consistently high rankings from a variety of sources. Recent U.S. News rankings place many UCLA programs in the top 20, including clinical psychology (#1),
Most graduate programs are highly selective. In total, UCLA receives over 27,000 applications for graduate or professional degree programs. Academic masters’ programs received 10,315 applications for Fall 2007 and admitted 33 percent of the applicants. Doctoral programs received 8,650 applications; 23 percent were admitted. Another 8,000 applications came for programs in medicine, law and dentistry. A typical entering doctoral student had an undergraduate GPA of 3.7.

Financial support is critical to UCLA’s ability to recruit and retain top graduate students. In 2006-07, 89 percent of doctoral students received some support. The level of support varies by program, but it averaged $30,433 in 2006-07 for doctoral students who received support. Support packages have increased over time, but UCLA faces strong competitive pressures. The Bruin Scholars initiative aims to raise $500 million for graduate student fellowships and undergraduate scholarships by June 30, 2013.

Over the 10-year period from 1997-98 through 2006-07, median time to the Ph.D. degree was 6.33 years. Variation by program was significant, ranging from less than five years in some science fields to over eight years in some humanities programs. Almost half (47 percent) of doctoral students entering UCLA in 1997-98 completed their Ph.D. within 7 years or less.

A survey of graduating doctoral students indicates that between 2003-04 and 2006-07, 96 percent had published a paper or presented at a conference. Among those graduating in 2005-06, 38 percent had published a paper alone, 61 percent co-authored with faculty, and 72 percent presented a paper at a national scholarly meeting. Of these students, 28 percent were moving on to post-doctoral positions and another 13 percent had tenure track faculty appointments.

Faculty and research

UCLA faculty are highly distinguished. The table below summarizes some of the honors and awards faculty have received.

<table>
<thead>
<tr>
<th>Honor or Award</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Academies &amp; Institute of Medicine members</td>
<td>119</td>
</tr>
<tr>
<td>American Academy of Arts and Science members</td>
<td>124</td>
</tr>
<tr>
<td>Nobel Prize winners</td>
<td>5</td>
</tr>
<tr>
<td>National Medal of Science winners</td>
<td>10</td>
</tr>
<tr>
<td>Presidential Medals of Freedom</td>
<td>3</td>
</tr>
<tr>
<td>MacArthur Foundation fellowships</td>
<td>8</td>
</tr>
<tr>
<td>Guggenheim fellowships</td>
<td>78</td>
</tr>
<tr>
<td>Pulitzer Prizes</td>
<td>3</td>
</tr>
<tr>
<td>Fields Medal in mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Pritzker Prize</td>
<td>1</td>
</tr>
</tbody>
</table>
UCLA ladder faculty generate over 200,000 student credit hours at the lower-division level and over 300,000 at the upper-division level. They mentor almost 900 postdoctoral scholars and host colleagues from around the world who come to UCLA to conduct research projects using our libraries, laboratories, and studios.

UCLA is one of the most successful institutions in the nation with regard to extramural funding, consistently ranking in the top five for funded research expenditures. In fiscal year 2006-07, UCLA faculty were awarded $914 million in grants and contracts. Two-thirds of the funding was from federal agencies. The most recent report by the Center for Measuring University Performance ranked UCLA third among American research universities. Most of UCLA’s research funding is awarded in the life and biomedical sciences.

Some of these research grants lead to patents, start-up companies, or other commercial enterprises that benefit the state and the university. In 2007, UCLA faculty were responsible for 125 new U.S. patent filings and 252 invention disclosures. A May 2007 economic impact study found that UCLA had 498 inventions under license to 264 companies. Today, UCLA technologies are in 72 companies spanning the state of California, advancing medical care, energy efficiency, wireless technology, and more.

UCLA’s medical enterprise is world renowned. Comprised of Ronald Reagan UCLA Medical Center, Santa Monica-UCLA Medical Center and Orthopaedic Hospital, Resnick Neuropsychiatric Hospital at UCLA, Mattel Children’s Hospital UCLA, and the UCLA Medical Group with primary care and specialty care offices throughout the region, UCLA Health System is among the most comprehensive and advanced healthcare systems in the world. The medical center is consistently ranked one of the top five hospitals in the nation and the best medical center in the western United States by U.S. News & World Report. The medical school is ranked ninth for research and 12th for primary care.

The new state-of-the-art hospital for Ronald Reagan Medical Center has 520 large, private patient rooms and employs 1,500 full-time physicians and more than 2,500 support staff. The facility is one of the first total replacement hospitals built to meet California’s latest seismic safety standards.

 Ranked among the top 10 academic libraries in North America, the UCLA Library houses one of the most comprehensive and highly used collections in the world, with more than 8 million volumes, tens of thousands of serial subscriptions, and extensive online academic resources to which the Library subscribes on behalf of the university community. The Association of Research Libraries ranks UCLA’s library ninth in 2006-07 based on the total number of volumes.

**Future directions in academic excellence**

UCLA’s emerging academic plan addresses a number of challenges and opportunities. Successful faculty recruitment and retention is essential to UCLA’s academic quality. In addition to the fierce international competition for top faculty, the cost of living in Los Angeles is a particular challenge for UCLA. Our success in developing a residential campus at UCLA for undergraduates argues that the best way to enhance our competitiveness in recruiting and retaining the best faculty and graduate students is to
make the UCLA campus the most desirable work environment in the country for faculty, staff, and students. UCLA’s academic strengths, museums, performances, athletics and recreational programs, location, and campus aesthetics provide a strong base from which to work. We must also assure that UCLA remains competitive with respect to salaries, support, and fellowships.

Global ties are of increasing importance to academic excellence. In addition to maintaining longstanding international connections through student and faculty exchanges, Title VI research centers, and a wide variety of research and degree programs related to international studies, UCLA is deepening its relationships with foreign universities, especially but not exclusively in Asia and Latin America, to increase opportunities for exchange and collaboration.

The traditional academic paradigm has been based on the work of independent scholars. But that paradigm has been shifting — most visibly in the natural sciences but increasingly in the social sciences, arts, and humanities — to greater interaction and collaboration among scholars within and across disciplines. UCLA has long supported interdisciplinary scholarship in research and teaching, and is now moving to eliminate or mitigate unnecessary barriers to collaborative and interdisciplinary work so that we will remain at the forefront of research universities.

Diversity

Student, staff and faculty characteristics

UCLA is one of the most diverse institutions in the country. Distinctive characteristics of the student body include the following:

- Like all UC campuses, UCLA shows considerable ethnic diversity: More than one in five (21 percent) of entering freshmen in Fall 2008 was from an underrepresented minority group (Native American, African American, Latino, or Chicano), while 36 percent were Asian, 33 percent white, and 3 percent foreign (with the remainder other or unknown). Overall, the undergraduate student body was 3.5 percent African American; 38.2 percent Asian, 14.9 percent Chicano/Latino, 33.9 percent white, 4.5 percent foreign, and 4.6 percent other or unknown.

- The student body is diverse with regard to cultural and linguistic backgrounds. Results of a 2008 student survey indicate that 53 percent of UCLA respondents speak a language other than English at home at least some of the time. Two-thirds of respondents have a parent who was born in a foreign country.

- While 60 percent of freshmen come to UCLA from homes in Southern California, virtually every county in California is represented in the student body; 7 percent of new freshmen and 8 percent of new transfers come from other states or countries. Three-quarters of new freshmen attended public schools.

- Most UCLA undergraduates believe that their education has enhanced their understanding of and appreciation for diversity. Results of a 2006 student survey
indicate that 95 percent of UCLA respondents rated their ability to appreciate racial and ethnic diversity as good or better; 91 percent rated their ability to appreciate cultural and global diversity as good or better.

- Following national trends, graduate students show less ethnic diversity and more geographic diversity than do undergraduates. Of graduate students enrolled in Fall 2008, 48 percent are female and 13 percent are from under-represented minority groups. More specifically, 0.5 percent of graduate students are American Indian, 4 percent are African American, 19 percent are Asian, 9 percent Chicano/Latino, 39 percent white, 15 percent foreign, and the remainder unknown. African American and Chicano/Latino students are slightly more likely to enroll in master’s programs (both professional and academic) than either doctoral programs or first professional programs —law, medicine, and dentistry.

- Most graduate students (64 percent) are from California. Another 21 percent are from other states and 15 percent are foreign.

- In Fall 2008, UCLA employed over 4,000 faculty members, of which 1,873 were ladder rank. Of ladder rank faculty, 27 percent are female and 24 percent are minority. Seventy-eight ladder rank faculty began work at UCLA in Fall 2008 – of these, 43 percent are female and 41 percent are minority.

- There were 19,325 career staff members employed at UCLA in Fall 2008, 64 percent of whom are female. The ethnic distribution is 36 percent white, 24 percent Hispanic, 24 percent Asian, 15 percent African American, and .4 percent American Indian. As seen in most universities, diversity is lower in the executive levels: 62 percent of senior executives are male, and 82 percent are white.

- Diversity is also manifested in UCLA’s programs and curriculum, notably but not exclusively through its ethnic studies centers, interdepartmental degree programs, and the departments of Chicana/Chicano Studies and Women’s Studies. Diversity is also a topic of faculty research.

**Future directions related to diversity**

Although we adhere to the constraints imposed by Proposition 209, we can make progress and increase diversity of faculty, students, and staff. This includes but is not limited to gender, ethnicity, geographic, and socioeconomic diversity. Increasing diversity requires close attention to creating a welcoming and hospitable community at UCLA, ensuring equity in opportunities and salaries, offering mentoring and support as needed, and insisting on understanding and tolerance. In addition, diversity is a community responsibility. All campus leaders must become advocates for diversity and must assure that diversity remains a priority. The campus is currently developing a strategic plan for diversity, which will assess current status and establish measurable goals for increasing and sustaining diversity among students, faculty, staff, and programs.
Engagement in Los Angeles

UCLA’s contributions to and involvement in Los Angeles

As an urban public research university, UCLA has special responsibilities related to community-based, applied, and translational research – that is, scholarship that not only advances knowledge, but also directly benefits Los Angeles. It has responsibilities for civic education — through traditional classroom instruction, experiential and service learning, student participation in research, internships and professional training, and co-curricular activities.

UCLA contributes to Los Angeles across the spectrum of health services, education, social services and public health, volunteer activity, the arts, technology, policy and business expertise, and overall economic activity. A 2008 study estimates that UCLA generates over $9 billion of business revenue in the region each year, which in turn generates over $1 billion in state and local tax revenues. UCLA is the seventh largest employer in the Los Angeles region.

A student survey revealed that 54 percent of UCLA students – more than any other UC campus – provided some form of community service or other volunteer activity in 2005-06. More than 3,000 students participate in service-learning courses or internships each year, and UCLA is working to further infuse civic education into the curriculum.

In 2006, the Carnegie Foundation for the Advancement of Teaching selected UCLA for its new Community Engagement classification. UCLA was the only university in the University of California system and the only research university in the Los Angeles region chosen for this designation. As the first university in the nation to offer a Civic Engagement minor, UCLA provides students with an analytical and theoretical framework for community-building, governance, and the use of civic resources.

Recognizing UCLA’s commitment to civic engagement, Washington Monthly ranked UCLA second in the nation in its 2007 list of socially responsible universities. This ranking reflects the number of students dedicated to public service as well as exemplary access for low-income students.

Future directions in community engagement

Virtually every academic unit in UCLA already provides research, scholarship, art, education, or other services that enhance Los Angeles. The challenges we face are coordinating and focusing such activities, making them more visible to the community, and elevating civic engagement to become a core institutional value and commitment.

Recently, UCLA has taken steps to increase its ties to Los Angeles. An important element of this effort is the Luskin Center for Innovation – a new interdisciplinary unit that brings together faculty from a variety of disciplines to address critical social issues, while also expanding educational opportunities in community scholarship. This work will improve the
quality of life for the communities we serve and stand as the centerpiece of academic research related to urban issues and needs.

The Bruin Community School, which is located in one of the most densely populated areas in California and inhabited predominantly by underserved and low income populations, will open its doors in Fall 2009. It will offer outstanding education to a diverse student body and stand as a symbol of UCLA’s commitment to the children of Los Angeles.

UCLA is also reaching out to the business community. We are strengthening close ties between private sector community leaders and UCLA professional schools and UCLA Extension is increasing its presence in downtown Los Angeles. A research incubator is bringing faculty inventors together with entrepreneurs, and discussion has begun about the possibility of a research park.

Financial Security

Recent trends indicate that the years ahead will be difficult for publically funded research universities. The “wealth” gap between public and private institutions, uncertainties about state and federal funding, dramatically rising costs, and a severe economic downturn threaten the vitality of the system of higher education and advanced research in the U.S. at a time when competition from foreign universities is heating up and foreign governments are starting to invest heavily in higher education and research. UCLA must understand this competitive environment so that it can develop strategies that will strengthen its place as a leader in the academic world.

As a mature campus, UCLA will not grow significantly in the foreseeable future. The total number of students at UCLA will remain roughly what it is today, but the mix of undergraduate, graduate and post-doctoral scholars can and should change, as enrollments shift from one discipline to another and as we seek to enhance graduate education overall.

Funding is one of UCLA’s great vulnerabilities. As a public university, UCLA has depended on the state of California for the resources necessary to make it a world-class university, but repeated rounds of budget cutting and the state’s continuing financial problems have constrained UCLA’s development and demonstrated the unreliability of state support. Balancing the university’s need for revenues from increased fees with our commitment to keeping the UC affordable to all socioeconomic groups is becoming more challenging. In the meantime, the basic cost of remaining competitive with our peers continues to rise, especially for the recruitment and retention of faculty, graduate students, and staff. Salaries, housing, schooling, childcare, and other family-friendly resources all enter into the equation.

Recognizing that limitations of the state budget no longer allow robust central investment, we must become more efficient and more entrepreneurial in order to enhance financial security. UCLA must search for ways to increase administrative efficiency. For example, improvements and collaboration in Information Technology across campus can significantly reduce IT costs.
Fortunately, UCLA has been highly successful in both extramural funding and private giving. UCLA’s $3 billion campaign, which concluded in 2004-05, was the largest and most successful public university campaign up to that point. Private giving continues to be strong, with over $1.5 billion raised during the five-year period 2002-03 to 2006-07. Gifts and pledges totaled $481 million in 2007-08 alone. In addition, UCLA is seeking innovative strategies to increase revenues and cut costs.

Finally, the development of UCLA’s academic plan will contribute to UCLA’s financial security and enable the campus to thrive despite financial constraints. The plan describes the strategic actions UCLA will undertake in each of the four areas described here.
About UC Merced

UC Merced, as the 10th campus in the University of California system, is the first new American research university in the 21st century and the first UC in 40 years. Just under four years old, having opened in Fall 2005, this student-centered research university expands access to a UC education to historically underserved populations across the state, including those in the San Joaquin Valley, where the campus is located. Six of the 11 counties in the Valley experienced increases in the college-going rates of public high school graduates to UC campuses between 2004 (the year before UC Merced opened) to 2007.² For Merced County public high schools, the rate more than doubled (from 2 percent to 5 percent).

Taking advantage of its proximity to the Sierra foothills and Yosemite National Park, the campus has developed a unique partnership with the National Park Service, Yosemite National Park and Sequoia & Kings Canyon National Park. This partnership offers unrivaled experiences for faculty, students and park personnel to foster important research that impacts the Sierra and the San Joaquin Valley and, through programs like the Yosemite Leadership Program, to guide students to become better stewards of the natural environment.

UC Merced faculty offer academic programs and provide research opportunities that promote in students the excitement of discovery and investigation. With a 15-to-1 student-faculty ratio (Fall 2008) and small class sizes (more than 58 percent of classes are under 30 students; more than 75 percent under 50 students), UC Merced has all the advantages of a small, highly selective liberal arts college along with the resources and educational stimulation of a world-class research university.

Growing fast

Like sister UC campuses established many years ago (e.g., UC Berkeley, UCLA and UC Irvine), UC Merced was placed in the rural outskirts of a city, with the expectation that the campus will gradually become integrated with the surrounding community. The campus’s pioneering class

¹ The campus actually opened in Fall 2004 with 13 graduate students who had come with the 65 founding faculty from other universities.
² Data obtained from California Postsecondary Education Commission: www.cpec.ca.gov/StudentData/CaCGRTrendOptions.asp
consisted of 838 undergraduates (706 freshmen and 132 transfers) and 37 graduate students.\(^3\) Three years later (Fall 2008), the student population had more than tripled (from 875 to 2,718). Freshman applicants to UC Merced grew by over 35 percent (from 14,078 to 19,116), while transfer applicants increased by almost 22 percent (from 1,797 to 2,185).\(^4\) The campus opened with nine undergraduate degree programs and, by Fall 2008, more than doubled its offerings to 18. Long-range enrollment projections estimate that fall enrollments will exceed 5,000 by 2012 and 10,000 by 2020. In addition to its original three schools (Engineering, Natural Sciences, and Social Sciences, Humanities & Arts), the campus’s future will include professional education schools, such as management and medicine, which are in the early planning stages.

### Achievements in first few years

From the beginning, the UC Regents expected the campus to use the most advanced techniques in energy and resource conservation. UC Merced’s commitment to environmental sustainability is reflected in its distinction as the first campus in the country with an expressed goal to achieve campus-wide LEED\(^5\) certification. As of April 1, 2009, the campus has one Silver and four Gold LEED-certified buildings, with an additional two building certifications pending for existing buildings. The new 2009 Campus Long Range Development Plan (LRDP) sets new standards for sustainability and environmental stewardship by raising the bar on UC Merced’s previously stated goal of achieving LEED Silver certification for all buildings on campus. The new LEED goal is a minimum of Gold for future projects. In addition, the 2009 LRDP adds a new “triple-net-zero” goal for the university: to consume no offsite or nonrenewable energy, to produce no net carbon emissions, and to produce no landfill waste by 2020. The campus also commits itself to minimizing water consumption and exploring the feasibility of achieving water neutrality. As a “green” campus, UC Merced is leading the way in environmental stewardship and research to preserve natural resources.

During the first two years, UC Merced went through a comprehensive WASC accreditation review and was granted candidacy in June 2007. The Initial Accreditation process is under way, with a decision target date of Spring 2011.

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\(^3\) By contrast, UC Berkeley opened in 1868 with 40 students and 10 faculty. UCLA started in 1919 with only two-year programs (260 junior college students and 1,078 students in a teachers training program) before adding the third and fourth years in 1924.

\(^4\) Of the three UC campuses that started in 1965, only UC Santa Cruz increased enrollments faster (by 400 percent) in the first three years; UC Irvine and UC San Diego increased by over 200 percent.

\(^5\) Leadership in Energy and Environmental Design (LEED) is a program of the U.S. Green Building Council that rates structures on various aspects of environmental performance.
In addition to the accumulation of over $61 million in grants and contracts awarded to UC Merced faculty, several faculty members have received highly competitive national awards: one Young Faculty Award from the Department of Defense’s Advanced Research Projects Agency (DARPA), two Presidential Early Career Awards for Scientists and Engineers (PECASE), and the Crashaw Prize (an international poetry award). Already in UC Merced’s short history, students also have competed for and won prestigious national and state awards, including three Strauss Foundation Awards and one Truman Scholar.

**Undergraduate Access and Preparation**

**First-time freshmen**

UC Merced draws its freshman cohorts from the state’s UC-eligible applicants (top 12.5 percent of the high school graduates) as well as UC-qualified applicants from other states and countries. Fall 2008 freshmen averaged 1043 on the SAT (Critical Reading and Math), almost 30 points higher than the average for the state (1014). Their average high school GPA was 3.4 (middle 50 percent was 3.14-3.65). This freshman class had nine Regents Scholars. The prestigious Regents Scholarships are awarded to students based solely on their academic and personal achievements.

Part of UC Merced’s mission is to increase access to a four-year college education, especially UC education, to the previously underserved high school graduate population in the San Joaquin Valley. In Fall 2008, 30 percent of the freshman class came from the San Joaquin Valley, compared to 26 percent in Fall 2005. More than half of the class (52.9 percent) were first-generation college students. The campus admits a higher percentage of first-generation college freshmen than any other UC campus. Similarly, compared to the other UC campuses, Merced’s freshman class is more likely to come from low-income families (42 percent in Fall 2008 received Pell Grants). Many of these students also come to UC Merced as second-language learners.

<table>
<thead>
<tr>
<th>Freshman Characteristics</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>925</td>
</tr>
<tr>
<td>Average SAT (Critical Reasoning &amp; Math)</td>
<td>1043</td>
</tr>
<tr>
<td>Average HS GPA</td>
<td>3.42</td>
</tr>
<tr>
<td>% First-Generation College</td>
<td>52.9%</td>
</tr>
<tr>
<td>% First Language Non-English</td>
<td>16.9%</td>
</tr>
<tr>
<td>% Low Income (Pell Grant Recipient)</td>
<td>42.0%</td>
</tr>
<tr>
<td>% Female</td>
<td>46.7%</td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>7.2%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>32.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.4%</td>
</tr>
<tr>
<td>White</td>
<td>22.5%</td>
</tr>
<tr>
<td>International</td>
<td>1.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3.8%</td>
</tr>
<tr>
<td>% California Residents</td>
<td>97.8%</td>
</tr>
<tr>
<td>% Live in Campus Housing</td>
<td>81.7%</td>
</tr>
</tbody>
</table>

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6 To meet the UC system Scholarship requirement, students must attain a minimum GPA of 3.0 in A-G courses (15 units of required subject course work in History/Social Science, English, Mathematics, Laboratory Science, Language other than English, Visual and Performing Arts, and College-Preparatory Electives).

7 Neither parent graduated from a four-year college.

8 Federal Pell Grants are awarded to families with low incomes and are based on formula that includes family income, other assets, and household size. Generally, students with family incomes up to $55,000 may be eligible, although most Pell awards go to students with family incomes below $20,000.
For about 17 percent of the new freshmen in 2008, English was not their first language. Their success, however, is critical to the future of the Valley and the state of California. UC Merced’s support services include mid-semester grades and academic success workshops, general and major advising, tutoring, peer mentoring, as well as career and psychological counseling. First-year retention rates (Fall 2005-Fall 2007 cohorts) for first-generation college students averaged about 79 percent, compared to about 83 percent for freshmen from families with at least one parent who graduated from a four-year college.

Transfers

Junior-level transfers from California Community Colleges come with 60 semester units of college credit and at least a 2.4 GPA, as well as all other course transfer and grade requirements. The average prior-college GPA for the 139 new transfer students in Fall 2008 was 3.03. Two of the Fall 2008 transfers received the distinguished Regents Scholarships. Most transfers (86.3 percent) came from California Community Colleges (CCCs) and, like the new freshmen, many were first-generation college students (43.9 percent), low-income (43 percent) and, for about 16 percent of them, English was not their first language.

<table>
<thead>
<tr>
<th>Transfer Student Characteristics</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>139</td>
</tr>
<tr>
<td>Average Prior-College GPA</td>
<td>3.03</td>
</tr>
<tr>
<td>% First-Generation College</td>
<td>43.9%</td>
</tr>
<tr>
<td>% First Language Non-English</td>
<td>15.8%</td>
</tr>
<tr>
<td>% Low Income (Pell Grant Recipient)</td>
<td>43.0%</td>
</tr>
<tr>
<td>% Female</td>
<td>42.4%</td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>2.9%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>24.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.4%</td>
</tr>
<tr>
<td>White</td>
<td>31.7%</td>
</tr>
<tr>
<td>International</td>
<td>3.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7.2%</td>
</tr>
<tr>
<td>% California Residents</td>
<td>92.8%</td>
</tr>
<tr>
<td>% Live in Campus Housing</td>
<td>30.2%</td>
</tr>
<tr>
<td>% From California Community Colleges</td>
<td>86.3%</td>
</tr>
</tbody>
</table>

On average, about 84 percent of the upper-division CCC transfers were retained after one year; almost 44 percent graduated within two years and 67 percent within three years. UC Merced transfer student support services include the Transfer Student Association, the Student Transfer Outreach Mentor Program (STOMP), the Student Ambassador Program, and a transfer student wiki where information is shared about student life and the transfer student experience at Merced and other campuses.
Undergraduate affordability

The goal of UC Merced’s financial aid program is to remove financial barriers and help ensure that every eligible student has the opportunity to pursue his or her educational objectives. In Fall 2007, 61 percent of Merced full-time undergraduates received need-based scholarship or grant aid, averaging $10,828. Of the financial aid dollars dispersed to undergraduates in 2007-08, 64 percent were gift aid (grants and scholarships), 32 percent were loans, 2 percent work study and 2 percent other fee reductions/waivers.

Undergraduate Student Profile

UC Merced draws undergraduate students from across the state: 31 percent from the San Joaquin Valley, 30 percent from the San Francisco Bay Area, 27 percent from Southern California, 10 percent from other parts of the state. Out-of-state and international students make up a small (2 percent) but growing portion of the undergraduate population. The undergraduate student body is very diverse, with no ethnic majority: 33 percent Asian, 30 percent Hispanic, 24 percent White, 6.5 percent African American, 6.5 percent Other (including Native American, International, and Unknown). Counter to the trend at most other four-year colleges in California and in the nation, UC Merced has more male undergraduates (new and continuing) than female. Almost half of the undergraduate programs offered are STEM (Science, Technology, Engineering and Mathematics) programs representing more than 50 percent of the declared undergraduate majors.
Undergraduate student success

While UC Merced already has awarded 139 bachelor’s degrees through Summer 2008 (mostly to transfer students), May 16, 2009 will mark the four-year graduation high point for UC Merced’s pioneering class of first-time freshmen. This event will be a very important milestone for the campus as well as these hard-working students. As this report goes to print, some students already have been accepted into graduate and professional programs; others have plans to work or travel. In a systemwide survey (UCUES) conducted in Spring 2008, 30 percent of UC Merced seniors indicated that they intended to pursue a doctoral degree after graduation. This was higher than any other UC campus. The system-wide average was 23 percent. In addition, 25 percent said they intend to pursue medical or other health professional degrees and 10 percent planned to earn law degrees. Results from a survey of undergraduate alumni this past year revealed that 43 percent already have enrolled in graduate degree programs: 28 percent master’s, 14 percent doctoral.

Undergraduate student experience

UC Merced participates in the UC Education Abroad Program (EAP), which gives undergraduates the opportunity to study in countries such as Israel, China, Spain, the United Kingdom, and more. At least 29 students have studied abroad (for a semester or a summer) in the last two years. Besides these international opportunities, Merced undergraduates also have taken advantage of special domestic programs. The UCDC academic program gives students the opportunity to continue their studies at the UC Washington Center while interning in Washington, D.C. Similarly, the UC Sacramento program includes rigorous coursework as well as intern and research experience in the state Capitol. At least 13 Merced students have participated in these internship programs so far.
With 100 campus clubs and organizations, students find rewarding activities and opportunities for leadership experience as well as for expanding friendships. Merced seniors who responded to the UCUES survey in Spring 2008 were just as satisfied, or more so, with their campus as UC seniors systemwide. UC Merced seniors clearly had more direct interaction with faculty members than their counterparts at other UC campuses. They were more likely to have talked with an instructor outside of class about course material (85 percent vs. 63 percent) and to have worked with a faculty member on a campus activity other than coursework (49 percent vs. 29 percent). Merced seniors, compared to seniors systemwide, enrolled at much higher rates in at least one independent research course (62 percent vs. 49 percent), and were more likely to have assisted faculty with research or a creative activity (68 percent vs. 53 percent).

<table>
<thead>
<tr>
<th>Undergraduate Student Experience: Seniors</th>
<th>Spring 2008 UCUES¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would choose to attend this institution again</td>
<td>UC Merced 86%</td>
</tr>
<tr>
<td>Were satisfied with their overall academic experience</td>
<td>88%</td>
</tr>
<tr>
<td>Were satisfied with the value of their education for the price they paid</td>
<td>75%</td>
</tr>
<tr>
<td>Reported that their campus had a strong commitment to undergraduate education</td>
<td>87%</td>
</tr>
<tr>
<td>Were satisfied with advising by faculty on academic matters</td>
<td>87%</td>
</tr>
<tr>
<td>Talked with an instructor outside of class about course material</td>
<td>85%</td>
</tr>
<tr>
<td>Worked with a faculty member on a campus activity other than coursework</td>
<td>49%</td>
</tr>
<tr>
<td>Enrolled in at least one independent research course</td>
<td>62%</td>
</tr>
<tr>
<td>Assisted faculty with research or a creative activity</td>
<td>68%</td>
</tr>
</tbody>
</table>

¹University of California Undergraduate Experience Survey

In their own words

Responding to being asked how their experience at UC Merced prepared them for their future endeavors, seniors graduating in Spring 2009 reinforced the common themes related to working closely with faculty and being able to work on meaningful research projects as an undergraduate:

- “I have had the opportunity to work on a few projects that would not have been possible at a larger university.... I don’t think I would have had the opportunity to be writing a book during my undergraduate career anywhere else” (referring to “The Fairy Shrimp Chronicles”).
- “I learned the value of hard work and being a leader,” another senior said.

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9 ([http://commencement.ucmerced.edu/2.asp?uc=1&lvd2=133&contentid=152](http://commencement.ucmerced.edu/2.asp?uc=1&lvd2=133&contentid=152))
Another expressed appreciation for "the importance of working within an interdisciplinary group, the value of efficient teamwork and the ability to develop my interest in biomedical research."

"UC Merced allows its students more access to research positions and internships than its larger counterparts."

Still another mentioned that he “helped found the local chapter of the National Society of Black Engineers,” “participated in a rewarding service-learning program,” and “more importantly, I made connections here by doing research, mentoring lower classmen and learning from great teachers and advisors.”

Graduate student profile

Graduate applications to UC Merced have increased almost five-fold, from 72 in Fall 2005 to 339 in Fall 2008. The median GRE score for enrolled graduate students is 1230. Over three-quarters of the graduate students are in STEM fields. Almost 85 percent are pursuing doctoral degrees. They represent diverse backgrounds with over 35 percent coming from other countries. Like the undergraduates, there is no ethnic majority: 1.1 percent African American, 8.7 percent Asian American, 12 percent Hispanic, 28.8 percent White; 35.3 percent internationals, and 14.1 percent other/unknown. From FY 2005-06 through Summer 2008 the campus awarded seven master’s degrees and, in Summer 2008, Merced’s first doctoral degree.

<table>
<thead>
<tr>
<th>Graduate Student Characteristics</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>184</td>
</tr>
<tr>
<td>Median GRE (Verbal &amp; Quantative)</td>
<td>1230</td>
</tr>
<tr>
<td>% Master's students</td>
<td>15.2%</td>
</tr>
<tr>
<td>% Doctoral Students</td>
<td>84.8%</td>
</tr>
<tr>
<td>% Female</td>
<td>37.0%</td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>1.1%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>8.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>28.8%</td>
</tr>
<tr>
<td>International</td>
<td>35.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>14.1%</td>
</tr>
</tbody>
</table>
Faculty

Total full-time instructional faculty at UC Merced has nearly tripled since the campus opened in Fall 2005. Part-time instructional faculty also increased, but at a slower rate than full-time faculty in recent years. Eighty percent of full-time faculty (including lecturers) have Ph.D.s or equivalent degrees. Females comprised almost 40 percent of full-time faculty in Fall 2008; minorities (Asian American, Hispanic and Native American) comprised 28 percent. For the size of its faculty, it is remarkable and impressive that already two PECASE awards were granted to UC Merced faculty (one each in the last two years). By comparison, in 2006, 11 were awarded to faculty in the entire UC system.

<table>
<thead>
<tr>
<th>UC Merced Faculty and Instruction</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Full-Time Instructional Faculty</td>
<td>61</td>
<td>94</td>
<td>118</td>
<td>170</td>
</tr>
<tr>
<td>% Male</td>
<td>57%</td>
<td>66%</td>
<td>66%</td>
<td>62%</td>
</tr>
<tr>
<td>% Female</td>
<td>43%</td>
<td>34%</td>
<td>34%</td>
<td>38%</td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>8%</td>
<td>11%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13%</td>
<td>13%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Native American</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>70%</td>
<td>61%</td>
<td>59%</td>
<td>61%</td>
</tr>
<tr>
<td>International</td>
<td>7%</td>
<td>14%</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Total Part-Time Instructional Faculty</td>
<td>4</td>
<td>25</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>% Male</td>
<td>100%</td>
<td>60%</td>
<td>53%</td>
<td>44%</td>
</tr>
<tr>
<td>% Female</td>
<td>0%</td>
<td>40%</td>
<td>47%</td>
<td>56%</td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>25%</td>
<td>24%</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0%</td>
<td>8%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>75%</td>
<td>56%</td>
<td>73%</td>
<td>69%</td>
</tr>
<tr>
<td>International</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>Student-Faculty Ratio¹</td>
<td>12 to 1</td>
<td>14 to 1</td>
<td>14 to 1</td>
<td>15 to 1</td>
</tr>
</tbody>
</table>

¹FTE students to FTE faculty, using the CDS definition (FT plus 1/3 PT)

Note: Faculty includes ladder rank & lecturers
Research

UC Merced’s 162 full-time faculty members have a wide range of interdisciplinary research interests, beginning with the campus’ signature research centers:

- the Sierra Nevada Research Institute,
- the Merced Energy Research Institute, and
- the Biomedical Sciences Research Institute.

Faculty expertise includes hydrology, solar power technologies, stem-cell biology, infectious disease, biodiversity and global climate change, air and water quality, and population health. Partnerships with other UC campuses and with entities such as Lawrence Livermore National Laboratory, Sequoia & Kings Canyon National Parks and Yosemite National Park enhance education and research at UC Merced.

Total Research and Development (R&D) expenditures increased almost four-fold from fiscal year 2005 through 2008 (from $4.5 million to almost $17 million). R&D per ladder rank faculty increased from almost $100,000 to over $150,000 in this short period of time.

Resources and Philanthropy

Total revenues for UC Merced in 2007-08 were over $100 million, up by 53 percent over the first year (2005-06) and 40 percent over 2006-07. Almost $26 million was spent in 2007-08 on instructional and academic support ($13,567 per FTE student), representing over 27 percent of overall expenditures. Expenditures specifically devoted to Student Services and Financial Aid represented 16 percent of the total. This is nearly twice those totaled for 2005-06. Research expenditures totaled over $10 million, or 11 percent of total expenditures, compared to 9 percent for 2005-06.

UC Merced has 18 endowed chairs and professorships, eight of which already are fully funded. At the close of fiscal year 2007-08, Merced’s endowment was valued at over $24.6 million. Almost two-thirds (65.4 percent) of the endowment is targeted to departmental support, about a fifth (20.2 percent) to student support and instruction, and the remaining (14.4 percent) to campus improvement and other purposes.
Vision for the Future

From the beginning, the UC Regents and campus founders envisioned UC Merced to be a campus that would blend world-class graduate and undergraduate education with basic and applied research, the process of discovery, and an entrepreneurial spirit. Building on that concept, the first Strategic Academic Vision describes a campus that expands its interdisciplinary and multidisciplinary programs in natural sciences, engineering, social sciences, humanities, and arts with strong professional programs, creatively interweaving teaching and research interests that will benefit students in so many ways and positively impact the social welfare of the state and beyond.
About UC Riverside

Mission

The University of California, Riverside serves the needs and enhances the quality of life of the diverse people of California, the nation and the world through knowledge – its communication, discovery, translation, application, and preservation. The undergraduate, graduate and professional degree programs; research programs; and outreach activities develop leaders who inspire, create, and enrich California’s economic, social, cultural, and environmental future.

With its roots as a Citrus Experiment Station, UC Riverside is guided by its land grant tradition of giving back by addressing some of the most vexing problems facing society. Whether it is assuring a safe, nutritious, and affordable food supply; stimulating the human mind and soul through the humanities and arts; or finding solutions to the profound challenges in education, engineering, business, healthcare, and the environment, UC Riverside is living the promise.

UC Riverside’s achievements include:

- Serving as an economic engine for the state and region. In 2008, UCR contributed $1.2 billion into the economy, a 5:1 return on state investment.
- Maintaining social relevance, for which Washington Monthly (2007) ranked UCR 15th in the nation. Factors considered included the degree to which UCR is an engine for social mobility, promotes service to the country, and fosters scientific and humanistic research.
- Providing a model as a public research university that combines diversity and excellence. The 2009 U.S. News and World Report rankings placed UCR fifth in the nation for the diversity of its undergraduate population.
- Combining affordability and access. The Princeton Review named UCR as one of America’s Best Value Colleges, lauding the campus for its small class sizes, helpful and friendly professors, and strong pre-medical education.
- Achieving scholarly productivity. According to the Faculty Scholarly Productivity Index (2007), UCR ranked third in the nation in environmental sciences, fourth in both soil science and entomology, fifth in natural resources and conservation, and 10th in both plant pathology and botany and plant biology.
- Being a growth campus of choice and access. Fully 94 percent of incoming students made UCR their campus of choice; the remaining six percent come from the referral pool, as provided for in California’s Master Plan for Higher Education.
- Serving the underserved. In 2008, UCR became the first in the UC system to receive the federal education designation of Hispanic-Serving Institution. Subsequently, the campus won a $3.3 million federal grant to bring more Hispanic and low-income transfer students into the STEM fields.

“The notion of promise is important to me. The importance of living the promise is even more so, as this requires action and expects high levels of achievement.”

Chancellor Timothy P. White
Inaugural Address, March 17, 2009
Goals

The following goals were identified as part of UCR’s five-year plan:

- Achieving the Profile of an AAU Member Institution – UCR is widely recognized as a campus on the move. Our intent is to move from prominence to preeminence. The indicators used to assess our progress are the quantitative measures used by AAU in evaluating institutions for membership.

- Expanding Community Engagement – UCR has long enjoyed a strong relationship with its community and region. An important long-range goal is to capitalize on this relationship by partnering with our community to effectively utilize and apply the university’s knowledge, resources, and expertise to mutually address the needs and problems facing our society. In so doing, we will bring value not only to our community, but to faculty and students as well.

- Managing Growth with Excellence and Diversity – With its highly diverse undergraduate population, UCR plays a unique role within the UC system. Through a variety of programs aimed at student success, UCR will increase retention and six-year graduation rates, grow the number of underrepresented minority students in STEM fields, and become even more of a residential campus of choice.

- Developing Additional Revenue Sources – UCR currently receives approximately 44 percent of its funding from state general funds. Given the current economic situation, this dependency on state funding makes the campus increasingly vulnerable to budget cuts. We aspire to reduce this dependency, by both developing new revenue streams and by expanding existing non-state sources of revenue.

- Launching New Professional Schools – UCR aspires to launch a UC-quality, research-based School of Medicine by Fall 2012. The school will help to address a dire shortage of physicians in Inland Southern California by training a diverse physician workforce. In addition, UCR will launch a new School of Public Policy, focusing on the environment, immigration and population dynamics, higher education and health, with a special emphasis on diversity.

UCR at a glance

In Fall 2008, UC Riverside reached its largest enrollment ever at 18,079 students, a 4.5 percent increase from Fall 2003 and a more than 70 percent increase in the last decade. Graduate enrollment grew from 11.4 percent of the overall student population in 2003 to 12.8 percent, or 2,317 students, in Fall 2008.

UCR currently has three colleges, two schools, and a division of biomedical sciences. Together they offer 80 bachelor degree programs, 46 masters degree programs, 38 Ph.D. programs, and 17 California teaching and administrative credential programs. Between 2003 and 2008, the total number of degrees conferred increased 41 percent; during this period, the number of Ph.D.s granted increased by 85 percent. In 2008, the UC Board of Regents approved the formation of two new schools, a School of Medicine and a School of Public Policy.
Undergraduate Access and Preparation

UC Riverside maintains an unfailing commitment of service to the people of California, both by ensuring that it remains accessible and by making a positive contribution to California youth through academic preparation programs. Again, this commitment is rooted in UCR’s land grant mission as the “people’s University,” and is particularly important given that UCR’s service area has one of the lowest college-going rates in the state.

Diversity

With 98 percent of its undergraduate students California residents, UCR reflects the diverse face of the state – ethnically, economically, educationally, and geographically. The table below provides the breakdown for undergraduate students as of Fall 2008.

Last year close to half (46.8 percent) of California’s public high school graduates were African American, Chicano/Latino or American Indian, groups defined as “underrepresented” based upon their traditionally low UC eligibility rates. In 2008, 40.2 percent of UCR freshmen from California public high schools were underrepresented minorities, compared to 24.0 percent in UC overall. In the last decade UCR has made steady progress in increasing the proportion of underrepresented minority freshmen; the gap at UCR relative to California public high school graduates was cut in half since 1999 even as the proportion of underrepresented minorities among California’s public high school graduates grew over the same period. The graphic below parallels Indicator 3.1 of the Accountability Report, but includes data for UCR.

Thus, in both the classroom and informal settings, UCR students are likely to encounter the kind of “critical mass” of students from different backgrounds that enhances learning and will serve them well in tomorrow’s work force. UCR also contributes to social mobility in California, with more than half (56 percent) of UCR students the first in their families to attend college, compared to 46 percent for the UC system (Accountability Indicator 4.9).
Academic preparedness

UC Riverside’s growing reputation for academic excellence, access, and diversity is evident in that freshmen applications from California residents increased from 9,341 in 1995 to 29,097 in 2008, a remarkable three-fold increase that outpaced application growth at all other UC campuses. Increasingly UCR is a campus of first choice. For Fall 2009, undergraduate applications are up 7.6 percent, compared to a 4 percent increase systemwide.

UCR students are academically talented. In 2008 the mean high school GPA for the entering class was 3.42 and the average SAT was 1051 (Math + Critical Reading), which is similar to preparation levels for the entering class in recent years. Nevertheless, slightly more than half of entering first-year students take preparatory work in writing, mathematics, or both to bring them to the level of performance necessary to succeed at UC (Undergraduate Education Placement Results, Fall 2008).

Through educational partnership programs such as the ALPHA Center, UCR works with local school districts and schools with the goal of improving performance in the fields of mathematics and science. Likewise, the MESA office at UCR’s Bourns College of Engineering – part of the statewide Mathematics Engineering Science Achievement program – brings hundreds of disadvantaged middle and high school students to a competition on campus and supports these youth in their aspirations to become budding scientists and engineers.

Community college transfers

Another critical pathway under the Master Plan is transfer from California Community Colleges. Nine of 10 UCR transfer students come from the California Community Colleges, and about half of UCR’s transfer students come from Riverside and San Bernardino counties (counties that have low rates of sending students to college as freshmen). Transfer students enter UCR with an average GPA of 3.0. The proportion of underrepresented minority students in the transfer class is comparable to UCR’s freshmen class, and most of UCR’s transfers are also first-generation college students.

The vast majority of UC undergraduates who served in the military or are on active duty enter through the transfer route. Relative to the size of its entering transfer class, UCR does better than the system as a whole in enrolling transfer students who are veterans.

Affordability and access

UCR is a national leader among research institutions with respect to access for low-income students (see chart to the right, similar to Indicator 2.4). In 2007-08, 44 percent of UCR undergraduates received Pell Grants, compared to 33 percent for the UC system (Indicator 8.7). The proportion of Pell Grant recipients at UCR is also double to triple levels found at UC’s Comparison 8 institutions.

In all, about three-quarters of UCR’s undergraduate students receive some form of financial aid from the university. Moreover, 56.4 percent are employed on and/or off campus, and employed UCR students
average 16.3 hours per week (above the systemwide average of 14.2 hours) to help support themselves and, in some cases, their families (UCUES, 2008).

**Undergraduate Student Experience**

Many UCR students arrive on campus from backgrounds of low socioeconomic status and limited opportunity for academic achievement. In light of this, UCR clearly brings value added to the students’ educational experience. The first to second year retention rate is slightly more than 84 percent, much higher than the nationwide average of 73 percent for public research/doctoral level institutions, albeit lower than other UC campuses (ACT, 2008; Indicator 7.5, UC Accountability Report 2008).

Six-year graduation rates hover around the national average of 65 percent (or 68 percent, including students transferring to another UC).

A point of pride for UCR is the relative parity of retention and degree completion among racial and ethnic groups for the 2002 freshman class (see above). Likewise, for the 1998 to 2001 freshman classes (not shown), the gap in graduation rates between White students and African Americans was only 3.4 points (UC system = 11.9 point gap), and there was no gap between Chicano/Latinos and Whites (UC system = 7.9 point gap). UCR transfer students generally perform at least as well academically as do continuing UCR students, in terms of retention, grades in the same courses and graduation rates.

While UCR undergraduates may differ somewhat from their counterparts at other UC campuses in terms of background characteristics, once students arrive at Riverside, their overall student experiences on campus closely resemble the experiences of undergraduates across the UC system (UCUES 2008):

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>First Year Retention</th>
<th>Six Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>92.8%</td>
<td>73.9%</td>
</tr>
<tr>
<td>Asian American &amp; Pacific Islander</td>
<td>86.6%</td>
<td>65.3%</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>81.5%</td>
<td>61.6%</td>
</tr>
<tr>
<td>White</td>
<td>83.6%</td>
<td>61.5%</td>
</tr>
<tr>
<td>All New Fall 2002 Freshmen</td>
<td>84.9%</td>
<td>64.3%</td>
</tr>
</tbody>
</table>

Likewise, UCR undergraduates report making appreciable gains in the acquisition of academic skills during their years of study on the campus (UCUES 2008). The percent of UCR students who report levels of “very good” or “excellent” in the following areas was:

- **Analytical and critical thinking skills**: 24% (27%) as Freshmen, 65% (65%) as Seniors
- **Understanding of specific field of study**: 11% (10%) as Freshmen, 62% (63%) as Seniors

How does UC Riverside accomplish these outcomes, given the economic and educational profile of our student population? The campus understands that successful transition from high
school to university academics is crucial, and prioritizes undergraduate student success. To increase first to second year retention and decrease time to degree, academic engagement programs are tailored to the needs and concerns of entering first year students and new transfers, including first year learning communities, supplemental instruction, early alert programs, and success series workshops. Changes to the academic advising system have created a reasonable student-advisor ratio and incorporate student development theory into advising practice. To balance their studies and grow personally, students are encouraged to become involved in co-curricular, professional, cultural and social activities.

Graduate Studies

At UC Riverside the number of graduate and professional students enrolled has increased by 23 percent since 2003 and 76 percent since 1998. The campus has experienced a significant increase in the number of women enrolled in several discipline areas between 2003 and 2008. Biomedical sciences has increased its number of women from 50 percent to approximately 77 percent of its total enrollment in the past five years; in engineering the number of women has increased from approximately 23 percent to nearly 28 percent. The percentages of women enrolled in the humanities, arts, and social sciences (54 percent); management (51 percent) and the natural and agricultural sciences (40 percent) have remained relatively stable during this time.

UCR has seen a 26 percent increase in the total number of African-American, Asian, Native American, and Latino students in UCR’s graduate and professional programs since 2003. The percent of the total graduate population that identifies as members of those ethnic groups is 30.8 percent of our total domestic graduate enrollment. In STEM fields, underrepresented minorities (African Americans, Native Americans, Chicano/Latinos) have increased 108 percent since 2003, and now comprise more than 14 percent of the total domestic student enrollment, which is up from 10 percent in 2003. Campus-wide URM numbers have increased 37 percent and now make up 15 percent of total domestic enrollment. In comparison, underrepresented minority graduate enrollment for the UC system is slightly less than 12 percent (2007 figures).

As shown to the right, degrees awarded at both the master’s and doctoral level increased from the 2002-03 academic year by 19.6 percent and 85.1 percent, respectively.

UCR continues to increase the number of master’s and doctoral degrees it awards in STEM fields. The proportion of master’s degrees conferred in these fields is 27 percent, which is significantly higher than the national average of 16 percent. The percentage of doctoral degrees in these fields is 66.1 percent at UCR; the national average is 44 percent.

<p>| University of California, Riverside Graduate Degrees Conferred 2002-03 and 2007-08 |</p>
<table>
<thead>
<tr>
<th>Degree Type</th>
<th>2002-03</th>
<th>2007-08</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td>311</td>
<td>372</td>
<td>19.6%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>121</td>
<td>224</td>
<td>85.1%</td>
</tr>
</tbody>
</table>

Time to degree

During the past three years, master’s students at UCR have required between 1.9 and 2.1 years, on average, to complete their degrees. Doctoral students have required 5.2 years. Both of these are consistent with the normative times to degree expected by UCR graduate programs and at peer institution averages.

Graduate placement in academe

Over the past three years, placements for students from the College of Humanities, Arts, and Social Sciences into positions in academe have averaged 54 percent of those reporting. Similar
placements for reporting students from the College of Natural and Agricultural Sciences have averaged 40 percent. Both of these percentages have been generally trending upward during the past 10 years. In Bourns College of Engineering, placements in academia are somewhat lower (16 percent of those reporting). However, many graduate students in engineering seek professional or technical positions outside of academe. Placement in such areas has averaged 33 percent of those reporting and also has been trending upwards over the past five years. Overall employment figures for our graduate students have also been trending upward. On average since 2003, 77 percent of all those reporting in the College of Humanities, Arts and Social Sciences are employed, 75 percent in the College of Natural and Agricultural Sciences, and 69 percent in Bourns College of Engineering.

Expanding available programs

UCR currently accepts students into 46 graduate programs, most of which offer both master’s and doctoral degrees. Since the start of the 2005-06 academic year, new programs have been launched in Bioengineering, Ethnic Studies, Religious Studies, and Southeast Asian Studies. The Music program added a Ph.D. degree, and the UCR Palm Desert Graduate Center initiated programs in both Management and Creative Writing. Creative Writing also established a concentrated residency program.

Two highly anticipated expansions to graduate education at UCR are the recently approved schools of Medicine and Public Policy. The School of Medicine will improve health care in this medically underserved part of the state, as well as increase the diversity of the physician workforce. At maturity, this school will have 400 M.D. students and 160 Ph.D. students. The School of Public Policy will address regional, state, and national needs, including immigration, land use and the environment, higher education, and health policy. This school will offer both master’s and Ph.D. degrees and, when mature, is expected to enroll 170 graduate students.

Faculty and Instruction

Student-faculty ratios are a key measure of academic quality, and this is an area where UCR has made recent progress. A contributing factor to this progress is that between 1998 and 2008—a period of significant student enrollment growth—UCR increased its headcount of ladder-rank faculty members by nearly two-thirds. The trend in UCR’s actual (and budgeted) student faculty ratio is shown in Accountability Indicator 7.6.

One challenge for Riverside is that our actual student-faculty ratio is approximately 15 percent higher than the ratio at the non-growth UC campuses. This is attributable to the previously used (and richer) funding allocation rules that were advantageous for campuses with large numbers of graduate students.

<table>
<thead>
<tr>
<th>University of California, Riverside</th>
<th>Ladder Rank Faculty – by Gender and Ethnicity</th>
<th>Projected Totals for 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender/Ethnicity</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Female</td>
<td>224</td>
<td>31.0%</td>
</tr>
<tr>
<td>Male</td>
<td>499</td>
<td>69.0%</td>
</tr>
<tr>
<td>African American</td>
<td>23</td>
<td>3.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>4</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian American</td>
<td>135</td>
<td>18.7%</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>38</td>
<td>5.3%</td>
</tr>
<tr>
<td>White</td>
<td>497</td>
<td>68.7%</td>
</tr>
<tr>
<td>Unknown/Undeclared</td>
<td>26</td>
<td>3.6%</td>
</tr>
<tr>
<td>Total Ladder Rank Faculty</td>
<td>723</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Faculty diversity

UCR reaffirms the UC Statement on Diversity adopted by the Assembly of the Academic Senate in 2006 and endorsed by the Regents in 2007, which includes recognition of the “acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.” UCR’s faculty diversity has improved modestly in recent years (Accountability Framework Indicators 7.2 and 7.4). Currently 31 percent of Riverside’s ladder rank faculty members are women, up from 25 percent in 2003. Combined, African Americans, Latinos, Asian, and American Indians comprise 28 percent of UCR faculty members. UCR is committed to enhancing the faculty diversity pipeline through programs such as the Chancellor’s Postdoctoral Fellowships for Cultivating Diversity in the STEM fields.

Faculty awards and honors

The UC Riverside faculty makes an immense contribution to society through the advancement of knowledge. UCR faculty members have won numerous national awards and been named to the most prestigious academic societies in the nation. For example, the 2008 class of fellows for the American Association for the Advancement of Science included thirteen UCR faculty members. The table below (similar to Accountability Indicator 7.11) displays several awards and honorary memberships.

<table>
<thead>
<tr>
<th>Membership in:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association for the Advancement of Science</td>
<td>120</td>
</tr>
<tr>
<td>American Chemical Society</td>
<td>9</td>
</tr>
<tr>
<td>American Council of Learned Societies</td>
<td>16</td>
</tr>
<tr>
<td>Entomological Society of America</td>
<td>23</td>
</tr>
<tr>
<td>Ford Foundation Fellowships</td>
<td>13</td>
</tr>
<tr>
<td>Fulbright Scholarships</td>
<td>38</td>
</tr>
<tr>
<td>Guggenheim Fellowships</td>
<td>20</td>
</tr>
<tr>
<td>National Academy of Sciences</td>
<td>4</td>
</tr>
<tr>
<td>National Endowment for the Humanities</td>
<td>30</td>
</tr>
<tr>
<td>NSF Early Career Development Program</td>
<td>16</td>
</tr>
<tr>
<td>Sloan Fellows</td>
<td>13</td>
</tr>
</tbody>
</table>

Note: Excludes emeriti, retired, former, or deceased faculty.

Research and Technology Transfer

For fiscal year 2008, sponsored funding for contracts and grants awarded to UCR faculty, staff and students totaled $104.7 million. This represents a 7 percent increase over sponsored
funding for FY 2007, and nearly 32 percent growth since FY 2004. Funding received from federal agencies increased by 3 percent over the previous year, for a total of $66.7 million. The National Science Foundation continues to be the major federal funding agency, providing UCR with $20.6 million in FY 2008, a 14 percent increase over the previous fiscal year.

State sponsors also contributed significantly to this year’s overall increase by providing $11.2 million, an increase of 37 percent over the previous year. Similarly, funding from non-profits and other governmental sponsors substantially contributed to this year’s increase with a combined total of almost $15.6 million, representing a 12 percent increase over the previous year. As the only Hispanic-Serving Institution in the UC System, UC Riverside ranks 3rd nationally in terms of research expenditures at Hispanic-Serving Institutions.

UCR has more than 30 research units, including the College of Engineering-Center for Environmental Research and Technology, the Edward J. Blakeley Center for Sustainable Suburban Development, the Center for Conservation Biology, the Institute for Integrative Genome Biology, the Stem Cell Center, the Center for California Native Nations, and the Center for Ideas & Society. The campus is also headquarters to several systemwide programs, including the Water Resources Center, Natural Reserve System, UC Institute for Mexico and the United States (UC MEXUS), and the Agricultural Experiment Station.

**Technology transfer:** Between FY 2003 and FY 2008, UCR’s performance improved on all technology transfer measures. This may be due in part to the transfer of intellectual property management to the campus in 2008. The number of new invention disclosures increased 80 percent to 63, the number of active options and licenses grew 100 percent to 204, and gross revenue from intellectual property grew to $1.5 million, an increase of almost 80 percent.

**Resources, Efficiency and Productivity**

**Funding trends and efficiencies**

More than the UC system as a whole, the Riverside campus relies heavily on state general funds; this funding stream accounted for 44 percent of the campus’s total expenditures in fiscal year 2007-08. As shown on the chart to the right, UCR’s reliance on state general funds has been reduced by only two percentage points during the past five years, while over this same time period increased expenditures have been seen in

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>2002-03</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>State General Funds</td>
<td>46%</td>
<td>44%</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Government Funds</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>16%</td>
<td>19%</td>
</tr>
</tbody>
</table>
tuition and fees (2 percent) and other sources (3 percent).

When comparing UCR to similar UC campuses without medical schools, UCR is more reliant on state general funds than UCSC (40 percent) and UCSB (37 percent), while being very comparable in the government and tuition and fees funding expenditures categories. The other sources expenditure category (which contains private gifts, sales and service, reserves, and auxiliary enterprises expenditures) represents a much larger percentage of the total at UCSC (23 percent) and UCSB (25 percent) as compared to UCR (19 percent).

State support per student FTE declined between FY 2002-03 and FY 2007-08. Over that time period, state support per student FTE (MCOI, or marginal cost of instruction) dropped from $10,934 (when adjusted for inflation) to $10,586, representing an effective 3.18 percent decrease. In part because of the decrease in state support, tuition increased from $4,339/year (adjusted for inflation) to $6,636/year for an undergraduate resident student. This increase represents a 52.93 percent increase over a five-year period.

**Space productivity**

UC Riverside increased productivity of space between FY 2003 and FY 2007. The Education and General (E&G) assignable square feet per full-time equivalent student increased slightly, from 129 in FY 2003 to 136 in FY 2007. During this period, the average weekly hours of classroom and class lab utilization was consistently high. Between 2003 and 2007, classroom utilization averaged 98 percent, based on guidelines established by the California Postsecondary Education Commission (CPEC). In the same timeframe, class labs were utilized an average of 104 percent, based on CPEC guidelines.

UC Riverside has steadily increased the average number of research dollars per square foot of E&G research space. In FY 2007, UC Riverside generated $154.17 in research expenditures per square foot of research space compared with $148.08 in FY 2003.

**Capital investments**

UC Riverside’s capital program between 2003 and 2007 emphasized strategic investment of state and non-state resources to support UCR’s teaching, research, and public service mission. Investment in academic, research, support facilities, and infrastructure totaled almost $300 million during this period. Funding included $223 million in state funds and approximately $77 million in non-state funds. These investments yielded 369,078 ASF of new space and 158,708 ASF of renovated space, as well as replacement of obsolete campus utility systems with more efficient infrastructure. Within the same timeframe, UCR realized investments totaling more than $168 million of fee funded facilities to enhance student life and campus community life. These investments included 455,821 ASF of new student housing (1,200 beds), and dining and hospitality facilities for students, faculty, and staff.
Philanthropy

Building long-term relationships with alumni, donors, prospective donors, and friends is essential to UCR’s institutional mission. Ultimately, success on this front contributes to the future of the campus – UCR’s ability to attract and retain the finest faculty from around the world, to attract and support diverse and outstanding undergraduate and graduate students, and to serve the region of Southern California as an economic engine of new ideas and resources.

UCR has been late in making Advancement and its operational elements an integral part of the campus. Increased investment at UCR in the last 10 years, however, has begun to pay off. Through gifts and prudent investing, in less than a decade the UC Riverside Foundation Endowment and Endowment held by the Regents on behalf of the campus have grown from $50 million to more than $122 million. In little more than two decades, UCR went from having one endowed chair to nearly 40 today.

The number, loyalty and generosity of UCR’s donors continue to grow as a result of the continued investment in the advancement mission. As the campus accounts for cumulative gifts to our institution over time, these results stand out:

- Six donors have given cumulative gifts of $10 million; four have given $8 million or more.
- Seventy donors have given between $1 million and $10 million; and 5 more have given $800,000 or more.
- From 1994-95 to 2000-01, average campus outright gifts and pledges stood at $15 million per year. Between 2001-02 and 2007-08 average campus outright gifts and pledges stood at nearly $24 million per year, which begin to reflect recent investments made in Advancement (see chart below.)

<table>
<thead>
<tr>
<th>University of California, Riverside</th>
<th>Outright Gifts and Pledge Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate</td>
<td></td>
</tr>
<tr>
<td>Campus Related Organizations</td>
<td>17448</td>
</tr>
<tr>
<td>Corporations</td>
<td>7,839,913</td>
</tr>
<tr>
<td>Foundations</td>
<td>3,490,783</td>
</tr>
<tr>
<td>Other Organizations</td>
<td>5,263,700</td>
</tr>
<tr>
<td>Corporate Totals</td>
<td>16,611,844</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>521,9987</td>
</tr>
<tr>
<td>Others</td>
<td>2,348,916</td>
</tr>
<tr>
<td>Individual Totals</td>
<td>2,870,904</td>
</tr>
<tr>
<td><strong>Giving Source Totals</strong></td>
<td>19,482,748</td>
</tr>
</tbody>
</table>

Note: CAE Reporting Standards.

UCR’s economic impact on California

UC Riverside has a significant impact on California’s economic activity, extending far beyond campus. For 2007-08, UCR’s economic impact on the state of California was more than $1.2 billion, with portions continuing for multiple years. With 7,350 employees (including part-time and students), UCR is the second largest employer in the city of Riverside and tenth largest in
the region. With nearly 70 percent of its impact in Inland Southern California, UCR is a major economic engine for the region. It is estimated that the spending by UCR, and its students, faculty and staff, visitors and retirees generates more than 14,000 full time jobs in California.

More information about UCR’s economic impact may be found at http://impact.ucr.edu/.

Community Engagement

The growth of the Inland Southern California region has created opportunities for UCR to help shape the future. UCR is an active partner in economic development with our communities, fostering a new and strengthened economic job base. The campus has given priority to three areas of university engagement: economic development, education, and the arts.

In addition to providing a highly skilled workforce, UCR has collaborated with the City of Riverside and Riverside County to build a biotech incubator with wet lab near the UCR campus. In the Coachella Valley UCR is nurturing entrepreneurs in partnership with the Coachella Valley Angel Network, which is facilitating a collaboration to establish a green venture fund to grow the clean tech industry. Also in the Coachella Valley, the UCR Desert Lyceum, composed of community leaders, is the driving force for a regional economic development strategy.

UCR and the Community Foundation have formed the Educational Leadership Federation of Riverside and San Bernardino counties, comprised of college presidents, school superintendents, business CEOs, civic organization leaders, and faith-based organization leaders. The mission is to improve student learning and increase college-going rates, targeting students from low-income and traditionally non college-going families. This action is intended to improve the college-going eligibility rates of our region.

UCR recently created a downtown ARTSblock, a collaborative endeavor with the city that is composed of the UCR/California Museum of Photography, the Sweeney Art Gallery, and the future (2009) Culver Center for the Arts, a media lab and presentation facility. Built on dialog and interaction, the ARTSblock will help the continued revitalization of Riverside and bring ambitious art exhibits and events to the community.

Performance Metrics

In maintaining accountability, it is important to establish goals and measure progress. This will also help the campus to identify and focus on areas that need particular attention. A specific goal is to develop the profile of an AAU university, with the ultimate goal of achieving membership. The following chart provides a comparison of UC Riverside with its AAU comparison universities against a variety of metrics. Specific goals are still under development, but they have been developed based on metrics at comparable institutions.
### UC Riverside

<table>
<thead>
<tr>
<th>UC Riverside</th>
<th>AAU Comparison Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rank</strong></td>
<td><strong>2007-08 Values</strong></td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>6</td>
</tr>
<tr>
<td>• Proportion Graduate</td>
<td>10</td>
</tr>
<tr>
<td>• Graduate Students per Faculty</td>
<td>10</td>
</tr>
<tr>
<td><strong>Number of Faculty</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>National Academies Members</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Articles per Non-Medical Faculty</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Federal Research Expenditures per Faculty</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Faculty Awards</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>SAT Total Score</strong></td>
<td>10</td>
</tr>
<tr>
<td>• 25th Percentile</td>
<td>10</td>
</tr>
<tr>
<td><strong>Six-year Graduation Rate</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Undergraduate Student Diversity</strong></td>
<td>1</td>
</tr>
</tbody>
</table>

Notes: See Next Page
Notes:

1. Fall Quarter/semester enrollment. Graduate percent excludes first professional (e.g., medical students). Source IPEDS Peer Analysis System <http://nces.ed.gov/IPEDSPAS>.


5. Diversity index is a probability index created by Meyer and McIntosh (1992) it is used by the U.S. News and World Report to rank the campus ethnic diversity.


UC San Diego: Local Impact, National Influence, Global Reach

UC San Diego is dedicated to the advancement of knowledge through excellence in education and research at the undergraduate, graduate and postdoctoral levels. The campus is committed to community engagement, public service and industry partnerships in order to advance the well-being of our region, state, nation and the world. Our academic community of world-renowned faculty, bright students and dedicated staff is characterized by a culture of interdisciplinary collaboration. To foster the best possible working and learning environment, our university strives to maintain a climate of fairness, cooperation and professionalism, which is embodied in our campus Principles of Community. UC San Diego embraces diversity, equity and inclusion as essential ingredients of academic excellence in higher education.

UC San Diego’s Trajectory to Excellence

At just under 50 years old, UC San Diego has emerged as one of the nation’s premier research universities, widely recognized for its local impact, national influence and global reach. UC San Diego was established in 1960, building upon the foundation of the Scripps Institution of Oceanography (SIO), the nation’s first multidisciplinary oceanographic institution, founded in 1903. The San Diego campus is renowned for its collaborative, diverse and cross-disciplinary ethos that transcends traditional boundaries in the sciences, engineering, medicine, and the arts and humanities. UC San Diego’s rich academic portfolio includes six undergraduate colleges, five academic divisions and five graduate and professional schools. The university’s award-winning scholars are experts at the forefront of their fields with an impressive track record for achieving scientific, medical and technological breakthroughs.

In the most recent rankings from the National Research Council (NRC), UC San Diego is listed 10th in the nation in the quality of faculty and graduate programs. Nearly half of the 29 UC San Diego programs rated by the NRC rank in the top 10 based on faculty quality. The Center for Measuring University Performance, which relies exclusively on objective measures, ranks UC San Diego in the top 25 for five measures. In U.S. News and World Report’s Graduate Program
Rankings, UC San Diego has consistently climbed the ranks in engineering and medicine. The UC San Diego School of Medicine, which was ranked 22nd in 2000, is now ranked 14th among research medical schools and 5th among the nation’s public schools of medicine. The Jacobs School of Engineering, ranked 20th in 2000, is now 11th among the nation’s 191 engineering schools, and 5th among the nation’s public engineering schools. A number of UC San Diego’s graduate specializations have ranked in the top three in the nation over the last 10 years, including bioengineering, theatre and dance, econometrics, comparative politics, behavioral neuroscience and cognitive psychology. In the last decade, UC San Diego has also consistently ranked in the top 10 among public universities in U.S. News and World Report’s America’s Best Colleges ranking, and in the top 40 among all universities in the nation.

UC San Diego contributes more than $7.2 billion in direct and indirect spending and personal income each year to the California economy and generates 39,000 jobs. The university’s faculty and alumni have created nearly 200 start-up companies, including many local biotech companies. The active companies in California employ more than 17,000 people and generate more than $10 billion in annual sales. The university is the third largest employer in San Diego County (behind the federal and state government), with nearly 26,000 employees.

The campus founders laid the ground work for UC San Diego’s extraordinary trajectory with a commitment to excellence in education, research and service and the conviction that these principles go hand in hand. Shared governance and transparency are integral to the institution and have helped to foster interdisciplinary collaboration and understanding. These traditions have continued throughout the campus’s young history, and will carry us forward as we celebrate UC San Diego’s 50th Anniversary in 2010 and beyond.

**Undergraduate Education**

UC San Diego strives to prepare students to be global citizens equipped with the tools of analysis, expression and cultural understanding required for leadership in today’s world. The campus is committed to providing a quality academic environment that fosters passionate, enthusiastic and ongoing expansion of knowledge and approaches to scholarship.

UC San Diego’s distinctive undergraduate college system provides students with the feel of a small liberal arts college with all of the advantages of a large research university. Each of the six colleges has a unique programmatic theme, curricular requirements, residential neighborhood and extracurricular activities. Each college strives to foster the intellectual, personal and social development of its students by providing an educational environment in which they can explore and expand their leadership potential and build community through participation in a wide variety of college organizations and special events. The colleges each maintain a unique set of General Education requirements, while sharing departmental majors.

The campus boasts a wide array of academic offerings, which include excellent degree programs and a myriad of interdisciplinary programs with majors and minors that cross traditional boundaries, providing UC San Diego undergraduates access to scholarly opportunities reflective of the dynamic research collaborations across the campus.

**Undergraduate success**

Over the last 12 years, UC San Diego has continued to improve student retention and graduation rates. The overall freshmen retention and six-year graduation rates of 94 percent and 84 percent, respectively, place UC San Diego in the top one-third of the UC system with respect to student performance on these two important indicators. Transfer students are also
retained and graduate at high rates. The first-year retention rate of UC San Diego community college transfer students is 93 percent and the four-year graduation rate of community college transfers is over 80 percent. In 2007-08, more than 5,300 undergraduate degrees were conferred, which represent a 66 percent overall increase over the past 10 years. These degrees constitute 75 percent of the total degrees awarded.

TABLE 1: UNDERGRADUATE DEGREES BY MAJOR FIELD OF STUDY

<table>
<thead>
<tr>
<th>Undergraduate Degrees by Major Field of Study</th>
<th>Fall Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Field of Study</td>
<td>'97/'98</td>
</tr>
<tr>
<td>Arts</td>
<td>123</td>
</tr>
<tr>
<td>Humanities</td>
<td>291</td>
</tr>
<tr>
<td>Engineering</td>
<td>402</td>
</tr>
<tr>
<td>Science/Math</td>
<td>172</td>
</tr>
<tr>
<td>Biology</td>
<td>868</td>
</tr>
<tr>
<td>Social Science</td>
<td>1,362</td>
</tr>
<tr>
<td>Double/Special</td>
<td>3</td>
</tr>
<tr>
<td>Total UG Degrees</td>
<td>3,221</td>
</tr>
</tbody>
</table>

Undergraduate access

UC San Diego continues to recruit and admit students with strong academic preparation as evidenced by the high school grades and standardized examination scores of entering freshmen. The 2008 entering class of UC San Diego freshmen had an incoming average GPA of 3.94, and composite SAT I Math and Verbal scores of 1252. These indicators of strong student preparation, campus selectivity and student outcomes as indicated by our high retention and graduation rates have contributed to the rapid rise of UC San Diego in national rankings. The campus application/admit rate has increased by 45 percent over the past 10 years, and the registered/admit rate has increased by 27 percent. In 2007-08, the number of students receiving undergraduate degrees who were the first generation to attend college was 1,429, a 133% overall increase over the past 10 years. During the 2007-08 academic year, 64 percent of UC San Diego undergraduates received financial aid, including student and parent loans. In Fall 2007, 49 percent of undergraduates received need-based scholarships or grant aid and 35 percent received Pell Grants.

TABLE 2: UNDERGRADUATE DEGREES BY 1ST GENERATION COLLEGE STATUS

<table>
<thead>
<tr>
<th>Undergraduate Degrees by 1st Generation College Status</th>
<th>Fall Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Status</td>
<td>'97/'98</td>
</tr>
<tr>
<td>First Generation</td>
<td>613</td>
</tr>
<tr>
<td>Not First Generation</td>
<td>2,608</td>
</tr>
<tr>
<td>Total UG Degrees</td>
<td>3,221</td>
</tr>
</tbody>
</table>
In an effort to increase the number of local underserved, low-income youths who are eligible for admittance to UC-caliber universities, UC San Diego has provided essential outreach to the local community through the Center for Research on Educational Equity, Assessment and Teaching Excellence (CREATE), which has established partnerships with middle and high schools that serve traditionally underserved populations. In addition, the successful Preuss Charter School at UC San Diego provides a rigorous college preparatory education for motivated low-income students, who will become the first in their families to graduate from college. This school serves as a model to study and develop best practices in the preparation of low-income, urban students for college admission. Preuss was recently ranked the 6th best high school in the nation by *Newsweek* and the 8th best high school by *U.S. News & World Report*.

**Undergraduate student profile**

UC San Diego's current undergraduate enrollment is 22,500. Female students represent 52 percent, an increase of 28 percent over the past 10 years. The number of new students in Fall 2008 was 6,168, which represents an overall increase of 45 percent over the past 10 years. Of these new students, 70 percent were freshmen and 30 percent were transfer students. Our student population has changed in response to the shifting demographics in California, increased selectivity, high school preparation levels and other demographic and economic factors. Approximately 64 percent of undergraduates are students of color, including African American, Asian, Mexican American, Filipino, Latino, and Native American, which represents a 27 percent increase in the past decade; 44 percent are Asian; 30 percent are of the first generation in their family to attend college; and 36 percent do not speak English as their first language at home.

**Undergraduate student experience**

Based on data from the most recent UC systemwide University of California Undergraduate Experiences Survey (UCUES), UC San Diego rates similarly to the UC system as a whole on major selection and planned educational and career goals. Overall, UC San Diego students are comparable to the UC system on several measures of academic engagement and overall involvement in campus activities. They report learning and skill development gains across a wide variety of learning domains from their freshman to their senior year. Students report significant improvements in analytical and critical thinking skills, writing ability, research skills and understanding of a specific field of study.

**Graduate and Professional Education**

UC San Diego continues to develop an environment that is attractive to and supportive of graduate students as they prepare for academic and professional careers. UC San Diego’s current graduate enrollment is 4,000 (including health sciences academic programs). The graduate student population at UC San Diego has remained relatively even from Fall 2006 to Fall 2008, however, there has been a 22 percent increase in underrepresented graduate student enrollment between 2004 and 2008, with a 10 percent increase in 2008 over 2007. The campus has set a goal for the graduate student population to represent 20 percent of the total general campus student FTE by 2020. Graduate students currently represent 13 percent. Recent approvals for new degree programs are expected to assist with increasing enrollment numbers. The scope of self-supporting graduate programs is also expanding and, in addition, UC San Diego is working to enhance cooperative agreements for graduate student exchange with international universities. The recently approved agreement between the Chilean
government and UC to fund the education of 150 doctoral and 150 master’s students at four UC campuses, including UC San Diego, is but one example of our efforts to increase UC San Diego’s visibility as an attractive venue for graduate and professional students.

The Office of Graduate Studies (OGS) is committed to the recruitment, admission and retention of a highly qualified, diverse graduate student body. To this end, OGS supports the Summer Training Academy for Research in the Sciences through which qualified undergraduate students from across the country gain valuable research experience and prepare for graduate school. UC San Diego also participates in the Alliance for Graduate Education in the Professoriate (AGEP), which provides funding for the recruitment and retention of underrepresented students. In 2006-07, *Diverse Issues in Higher Education* ranked UC San Diego 20th in the top 100 institutions awarding doctoral degrees to Hispanics.

UC San Diego awarded 1,330 graduate and professional degrees in 2006-07. In 2007-08, 1,349 degrees were awarded at the master’s and doctoral levels, an increase of 2 percent and 9 percent, respectively.

**TABLE 3: 2007-2008 GRADUATE DEGREES AWARDED**

<table>
<thead>
<tr>
<th>State Supported Department/Program</th>
<th>PhD, EdD, DMA, AuD</th>
<th>MFA</th>
<th>MBA, MPIA</th>
<th>MA, MS, MEng, Med</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>26</td>
<td>38</td>
<td>0</td>
<td>43</td>
<td>107</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>46</td>
<td>50</td>
<td>0</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>78</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>85</td>
</tr>
<tr>
<td>International Relations &amp; Pacific Studies</td>
<td>86</td>
<td></td>
<td></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Jacobs School of Engineering</td>
<td>128</td>
<td>0</td>
<td>0</td>
<td>254</td>
<td>382</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>65</td>
<td>0</td>
<td>0</td>
<td>84</td>
<td>149</td>
</tr>
<tr>
<td>Rady School of Management</td>
<td>59</td>
<td></td>
<td></td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Scripps Institution of Oceanography</td>
<td>39</td>
<td></td>
<td>23</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>76</td>
<td>0</td>
<td>0</td>
<td>154</td>
<td>230</td>
</tr>
<tr>
<td><strong>SUB TOTAL (State Supported)</strong></td>
<td><strong>458</strong></td>
<td><strong>38</strong></td>
<td><strong>145</strong></td>
<td><strong>615</strong></td>
<td><strong>1256</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non State Supported Department/Program</th>
<th>Flex MBA</th>
<th>MAS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rady School of Management</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Masters of Advanced Studies</td>
<td></td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td><strong>SUB TOTAL (Non State Supported)</strong></td>
<td><strong>50</strong></td>
<td><strong>43</strong></td>
<td><strong>93</strong></td>
</tr>
<tr>
<td><strong>TOTAL GRADUATE DEGREES</strong></td>
<td><strong>508</strong></td>
<td><strong>61</strong></td>
<td><strong>1349</strong></td>
</tr>
</tbody>
</table>

The average stipend level for pre-doctoral candidates decreased slightly from $22,000 in 2006-07 to $21,100 in 2007-08. The number of total campus diversity awards increased 24 percent due in part to matching fellowships provided by the Office of Graduate Studies for faculty research grant proposals. Non-UC visiting graduate students have more than doubled since 2006-07 to 343 students in 2008-09. The majority of these students are international.

**University Extension/Lifelong Learning**

As the professional education and public service division of UC San Diego, Extension is focused on being a major catalyst for the continued economic, intellectual, and cultural growth of the San Diego and Baja California region. Core offerings include professional education and training, cultural enrichment, and regional economic solutions. This integrated approach assists in the
development of a globally competitive talent pool, accelerates economic vitality, and fosters community-building. Extension offers more than 130 distinct academic programs ranging from the life sciences and engineering to arts and business leadership. Approximately 50,000 enrollees, representing 22,600 students in over 4,200 courses, were served by Extension in 2007-08. In addition, Extension’s public outreach programs are designed to improve the region’s economy through entrepreneurial development, research, public forums and civic conversations.

Opportunities for continued learning are also offered through extension programs in the Health Sciences, Jacobs School of Engineering, Rady School of Management, the Graduate School of International Relations and Pacific Studies, and the Education Studies Program.

Faculty

An outstanding faculty is the hallmark of any great institution. UC San Diego is home to numerous world-renowned scholars in a variety of disciplines. The UC San Diego faculty counts among its members 7 Nobel Laureates, one Fields Medalist, 6 MacArthur Foundation Fellows, a Pulitzer Prize winner, 124 members of the National Academies and 4 recipients of the National Medal of Sciences. They also hold more than 110 Endowed Chairs.

The recruitment and retention of excellent faculty is a top priority for the UC San Diego campus. In the past five years, the ladder-rank and LSOE faculty has grown by 13 percent to 1,205 members. Of the 372 new recruits, 150 were tenured (40 percent of the new hires) and 222 (60 percent) were non-tenured. 148 of the total new recruits were net new faculty hires. Of this group, 68 were tenured and 80 non-tenured. Non-tenured faculty grew at a rate of 36 percent compared to over 7 percent growth in tenured faculty appointed in the same period. UC San Diego also experienced significant growth in non-ladder-rank faculty during this time frame.

Competitive salaries are critical to UC San Diego’s success in recruiting and retaining high-caliber faculty. As University salary scales have fallen behind market realities and those of our comparison institutions, a great number of faculty have been granted off-scale salaries. UC San Diego has attempted to address local salary compression and market issues with promotion bonuses, equity increases and pre-emptive retention incentives.

In 2007, the UC Regents implemented a salary program in an effort to make UC salaries more competitive with the academic marketplace and to restore the integrity of the rank-and-step system for faculty advancements. In academic year 2008-09, 58 percent of UC San Diego ladder-rank faculty members have off-scale salaries. Excluding Health Sciences faculty, UC San Diego’s average ladder-rank professorial salaries are $78,259 at the Assistant rank, $86,393 at the Associate rank and $136,899 at the rank of full Professor.

Faculty equity and diversity

UC San Diego values diversity, equity, and inclusion as essential ingredients of academic excellence in higher education. In 1999, UC San Diego established best-practice recruitment strategies as a means to enhance the diversity of applicant pools for open ladder-rank faculty positions. As a result of implementing these strategies, the diversity of applicant pools has increased. The representation of women for the years 1999-00 to 2006-07, on average, was 26 percent, an increase of 6 percent from the years prior to 1999. Similarly, the representation of minorities for these same eight years averaged 27 percent, an increase of 10 percent from the years prior to 1999. A comparison of the 2007 and 2000 workforces shows that women increased from 18 percent to 21 percent and minorities increased from 17 percent to 22 percent.
An important part of our effort to recruit a diverse faculty has been to broaden the curriculum with content related to diversity, and to allocate faculty FTE specifically for interdisciplinary recruitments in these areas: African-American Studies Minor; African Studies Program; California Cultures in Comparative Perspective; Chicano/a and Latino/a Arts & Humanities; Diaspora and Indigenous Studies; and the International Migration Studies Minor are examples of such initiatives.

Further efforts to diversify the UC San Diego faculty include the appointment of an Associate Vice Chancellor for Faculty Equity (AVC-FE) in July 2008, whose overall goal is to change practices and culture that are barriers to faculty equity, with a specific focus on recruiting. The AVC-FE works with the campus Chief Diversity Officer and newly appointed divisional Faculty Equity Officers to develop opportunities for faculty advancement and enhanced campus climate.

Faculty Equity Officers also provide advice and information about practices that advance faculty diversity and excellence.

Staff

UC San Diego's cadre of talented, diverse and dedicated staff is an institutional asset and cornerstone of the campus. UC San Diego currently employs 12,536 career staff employees and another 1,166 limited appointment employees. The campus' staff workforce has increased its minority representation by 14 percent over the past twenty years. Female staff representation is currently at 65 percent, a slight decrease over the same time span. The Management and Senior Professional (MSP) program employees have increased by 9 percent and 15 percent in minority and female representation respectively.

UC San Diego has a highly visible presence in the San Diego area community through a variety of outreach and recruitment activities. With an online career development portal (My Career at UCSD), an internal recruitment program, and a succession planning blueprint emphasizing workforce diversity, efforts are continuing to build upon the progress that has been achieved in the areas of staff diversity at UC San Diego. Reports that track activity in the areas of recruiting, hiring, reclassification, transfer and promotion, and separations are produced regularly and are used as the basis for assessing diversity strategies.

Research

UC San Diego is well known for its strong tradition of recognizing emerging interdisciplinary fields of research and investing in them. Climate change, neuroscience, and digital arts are examples of research areas that draw upon multiple classical fields to create new paradigms of scholarship. The campus has a robust, dynamic group of Organized Research Units (ORUs), including the San Diego Supercomputer Center (SDSC), the California Institute for Telecommunications and Information Technology (Calit2), and the Moores Cancer Center, that administratively support interdisciplinary endeavors. These activities have led to initiatives in such cutting-edge areas as stem cell research, engineering in medicine, aerosol science, smart grids, digital humanities, anthropogeny, and algae-based biotechnology. Another important aspect of research at UC San Diego includes Scripps Institution of Oceanography's (SIO) fleet of four state-of-the-art research vessels and a floating instrument platform that support the oceanographic research programs conducted by Scripps researchers and colleagues from institutions worldwide.
According to data from the National Science Foundation, UC San Diego expended nearly $800 million for research and development during the 2007 fiscal year, placing the campus sixth nationally among all universities and colleges in federal research and development funding. SIO saw an increase of $7.4 million in awards over the prior year, for a total of $125.7 million in contract and grant awards, the second highest amount received in the 106-year history of the SIO campus.

**TABLE 4: 2007 R&D EXPENDITURES**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>All R&amp;D expenditures (Dollars in thousands)</th>
<th>Federal government</th>
<th>State and local government</th>
<th>Industry</th>
<th>Institution funds</th>
<th>All other sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Johns Hopkins U.</td>
<td>4,940,767</td>
<td>3,040,745</td>
<td>3,145,376</td>
<td>2,672,333</td>
<td>9,655,290</td>
<td>3,517,023</td>
</tr>
<tr>
<td>2</td>
<td>U. CA, San Francisco</td>
<td>842,840</td>
<td>467,402</td>
<td>24,578</td>
<td>45,659</td>
<td>145,705</td>
<td>159,496</td>
</tr>
<tr>
<td>3</td>
<td>U. WI Madison</td>
<td>840,672</td>
<td>499,076</td>
<td>32,780</td>
<td>25,090</td>
<td>238,934</td>
<td>74,792</td>
</tr>
<tr>
<td>4</td>
<td>U. CA, Los Angeles</td>
<td>823,083</td>
<td>488,846</td>
<td>12,981</td>
<td>39,731</td>
<td>161,738</td>
<td>119,787</td>
</tr>
<tr>
<td>5</td>
<td>U. MI all campuses</td>
<td>808,731</td>
<td>577,201</td>
<td>6,850</td>
<td>36,282</td>
<td>145,970</td>
<td>42,428</td>
</tr>
<tr>
<td>6</td>
<td>U. CA, San Diego</td>
<td>798,896</td>
<td>475,708</td>
<td>26,072</td>
<td>44,768</td>
<td>132,658</td>
<td>119,690</td>
</tr>
<tr>
<td>7</td>
<td>Duke U.</td>
<td>761,843</td>
<td>459,122</td>
<td>17,895</td>
<td>161,072</td>
<td>78,872</td>
<td>43,882</td>
</tr>
<tr>
<td>8</td>
<td>U. WA</td>
<td>756,787</td>
<td>620,375</td>
<td>10,692</td>
<td>63,560</td>
<td>41,650</td>
<td>20,510</td>
</tr>
<tr>
<td>9</td>
<td>OH State U. all campuses</td>
<td>720,206</td>
<td>313,242</td>
<td>112,272</td>
<td>142,177</td>
<td>102,158</td>
<td>50,357</td>
</tr>
<tr>
<td>10</td>
<td>Stanford U.</td>
<td>687,511</td>
<td>534,787</td>
<td>6,002</td>
<td>54,181</td>
<td>46,522</td>
<td>46,019</td>
</tr>
<tr>
<td>11</td>
<td>PA State U. all campuses</td>
<td>652,144</td>
<td>370,789</td>
<td>69,662</td>
<td>93,535</td>
<td>116,041</td>
<td>2,117</td>
</tr>
<tr>
<td>12</td>
<td>U. PA</td>
<td>648,247</td>
<td>449,887</td>
<td>7,542</td>
<td>42,427</td>
<td>63,310</td>
<td>85,281</td>
</tr>
<tr>
<td>13</td>
<td>Cornell U. all campuses</td>
<td>641,936</td>
<td>367,094</td>
<td>71,223</td>
<td>23,936</td>
<td>116,868</td>
<td>63,353</td>
</tr>
<tr>
<td>14</td>
<td>U. MN all campuses</td>
<td>624,149</td>
<td>337,968</td>
<td>56,877</td>
<td>29,432</td>
<td>105,379</td>
<td>94,495</td>
</tr>
<tr>
<td>15</td>
<td>MA Institute of Technology</td>
<td>614,352</td>
<td>476,318</td>
<td>689</td>
<td>81,570</td>
<td>10,213</td>
<td>45,562</td>
</tr>
<tr>
<td>16</td>
<td>U. CA, Davis</td>
<td>600,508</td>
<td>256,904</td>
<td>49,921</td>
<td>26,159</td>
<td>201,084</td>
<td>66,350</td>
</tr>
<tr>
<td>17</td>
<td>U. FL</td>
<td>592,835</td>
<td>240,819</td>
<td>100,792</td>
<td>34,124</td>
<td>184,655</td>
<td>32,245</td>
</tr>
<tr>
<td>18</td>
<td>Washington U. St Louis</td>
<td>572,775</td>
<td>424,451</td>
<td>14,669</td>
<td>13,725</td>
<td>80,700</td>
<td>39,230</td>
</tr>
<tr>
<td>19</td>
<td>U. Pittsburgh all campuses</td>
<td>558,566</td>
<td>441,357</td>
<td>10,561</td>
<td>10,153</td>
<td>69,836</td>
<td>26,659</td>
</tr>
<tr>
<td>20</td>
<td>U. CA, Berkeley</td>
<td>552,365</td>
<td>251,043</td>
<td>41,298</td>
<td>25,361</td>
<td>151,941</td>
<td>82,722</td>
</tr>
</tbody>
</table>

The campus recognizes its critical role in creating the next generation of scholars. A key element of our development of new fields of research at the faculty level has been the commitment to reflect these new areas in our undergraduate and graduate programs. At least 40 percent of undergraduates participate in a research project during their time at UC San Diego, and many also carry out research with local companies. The campus will be expanding this opportunity to all undergraduates through new models, recognizing that creating knowledge has become a core competency in today’s globalized environment.

**Technology transfer**

The research enterprise at UC San Diego is the source of great innovation. Nearly 200 companies have been created from campus inventions and have helped to transform greater San Diego into one of the leading biotechnology and telecommunications regions in the world. The campus is now helping to seed a “clean technology” corridor in the San Diego region. UC San Diego’s Technology Transfer Office receives an idea for an invention every day of the year, on average, from its researchers. This intellectual property (IP) is a critical element in moving
campus discoveries into the marketplace where they can benefit society. The von Liebig Center at UCSD has received national recognition for nurturing early stage inventions to the point where they can be licensed or become the basis for startup companies.

Libraries and Academic Information Resources

The UC San Diego Libraries, the youngest library system admitted to the Association of Research Libraries, are ranked amongst the top 25 public research libraries in North America, providing access to more than 7 million digital and print volumes, journals, and multimedia materials to meet the knowledge demands of faculty, students and members of the public. Each day, more than 7,300 patrons visit one of the nine UCSD libraries and the Libraries’ vast resources and services are accessed more than 87,500 times daily via the Libraries’ Web site. The Libraries also lead the San Diego Circuit, an immensely successful partnership among major San Diego County libraries that allows San Diego library card holders to borrow books from any of the member libraries.

The Libraries initiated the Pacific Rim Digital Library Alliance (PRDLA), a consortium of 31 prestigious academic libraries from various countries around the Pacific. PRDLA’s mission is to facilitate user access to scholarly research materials by using digital technologies to share and deliver information, collection and personnel resources in a timely and effective manner. Last year the UC San Diego Libraries became the first library in Southern California to partner with Google in its Book Search Project, a significant effort to digitize and provide access to the collections of the world’s top public and academic libraries. The UC San Diego Libraries also collaborate with other campus partners, including Academic Computing Services and the Media Center, to make a broad array of information technology resources available to the University’s more than 52,000 faculty, staff and students.

Budget, Finance and Private Support

Budget and finance

UC San Diego remains in a growth mode for instruction, research and heath care as the campus approaches its 50th anniversary. These program requirements drive the growth of revenues in support of core activities. Over the past eight years, these revenues have risen from $1.6 billion to over $2.5 billion. The Medical Center accounts for almost 30 percent of the fiscal year 2008 revenues. Federal grants and contracts provide the second largest source of UC San Diego revenues at $564 million, or 22 percent of the total. This is followed by state educational appropriations of $301 million. Expenditures of the UC San Diego Medical Center enterprise and campus research programs closely follow their revenue streams; however, UC San Diego expended $477 million on instruction in 2008, which surpassed the state investment, due to student tuition and fees and private support.

Revenue diversification continues to be an important strategy, in order to maintain our standards of excellence and accessibility in both lean and prosperous times. In response to the global economic slowdown, UC San Diego is implementing a series of strategic cost-cutting measures for fiscal year 2009 and beyond. At the same time, the campus is ensuring that critical programs continue to prosper, maintaining the entrepreneurial nature of the institution and the core of the campus’s academic mission.
Private support

UC San Diego concluded a successful seven-year capital fundraising campaign in 2007, during which time gifts from over 100,000 donors propelled the campus beyond the goal of $1 billion. The campaign helped build UC San Diego’s base of private support substantially, representing an increase from approximately $80 million annually prior to the campaign to approximately $120 million today. UC San Diego is working toward a goal of sustained annual private support in the range of $130 to $150 million.

In 2007-2008, 97.5 percent of the private support UC San Diego received was restricted. This was similar to the systemwide results during the same period. San Diego’s results differ somewhat from the system in terms of donor restrictions, with a greater proportion of funds earmarked for research. In 2007-08, 48.4 percent of private support was restricted for research, whereas 21.9 percent was earmarked for department support, 11.5 percent for student support, 8.3 percent for instruction, 7.4 percent for campus improvement, and 2.5 percent of the funds were unrestricted. Funds designated for other purposes comprised less than 1 percent.

Systemwide, the Regents and the campus foundations hold approximately $9.6 billion in endowment assets. UC San Diego’s endowment and endowment per student have been on the rise over the last decade, primarily due to the success of the capital campaign. Endowment funding per student was essentially flat for the years 2006-07 and 2007-08 at approximately $19,000.

While endowment funding has been on the rise, the growth in endowment funding per student is tempered by growth in enrollment. UC San Diego, as compared to other campus endowment funding per student, ranks approximately fifth in the UC system.

Capital Resources and Sustainability

Capital investment

The capital investment in UC San Diego is significant and growing. About $200 million is invested each year through construction of new facilities, renewal and renovation of older buildings and infrastructure, and seismic upgrades. With a point-in-time view of projects spanning the initial planning phase through the construction phase, the campus is currently planning, designing and constructing $2 billion in capital projects. The majority of these projects are new construction of housing and dining facilities for undergraduate and graduate students (over $400 million) and Health Sciences projects (over $800 million). In addition, almost $100 million is being expended on Health Sciences seismic and infrastructure improvements. Although the current financial downturn has a direct impact on the timing of state-funded projects, the campus has two major instructional facilities ready to begin construction. Recently completed is the $55 million Conrad Prebys Music Center.

In terms of incoming revenues for capital projects, SIO was recently awarded $12 million by the U.S. Department of Commerce/National Institute of Standards and Technology to construct a new laboratory building on its campus for research on marine ecosystem forecasting.

Sustainability

UC San Diego is one of the nation’s greenest college campuses, and has embarked on a sustainable energy program that is among the largest in the nation undertaken by a university. The campus’s far-reaching program, which includes solar, biogas fuel cells and wind energy,
has resulted in buildings and parking garages on campus with solar photovoltaic panels. UC San Diego’s green energy capacity will eventually produce 29 million kilowatt hours a year, and remove an equivalent of 10,500 tons of carbon dioxide from the atmosphere each year. The university will soon generate 7.4 megawatts of green energy, providing 10 to 15 percent of its annual electrical output, and the campus will also produce another 2.8 megawatts from a fuel cell powered by renewable methane. In addition, UC San Diego plans to begin a unique program to swap fossil fuel-generated energy for wind power. This will generate up to 3 megawatts of green energy.

The UC San Diego campus is a living laboratory where Project GreenLight, a research effort supported by the National Science Foundation, will inform energy usage associated with computer hardware and software, thereby helping to define green cyber-infrastructure practices; student-collected data from micro-weather stations are being used to more efficiently heat and cool buildings and irrigate the campus; biofuels are being researched to power the campus transportation fleet; and a multi-megawatt fuel cell will provide a platform for advanced energy storage experiments. UC San Diego was recently recognized by the Clinton Global Initiative for the campus’ superior efforts and leadership in sustainability and environmental stewardship. The work to bring discovery, solutions, and practical application to the climate change challenges affecting our world are being confronted by the best and brightest at UC San Diego.

Health Sciences and Services

UC San Diego Health Sciences encompasses the School of Medicine, Skaggs School of Pharmacy and Pharmaceutical Sciences, and UC San Diego Medical Center, the principal clinical teaching site for the professional schools.

The community benefit provided by UC San Diego Health Sciences in 2008 was an estimated $544.27 million. In addition to almost $456.2 million in research funding awarded to Health Sciences faculty, and $33.6 million invested in the education and training of physicians, pharmacists and other health professionals, UC San Diego Medical Center is a major provider of “safety net” care to the San Diego region. Although the Medical Center cares for only about 8 percent of the total inpatient market in San Diego, the hospitals provide care for 38 percent of the county’s under- and uninsured patients. This amounted to nearly $31 million in unreimbursed care in 2008 including shortfalls in payment from government-sponsored programs such as Medicaid, and another $23.5 million in charity services.

The School of Medicine, which opened in 1968, currently has an entering class of 134 students, including 8-10 M.D./Ph.D. students. With only 5 percent of over 5,500 applicants accepted, the UC San Diego medical students’ average undergraduate GPA is higher than the national mean, and their MCAT (Medical College Admission Test) scores are in the top 10-15 percentile. The Skaggs School of Pharmacy and Pharmaceutical Sciences, the only public pharmacy school in Southern California, opened in 2002. The Charter Class received top scores in the 2006 national and state pharmacy licensure exams, with 75 percent of the graduating classes remaining in San Diego for post-graduate training or employment opportunities.

The UC San Diego Medical Center consists of two hospitals operated under one license, a Medical Group practice of over 340 faculty physicians providing primary and specialty care at a number of outpatient sites, the Shiley Eye Center, and the Moores UCSD Cancer Center, the only National Cancer Institute-designated Comprehensive Cancer Center in the region. Annual inpatient admissions exceed 23,000. In 2008, emergency room visits topped 60,000 and outpatient visits numbered over 470,000.
The UC San Diego Medical Center is the only San Diego hospital consistently ranked among the top 50 in the nation in multiple specialties by *U.S. News and World Report*, with eight programs named among the nation’s best in 2008, including oncology, respiratory disease, gynecology, kidney disease, urology, psychiatry, rheumatology, and ear, nose and throat.

The Medical Center has successfully maintained a positive operating margin. The net income in 2008 was over $61.3 million for reinvestment in programs and facilities, compared with a margin of nearly $55 million in 2005. The 2008 numbers reflect an increase in operating revenue of nearly 11.4 percent from 2007, with an almost 14 percent increase in operating expenses.

Together, UC San Diego’s hospitals and ambulatory care practices provide the full spectrum of services and attract the volume and diversity of patients necessary to advance the educational, research, and public service missions of UC San Diego Health Sciences.

**UC San Diego on the Horizon**

The global recession has heavily impacted publicly funded universities such as UC San Diego, and declining revenues from the state, endowments, and external sources will present a challenge to the campus over the next several years. Amidst current budgetary constraints, the campus has expanded efforts toward securing non-traditional support and enhancing administrative efficiencies, and will continue its long-standing development of a strategic academic plan that will contribute to UC San Diego’s financial security.

Looking toward the next 50 years and beyond, UC San Diego will endeavor to sustain its extraordinary trajectory as a world-class research university, upholding the core principles of excellence in education, research, and service. Maintaining its commitment to the regional, national, and global community, the campus is working to develop a comprehensive research cyber-infrastructure and a strategic plan for research facilities that will enable its scholarly community to continue to define the leading edge of scholarship, including its leadership in sustainability and climate change research.

As an expansion of its Central Utility Plant, UC San Diego is set to begin construction on its third cogeneration gas-fired turbine ($26 million) that takes one source of energy (gas) and produces two sources (electricity and steam). This third turbine will allow the main campus to produce virtually all of its electrical needs. By the end of 2009, the campus will have completed the first phase of an “Alternative Fueling Station” that when finally completed, will provide CNG, hydrogen-CNG Blend, and hydrogen fueling capabilities in addition to electric fast-charging stations.

Concurrently, scientists at SIO are branching out in two relatively new research directions in ocean acidification and algal biofuels. Scripps will capitalize on its strong foundation in this area to explore the ripple effect produced from increased ocean acidification, including the effects on marine food webs, commercial fish stocks, coral reef habitats, and the ocean's ability to absorb, and therefore mitigate, anthropogenic CO2 emissions. Algal biofuels represent another important new field of discovery and are being studied by researchers in the divisions of Biological and Physical Sciences and the Jacobs School of Engineering.

Innovative new curricular offerings will continue to enhance the educational experience of UC San Diego’s next generation of scholars. Degree proposals for an interdisciplinary doctoral program in Anthropogeny, a Ph.D. in Nanoengineering, and Joint Doctoral programs with the CSU system in various Engineering Sciences and Geophysics are advancing in the review process and will enhance UC San Diego’s graduate offerings. Undergraduate proposals on the
horizon include an Accounting Minor program, Marine Biology B.S., and Electrical Engineering and Society B.A. A comprehensive graduate fellowship campaign will soon be launched in an effort to increase UC San Diego’s competitiveness in recruiting and retaining the best and brightest graduate students. The campaign will include an emphasis on gifts that create endowed multiple-year graduate fellowships.

Whether it’s the latest information on climate change and sustainability, the newest processes in telemedicine and nanotechnology, the most recent advances in theories of social networking, or innovative curricular offerings that transcend traditional disciplinary boundaries, UC San Diego is committed to pursuing excellence in discovery and innovation through its dedicated faculty, staff and students.
Founded in 1873, the University of California, San Francisco (UCSF) is the only UC campus in the 10-campus UC system dedicated exclusively to health sciences. Today, UCSF is a leading university dedicated to promoting health worldwide through advanced biomedical research, graduate-level education in the life sciences and health professions, and excellence in patient care. UCSF boasts high-ranking schools of dentistry, medicine, nursing, and pharmacy and a Graduate Division, as well as one of the nation’s top medical centers.

All four professional schools, UCSF Medical Center, UCSF Children’s Hospital and virtually all UCSF graduate programs ranked among the best in the country in 2008 surveys by *U.S. News and World Report* and other agencies. According to National Science Foundation data for 2007, UCSF was second among all universities in the United States in total expenditures on research and development. In 2008, UCSF ranked second nationally – and first in California – in total funding from the National Institutes of Health. A 2007 report in the *Chronicle of Higher Education* ranked the “scholarly productivity” of UCSF faculty as third among all universities and research institutes worldwide.

UCSF is a multisite campus with a total land area of 185 acres. The University is affiliated with San Francisco General Hospital, San Francisco Veterans Affairs Medical Center, the J. David Gladstone Institutes, a private biomedical research entity adjacent to the Mission Bay campus, and the Ernest Gallo Clinic and Research Center. The 57.5-acre Mission Bay campus was opened in 2003, providing research space and facilities that will double UCSF’s research enterprise and speed the pace of biomedical discovery and innovation. Recently, the UC Board of Regents approved the construction of a new medical center complex at Mission Bay, including hospitals for children, women and cancer patients.

UCSF is the second-largest employer in San Francisco, with a workforce of approximately 22,000 employees and more than 4,000 students. The annual operating budget approximates $3 billion, with $933 million in research awards. In fiscal year 2007-2008, the campus raised $366 million in private support, ranking UCSF fourth among public universities and 14th among all universities in the United States.

Commitment to promoting diversity among its faculty, staff, students and trainees is one of the top priorities at UCSF. The goal is to make the campus a truly inclusive community, representing the extraordinary diversity among the citizens of San Francisco and California. Similarly, meaningful civic engagement is a core UCSF value. Consistent with its mission as a public university, UCSF has been an integral part of the community, forging successful partnerships in San Francisco and around the world to advance education and promote health and well-being.

In 2007, the UCSF Strategic Plan (strategy.ucsf.edu) was unveiled, articulating the collective vision of UCSF’s many constituencies to guide the University’s direction over the next decade.
Mission and Goals

UCSF’s mission is advancing health worldwide™.

In advancing health worldwide, UCSF’s goals are to:

- **Develop the world’s future leaders in health care delivery, research and education.**
  UCSF is currently at the forefront of health sciences education and is well positioned to meet the growing demand for health professionals and scientists. The development of the next generation of leaders in health care delivery, research and education is vitally important to the economic and social well-being of California and the rest of the world.

- **Be a world leader in scientific discovery and its translation into exemplary health.**
  The pace of major scientific and technological discovery is remarkably rapid. But meaningful translation of these developments into treatments and disease prevention is lagging. UCSF is uniquely poised to alter this trend by creating new research models that accelerate translation. UCSF boasts an exceptional cadre of distinguished investigators, a diverse portfolio of leading-edge research programs spread across four preeminent health professional schools, a pioneering health care enterprise, and an unparalleled spirit of cooperation.

- **Provide high-quality, patient-centered care leading to optimal outcomes and patient satisfaction.**
  This goal commits the Clinical Enterprise to the core principle that care at UCSF is patient-centered. It also recognizes that our students receive their best training in an institution that has systems and staffing that are designed to optimize outcomes and eradicate medical errors. This commitment was reiterated in the UCSF Clinical Enterprise Strategic Plan adopted in the fall of 2008.

- **Educate, train and employ a diverse faculty, staff and student body.**
  Offering a wide range of educational and career opportunities for students, faculty and staff, UCSF seeks candidates whose life experience, work experience or community service has prepared them to contribute to our commitment to diversity and excellence. Diversity is a defining feature of California’s past, present and future and refers to the variety of personal experiences, values and worldviews that arise from differences in culture and circumstance. For UCSF, such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status and geographic region, among others.

- **Provide a supportive and effective work environment to attract and retain the best people and position UCSF for the future.**
  Recruiting and retaining excellent faculty and ensuring that they have an environment which supports their academic and personal needs is essential to maintaining the international stature and reputation, and thus the future, of UCSF. To achieve all of UCSF’s long-term goals, which are ambitious and far-reaching, leadership and participation by faculty of the highest caliber is critical. Likewise, recruiting and retaining excellent staff is equally essential to supporting the academic community to continue the outstanding research, teaching, community service and health care.

- **Serve our local, regional and global communities and eliminate health disparities.**
  Community and public service is integral to the UCSF vision of advancing health worldwide™. Whether focusing on breakthroughs in basic science research, innovations in patient care, or training the next generation of leaders in health sciences and health
care, UCSF faculty, staff and students share a common purpose of wanting to make a
difference to improve the health of people in our local, regional and global communities.
As a public university, UCSF has a particular responsibility to ensure that it contributes
to the public good and is an exemplar of civic responsibility. Striving to eliminate health
disparities is one important part of this social responsibility. Inequities in health mar the
landscape of our communities, from neighborhoods in San Francisco to distant nations
across the globe. UCSF’s vision of *advancing health worldwide™* means a commitment
to advancing health for all, and not just for a privileged few.

**Professional Education**

**Dentistry**

The UCSF School of Dentistry admits 88 students annually to the four-year Doctor of
Dental Surgery (DDS) program. The admissions process is very competitive, with
more than 1,700 applications received every year.

The school also provides a two-year international program with 24 enrollees per
year who are dentist-graduates trained in other countries and desiring to earn
American DDS degrees. The school offers postgraduate programs in eight of the nine
American Dental Association recognized
dental specialty areas – dental public health,
endodontics, oral and maxillofacial surgery,
oral and maxillofacial pathology, oral
medicine, orthodontics, pediatric dentistry,
periodontics, and prosthodontics– together
with a general practice residency program.
These programs total more than 50
students. The School of Dentistry also offers a DDS/PhD program, one of very few in the United
States.

The School of Dentistry is committed to educating future leaders in the dental profession,
including the next generation of dental scholars and faculty members. The school’s faculty are
world leaders in dental education and research. The school teaches and practices a philosophy
of minimally invasive dentistry that embraces prevention before surgical intervention. Five years
ago, faculty completely revised the curriculum to emphasize education that is integrated among
the disciplines and fundamentally prepares graduates to evaluate and apply scientific
knowledge to make informed, evidence-based decisions in practice as they move forward. The
school recognizes that all graduates will not become scientists, but firmly believes that all
graduates must become men and women of science.
Medicine

The UCSF School of Medicine educates physicians and physician-scientists to advance the field of medicine by incorporating inquiry, innovation and discovery throughout their careers, whether in private practice, industry or government, academic medicine, or other pursuits.

Admission to the MD program is highly competitive, with 152 students admitted from approximately 6,000 applicants. The curriculum consists of two phases: two years of integrated coursework organized around organ systems and clinical themes, followed by two years of clerkships offered in ambulatory and hospital settings in the greater San Francisco Bay Area and Fresno. Among the medical school’s strengths are the wide range of clinical settings that students experience during their training and the many electives and special programs available to them. In 2008, the medical school's enrollment included 1,218 residents and clinical fellows and 1,100 postdoctoral scholars. More than 15,000 learners participated in UCSF School of Medicine Continuing Medical Education programs.

**Joint Medical Program:**
An additional 16 medical students enter the Joint Medical Program at UC Berkeley, where they complete a preclerkship curriculum and, in a third year, a master’s degree in health sciences, before transferring to UCSF for their clinical years of training.

**Program in Medical Education for the Urban Underserved (PRIME-US):** Eleven students within the entering class at UCSF and four students within the Joint Medical Program at UC Berkeley are selected for PRIME-US. The didactic and clinical curriculum plus intensive mentoring prepare students to work with urban underserved populations.

**Pathways to Discovery Program:** This elective program fosters the pursuit of discovery, inquiry and innovation, and provides learners with opportunities to pursue in-depth study and experience in one of several pathways: clinical and translational research, global health, health and society, health professions education, and molecular medicine.

**Medical Scientist Training Program:** A combined MD/PhD program, the Medical Scientist Training Program prepares 12 new students each year for careers as physician-scientists.

**Graduate Medical Education:** The school educates an additional 785 residents and 433 clinical fellows at UCSF Medical Center (Parnassus, UCSF Children’s and Mount Zion hospitals), San Francisco General Hospital, San Francisco Veterans Affairs Medical Center and Langley Porter Psychiatric Institute. Additional residents are trained in the UCSF Fresno Medical Education Program.
Nursing

The UCSF School of Nursing prepares advanced practice nurses and scientists for leadership roles in health care. Taking advantage of its long history as a part of the UCSF health sciences campus, the school works cooperatively with other health professional schools on campus and collaborates with other health disciplines nationally and internationally in its search for excellence in teaching, research, practice and public service. Faculty provide education and research training in the social, behavioral and biological sciences focused on health, illness and health care. They are internationally recognized for their contributions to science and clinical care, and the school has been ranked number one in funding from the National Institutes of Health since 2003. The School of Nursing has recently begun an innovative, interprofessional shadowing program with the School of Medicine, and is hoping to extend this program to other schools.

Master's Programs in Nursing: The school sponsors an accelerated RN program for 85 students each year, drawing from a highly competitive, nationwide pool of more than 600 applicants. Students continue into the master’s program. In addition, the school offers 17 specialties in its master’s program for approximately 440 students who are preparing for advanced practice nursing roles such as nurse practitioner, clinical nurse specialist and nurse-midwife. Each specialty area defines a course of study leading to the master of science degree, and many specialty areas prepare the student for state or national certification, as appropriate. Some specialty areas include subspecialty, optional or focus choices to meet individual student needs.

Doctoral Program in Nursing: Each year, 25 to 30 students are admitted from a highly competitive pool into the doctoral program in nursing. The curriculum is designed to prepare graduates to assume leadership roles in nursing clinical practice, administration, teaching and research.

Doctoral Program in Sociology: Six students are admitted yearly to focus on the social, political and policy levels of nursing. The substantive focus of the program lies in the sociology of health and illness and biomedicine, with options for specialization in an area relevant to health. Qualitative research and analysis and quantitative methods are emphasized.

Pharmacy

The UCSF School of Pharmacy offers the top-ranked Doctor of Pharmacy (PharmD) program in the United States. The program is highly competitive. Out of a pool of more than 1,500 applicants, the school admits 122 students each year.

The school’s faculty members, who are known worldwide as leaders in pharmacy professional education and research, teach PharmD students, who in turn become leaders and innovators in pharmacy practice, policy and science. And they teach the students to be lifelong experts in the safe and effective use of medicines and to be effective and vocal members of health care teams alongside physicians, nurses and other health care providers. As one case in point, the school’s faculty members have created the interdisciplinary climate and have given students the tools they needed to teach more than a thousand health professional students and resident physicians to date about the health policy and access issues surrounding the Medicare Part D prescription drug benefit.

Because of the severe pharmacist shortage and the quality of the school’s program, the expertise of UCSF School of Pharmacy graduates is highly prized.
The school’s PharmD curriculum consists of four years of full-time study for select applicants who have completed appropriate prerequisites and earned a bachelor of science degree. All students take a required core curriculum and select an emphasis in one of three pathways.

**Pharmaceutical Care (PC):** The PC pathway prepares students to use their clinical knowledge and skills to manage drug therapy for patients with acute and chronic diseases, to work with health care teams to provide cost-effective care, and to provide medication consultation to families and caregivers.

**Pharmaceutical Health Policy and Management (PHPM):** The PHPM pathway is designed to prepare students to conduct health services research and to be decisionmakers on health policies and processes for drug use in the private and public sectors.

**Pharmaceutical Sciences (PS):** The PS pathway offers a unique and innovative curriculum designed for students interested in pharmaceutical research within academia, industry or governmental agencies. Mentoring, grant opportunities and programs such as Preparing Future Faculty encourage students in all pathways to consider academic careers.

All students are eligible for licensure as a registered pharmacist upon graduation, and more than 99 percent pass the licensure examinations. The highly personal and individual attention the school offers students has resulted in exceptional retention and graduation rates. About 60 percent to 70 percent of pharmacy students pursue, and are highly competitive for, postgraduate training or education in the form of residencies, fellowships or advanced degrees.

The school also makes possible expanded degree options.

**PharmD/MPH:** The UCSF School of Pharmacy works with the UC Berkeley School of Public Health to establish a program through which PharmD students can earn a master of public health (MPH) degree at Berkeley.

**PharmD/MSCR:** The UCSF Training in Clinical Research program offers UCSF PharmD students the opportunity to earn a master of science degree in clinical research (MSCR).

**PharmD/PhD:** Application to the UCSF joint PharmD/PhD degree program is open to qualifying first-, second- and third-year UCSF PharmD students.

### Graduate Education

The Graduate Division currently has oversight of more than 1,500 graduate students in 22 programs awarding certificates, the master’s degree, doctoral degree in physical therapy and PhD degree. Another 1,100 postdoctoral scholars are engaged in research. Overall, the graduate student body is 68 percent female, 5.3 percent international and 14 percent underrepresented minorities; 61 percent of UCSF graduate students are in PhD programs. UCSF’s graduate programs are highly competitive, with fewer than 10 percent of applicants matriculating into its PhD programs each year. The average time to earn the PhD degree is 6.1 years, and UCSF’s completion rates are approximately 95 percent.

The UCSF philosophy of graduate education is highly interdisciplinary; that is, nearly all of the graduate programs are not based in departments, but are crossdiscipline, cross-department and even cross-school.
Most faculty research is interdisciplinary, and it is not unusual for a faculty member to have appointments in multiple graduate programs. This emphasis on interdisciplinary research, a major strength of UCSF, has led to outstanding research accomplishments and a high national ranking for its graduate programs. For example, the Program in Biological Sciences organizes educational activities, courses and seminars for the degree programs in biochemistry, cell biology, developmental biology, genetics, neuroscience, biophysics and chemistry.

Another successful umbrella, the Program in Quantitative Biology, links UCSF’s quantitative degree programs in bioengineering, biophysics, bioinformatics and chemistry with new efforts in systems biology.

This interdisciplinary approach to graduate training is one of UCSF’s strengths, but also allows the Graduate Division to centralize graduate diversity efforts for UCSF. Thus, the Graduate Division oversees the only UCSF undergraduate Summer Research Training Program, a National Institute of General Medical Sciences (NIGMS)-funded program supporting underrepresented minority (URM) graduate students, a National Science Foundation-funded Alliances for Graduate Education and the Professoriate program, and a program specific to UC, called UC-LEADS, as well as a new program for URM postdoctoral scholars funded by the NIGMS.

As evidence that the UCSF interdisciplinary approach is successful, U.S. News and World Report ranks UCSF seventh overall in the field of biomedical science in its 2009 issue of “America’s Best Graduate Schools.” Other ranking entities routinely place most UCSF graduate programs in the top 10. Thus, UCSF educates the best and brightest students, who go on to leadership positions in science and industry.

Faculty

UCSF’s 2,200 faculty are very distinguished by all measures and include wide representation in all five faculty series.

UCSF faculty are internationally acclaimed for their excellence, achievements and leadership in health sciences. Honors garnered by UCSF faculty include Nobel Prizes (four), Lasker Awards (11), Gardner Awards (seven), National Academy of Sciences memberships (34), Institute of Medicine memberships (79), American Academy of Arts and Sciences Fellowships (49), and MacArthur Fellowships (three).

Over the last six years (from 2001 to 2007), the total number of faculty rose 20.4 percent, from 1,840 to 2,200. Although the data in this report are for only ladder rank faculty, all five series are critical to UCSF. Ladder rank faculty make up 17.5 percent of the total, while 20.8 percent are in residence, 11.9 percent clinical X, 16.6 percent adjunct and 33.1 percent HS clinical. More than
half of UCSF faculty are in senate series. The number of ladder rank faculty has not changed significantly, but the percentage of ladder rank faculty has decreased because of growth in each of the other series. This increase in faculty in the non-ladder rank series represents growth in both research and clinical programs. Thus, UCSF has seen a continuing increase in the number of faculty, and the growth has occurred in all series except ladder rank.

During this same period, the percentage of women rose from approximately 37 to 42, and the percentage of minority faculty rose from about 19 to 26. The percentage of women and underrepresented minorities rose in each of the series, with the largest percentage increases for women in the in residence, clinical X and adjunct series and for minorities in the in residence and adjunct series.

A faculty climate survey in 2001-2002 suggested the need for more opportunities in a number of areas, and these findings are being addressed by the Chancellor’s Council on Faculty Life. A faculty mentoring program for all assistant professors and new faculty has been established. The approximately 800 faculty in the program have career mentors assigned by a mentoring facilitator in each department or large unit. Ninety-seven faculty have completed the leadership program, which was developed with the Coro Center for Civic Leadership and involves approximately 70 hours of leadership training. Evaluations have been very positive, and many of the graduates have assumed greater leadership roles and have shown increased leadership skills. A new Faculty Information and Welcoming Week allows new and continuing faculty to learn about various topics, from compensation and running a research program to raising children in the Bay Area. Two lecture series, Faculty Development and Faculty Wellness, round out the programs to enhance faculty life at UCSF. In 2008, the Scientist ranked UCSF 12th in its assessment of the best places to work in academia.
UCSF is a premier employer in San Francisco, second in size only to the city and county of San Francisco, with employees working in a wide range of roles at campus locations dispersed across the city and beyond. As the campus has grown in stature and scope as an academic and clinical enterprise, so have the scope and range of employment.

A decade ago, UCSF provided 12,000 jobs, and today that number is approximately 22,000. This dramatic growth in employment has attracted and retained bright, energetic and hardworking men and women from a diverse set of backgrounds and careers.

While UCSF’s international standing and success are primarily dependent upon academic employees, most of its employment growth has been in nonacademic staff, which has more than doubled in size over the past decade from about 8,000 to 22,000 employees.

These employees work in a variety of roles, from hospital bedside to administrative support, and provide vital contributions in sustaining UCSF’s excellence and fulfilling its mission. UCSF’s largest single category of staff employees work in clinical care positions (more than 6,000), followed by professionals in fiscal and administrative services (more than 3,100), clerical support employees (about 2,800), and laboratory science professionals (more than 1,200). Over this same period of time, UCSF’s nonacademic employee mix, like the population of California, has moved from being a white majority to one in which employees of color comprise more than 55 percent of the total. Two-thirds of UCSF staff members are women.

While UCSF’s turnover rate is about 13 percent per year, on average, only 3 percent of employees leave UCSF to seek employment outside of the University. The remaining 10 percent resign to attend school, move away from the San Francisco Bay Area or retire from the University. The factors that positively influence UCSF’s staff engagement.

### UCSF Staff Ethnicity

October, 2008

- **Native American**: 60
- **Asian**: 4970
- **Black**: 1027
- **Hispanic**: 1628
- **White**: 5142

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position in the marketplace include good pay and very strong benefits, challenging work, and the excellent reputation of UCSF within the state, nation and the world. UCSF regularly surveys its staff to gauge employee satisfaction, and by wide margins, employees report favorably on the excellence of services provided by their units, the quality of care provided by UCSF and satisfaction with employee benefits provided. In response to specific concerns from these surveys about the need for more training and development and cross-departmental communications, UCSF has launched staff leadership development programs, which are showing early signs of appreciation and success and will help develop and nurture future leaders for UCSF in the decade ahead.

Research

UCSF has created powerful, internationally recognized research programs in biological, clinical, social, behavioral and population sciences. Preeminent faculty, who are conducting scientific investigations at the molecular and cellular levels, are unmasking the fundamental mechanisms of biology. And acclaimed faculty conducting investigations involving humans are discovering new solutions for preventing and treating a wide array of diseases, including cardiovascular disease, neurological disorders, cancer, diabetes, genetic disorders, immunological and infectious disease, and reproductive and developmental disorders.

These research efforts draw on the remarkable talent and achievements of UCSF’s cadre of exceptional investigators and trainees and its dedicated staff. They also benefit tremendously from UCSF’s widely recognized spirit of collaboration and entrepreneurship.

Increasingly, UCSF’s research endeavors are multidisciplinary and aimed at translating basic discoveries into innovations that improve health. Two examples of major institutes recently created to bring together large teams of experts from a variety of disciplines to tackle major scientific and health issues are the UCSF Clinical and Translational Science Institute (CTSI) and the California Institute for Quantitative Biosciences (QB3), a cooperative effort with UC Berkeley, UC Santa Cruz and private industry. The CTSI is a cross-campus UCSF institute established to facilitate translational clinical research and bring better health to more people more quickly. QB3 was established to link the quantitative sciences – mathematics, physics, chemistry and engineering – with the biosciences to attack complex scientific problems and spawn potent new technologies.

UCSF’s prowess as a leader in biomedical research is evidenced by its success in garnering research support. In 2008, UCSF faculty received $933 million in research awards. Overall, UCSF ranks second in receipt of National Institutes of Health funding, with the schools of dentistry, nursing and pharmacy all ranking first, and the School of Medicine ranking second.

Importantly, results from this research are having an impact worldwide.

Joseph DeRisi, PhD, center, Howard Hughes Medical Institute investigator and professor of biochemistry at UCSF, has made breakthrough discoveries that have provided insight into the detection of some of the world’s most threatening viruses, and works to find a cure for malaria.
According to a global survey by the Milken Institute, UCSF ranks second in the world for the number of biotechnology patents. And a report in the Chronicle of Higher Education ranked the faculty scholarly productivity of UCSF as third among all universities and research institutes in the world, while Newsweek International ranked UCSF ninth among all the research universities in the world for its scholarly excellence and global impact.

**Libraries and Academic Information**

The UCSF Library and Center for Knowledge Management is recognized worldwide for its comprehensive health sciences paper, electronic and archival collections, for a building with remarkable spaces for study and research, and for digital technologies and services that link students and faculty to the scientific knowledge base supporting the generation of new knowledge. The library is engaged in a period of transformation as new forms of scholarly communication emerge and information technologies offer great potential to create, discover, share, reuse and preserve knowledge.

The initiatives in the UCSF Strategic Plan serve as the foundation for the library’s mission: to advance science, foster excellence in teaching and learning, and promote health through the collection, development, organization and dissemination of the world’s health sciences knowledge base. The library is committed to the application of technologies and services that bridge the geography of separate campus sites and to transforming physical and virtual spaces that promote innovative approaches to teaching and learning.

The library manages facilities at the Parnassus Heights and Mission Bay campuses, with more than 500,000 visits annually. Affiliate libraries are located at the four major clinical sites. More than 20,000 full-text electronic journals, 11,000 directly related to the health sciences, support UCSF’s research, education and service mission. A major project is underway to transform the second floor of the Parnassus library to support interprofessional and interdisciplinary education. Approximately 2,000 students attend library classes, in part as a result of integrated curricular instruction. Centralized technology support for education is provided through student computing labs and classrooms and an innovative Collaborative Learning Environment for online instruction. The library maintains one of the largest digital archives of internal tobacco industry documents, with more than 3,600,000 views from 52 million pages.

**Health Sciences and Services (Clinical Enterprise)**

The UCSF clinical enterprise is defined as all clinical programs at UCSF, including the inpatient and outpatient medical center and clinical practices.

UCSF Medical Center is a 722-licensed bed, tertiary care referral center with two major clinical sites at Parnassus Heights and Mount Zion, approximately 750,000 outpatient visits per year, and annual revenue of $1.4 billion. With a history of strong operating performance and clinical innovation, the medical center consistently ranks as one of the nation’s top 10 hospitals by U.S. News & World Report.

In partnership with the UCSF clinical faculty, UCSF Medical Center has earned respect for its nationally preeminent programs, including:

- UCSF Children’s Hospital, with more than 150 specialists in 40 areas of medicine and dentistry;
Nancy Ascher, MD, PhD, right, chair of the UCSF Department of Surgery, has devoted her career to organ transplants and transplant research. The Liver Transplant Program at UCSF Medical Center, designated as a Center of Excellence by the US Department of Health and Human Services, is recognized as one of the nation’s leading centers for pediatric and adult liver transplants.

• Integrated neuroscience services, including the largest brain tumor treatment program in the nation;

• An organ transplantation program that has performed more kidney transplants than any other institution in the world;

• Northern California's only National Institutes of Health designated Center of Excellence in Women’s Health; and

• The National Cancer Institute - designated Helen Diller Family Comprehensive Cancer Center, the first in Northern California.

The medical center has experienced patient volume increases of approximately 4 percent per year for the past nine years, and now has significant constraints on its capacity, which will require interim steps in advance of the construction of the new, 289-bed children’s, women’s and cancer hospital complex at Mission Bay in 2014. The new complex will be the first hospital built from the ground up in San Francisco in 30 years, and will serve as the third major site for UCSF patient care, supporting UCSF’s ongoing commitment to advancing health sciences education in collaboration with research and patient care. UCSF Medical Center is a leader in quality and safety initiatives nationally, and will complete the implementation of a comprehensive electronic medical records system in fiscal year 2009-2010.

Clinical services also are provided by UCSF faculty in the schools of dentistry, medicine, nursing and pharmacy in outpatient or ambulatory care settings.

The School of Dentistry clinical enterprise, which includes 14 clinics at three sites across San Francisco, provides more than 121,000 patient visits per year. The School of Dentistry operates its own teaching clinics, each of the clinical specialties runs its own clinic and there are several sites for faculty practice. In addition to the on-campus clinics, the school has 21 active community clinic sites that permit students to experience practicing in nontraditional and underserved areas. This expansion of dental care beyond the on-campus clinics has contributed greatly to meeting the needs of underserved Californians. During the past five-year period, 62,780 patient visits occurred, and the equivalent of $6.5 million in care was provided by dental students in these community safety net clinics.

The School of Medicine’s patient care and clinical training programs occur at UCSF Medical Center, San Francisco General Hospital Medical Center, San Francisco Veterans Affairs
Medical Center, and many other sites in the San Francisco Bay Area, Northern California and the Central Valley. The school includes the UCSF Medical Group and its nearly 1,000 physician faculty members. In fiscal year 2008, the group had 730,353 outpatient visits and earned $315 million in revenue, a 34 percent increase over the previous three years.

The School of Nursing provides patient care and clinical training programs in a variety of venues across San Francisco. It is responsible for all health services at Glide Church and Progress Foundation, and provides clinical care at Valencia Health Services for residents from birth to 21 years who live in the San Francisco Mission District.

The School of Pharmacy’s student-pharmacists and faculty actively collaborate on patient care initiatives and core measures at UCSF Medical Center and other sites throughout the state of California. The pharmacy residency program includes both general practice and specialty residents who provide inpatient and outpatient care to UCSF Medical Center and San Francisco General Hospital.

Community

Since the early days of treating neighbors in need after the great 1906 earthquake, UCSF has long been an integral part of the community, forging partnerships in the San Francisco Bay Area and beyond to advance education and promote health and well-being.

Through its patient care provided at local hospitals and neighborhood clinics, research conducted in cooperation with partners around the globe, academic outreach programs and campus activities – including lectures and programs for the general public – UCSF’s reach and impact stretch far into the community.

UCSF enjoys a strong and growing partnership with the San Francisco Unified School District (SFUSD). Since 1987, the Science & Health Education Partnership (SEP) – a nationally recognized program – has brought UCSF and SFUSD scientists and educators together to support quality science education for K-12 students. Each year, more than 400 SFUSD K-12 teachers and their students, representing 80 percent to 90 percent of SFUSD’s schools, participate in SEP programs. UCSF and SFUSD recently expanded their partnership with plans to work more intensively in five local schools as part of the establishment of a robust educational program.

UCSF welcomes input from the community and provides opportunities for ongoing dialogue in two ways. The UCSF Community Advisory Group (CAG), originally formed in 1992, has representatives from a wide range of San Francisco’s neighborhood, civic, ethnic, labor and business groups, who provide UCSF with their views on how the campus can better coexist with its city neighbors. The CAG primarily focuses on land use, campus planning and related issues. The University Community Partnerships Program, established in 2006 and comprising representatives from UCSF and the community, coordinates the many existing academic, clinical and research partnerships between UCSF-affiliated individuals or groups and community organizations, and also facilitates new University-community collaborations.

Budget and Finance

UCSF’s financial management model is defined by both the diversity of its funding sources and the decentralized manner in which its financial activities are conducted. Income from the federal government, private gifts, grants and contracts, and medical center patient revenue comprise
almost 80 percent of its income base. State of California general fund appropriations are less than 8 percent of the total. Income from local government contracts, auxiliary enterprises (campus housing, parking, recreation facilities, food service, etc.), tuition and fees, and other miscellaneous sources make up the balance of the more than $3 billion of income UCSF brought in during fiscal year (FY) 2008. In terms of revenue, UCSF is the second-largest campus in the UC system, surpassed only by UCLA.
In a time when federal funding of research was relatively flat or declining, UCSF had a compound annual growth rate of 7 percent between FY 2001 and FY 2008. UCSF Medical Center’s compound annual revenue growth rate was more than 9 percent, and UCSF’s income from local government, private gifts, and grants and contracts was 6 percent. This contrasts with the state appropriations, which grew at less than 2 percent over the same period. The addition of significant student housing units and parking garages allowed the auxiliary enterprises to grow at almost 12 percent per year in the same period. Beyond UCSF’s strong revenue base
and its management structure, it has built, over time, a very strong financial balance sheet and, for a public institution, a reasonably strong endowment. At the end of FY 2008, UCSF’s cash and equity in short-term investment were almost $1.5 billion. During FY 2008, UCSF was able to earn more than $63 million in non-operating income to enhance and support its mission-based operations. In addition, the market value of its endowment and gift funds (both in its foundation and those held by the UC Regents) was more than $1.4 billion at the end of FY 2008.

Despite the feeling of relative comfort these facts might convey, UCSF also has had to endure reductions to its state general fund appropriations for 14 of the last 18 years, and is about to enter into the 15th year of more budget cuts. The state’s financial situation has meant inadequate funding for the cost of electricity and gas utility purchases, as well as for basic operating and maintenance of most of the new, state-eligible facilities at the Mission Bay campus. The cumulative effect of this continuous budget cutting has meant that UCSF has had to shift basic instruction, academic and institutional support functions off state funds and onto funds traditionally used for the strategic advancement of UCSF. In essence, UCSF has had to use its strategic, discretionary resources just to keep the lights on.

Given the economic uncertainties that are now facing all publicly funded research universities as a result of depressed national and state economies, the basic cost of remaining competitive with UCSF’s peer institutions continues to rise – especially for the recruitment and retention of top faculty, students and staff. Regional cost-of-living factors (salaries, child care, housing, schooling, etc.) all come into play.

Consequently, strong funding support will be a primary Achilles’ heel, given the demonstrated unreliability of state support for UCSF’s most basic missions. UCSF must seek ways to increase administrative and program support efficiencies, as well as leverage and strengthen links to new financial partnerships in nontraditional arenas. UCSF must make strategic and judicious decisions in managing its financial resources to remain competitive as it strives to maintain and strengthen its place as one of the top academic health centers in the world.

Development

The UCSF Office of University Development and Alumni Relations and the UCSF Foundation are responsible for promoting awareness of the missions of UCSF to the community and beyond, and for garnering private support for the University’s four professional schools, the Graduate Division, UCSF Medical Center, and the numerous departments, centers and institutes that make up UCSF.

As UCSF receives less than 8 percent of its operating budget from state appropriations, the University must rely increasingly on development support to help continue its work locally, nationally and internationally.

Fiscal year 2008 was extremely successful, with $366 million contributed to UCSF, topping the FY 2007 total of $252 million by more than $100 million and setting an all-time fundraising record. Nearly 35,000 gifts were received, with 82 percent coming from foundations and individuals, and 18 percent from alumni, corporations and other nonprofit organizations.

Philanthropic support has been critical for numerous UCSF projects now underway: the new Eli and Edythe Broad Center of Regeneration Medicine and Stem Cell Research building on the Parnassus campus; the Helen Diller Family Cancer Research Building at Mission Bay, due to open in June 2009; the new Cardiovascular Research Building under construction at Mission Bay; the Daniel Pearl Medical School building in Hong Kong; and the new Department of Radiation Oncology building at UCSF Benioff Children’s Hospital.
Bay; the Institute for Neurodegenerative Diseases facility, which is in the planning stages; and one of the most ambitious projects ever undertaken by UCSF, the new medical center to be built at Mission Bay.

Established in 1982, the UCSF Foundation accomplishes its mission through the leadership, guidance and generosity of its board of directors and chancellor’s associates. The board of directors oversees the foundation’s operations and advises University administration with the help of several committees. The directors bring unique and diverse skills, expertise and financial acumen to the board and are deeply dedicated to supporting UCSF.

**Capital Resources**

UCSF is a multisite campus with facilities containing approximately 9 million gross square feet, including teaching, research, clinical and support space. In accordance with its Long Range Development Plan, the San Francisco campus has embarked on an $800 million, multitrack, major capital improvement program (excluding medical center projects) to solve a number of longstanding capital needs.

**Mission Bay Site**: To address the critical space deficit, UCSF has constructed four biomedical research buildings, with a fifth building under construction and due for completion in 2011, and a sixth that will be constructed by a third-party developer and completed in 2012. The Mission Bay campus site also has a new campus community center with fitness facilities, housing complex, child care center, parking structures, a quadrangle of open space and landscaped walkways.

**Parnassus Heights Site**: A new stem cell research building is under construction and due for completion in 2010, and a new child care center is due for completion in 2009. Completion of a housing complex at 145 Irving Street and conversion of seven houses along 3rd and 5th avenues and Kirkham Street from administrative and academic offices to residential use have increased the number of housing units. In addition, UCSF is making significant progress in upgrading infrastructure and laboratories in the Medical Sciences Building, Health Sciences East building and Health Sciences West building.

**Mount Zion Site**: Since 1992, UCSF has constructed a research building and a cancer center clinics building, acquired two medical office buildings, and is constructing a new medical office building to house the Osher Center for Integrative Medicine and a number of medical center offices and clinics.

**Sustainability**

UCSF has embarked on a comprehensive sustainability strategy embracing both new building construction and renovation of existing facilities, in compliance with UC Regents policies, and campus and medical center operations. New buildings are submitted to the US Green Building Council for certification, with a target level of silver established at the outset of design. Similar performance levels are targeted for renovation projects. The Chancellor’s Committee on Sustainability coordinates sustainability efforts across all UCSF constituencies, including all aspects of ongoing campus and medical center operations. In addition, UCSF is an active participant in the UC Strategic Energy Conservation Program, and carries an active catalogue of energy-efficiency projects.
Conclusion

Despite the economic challenges facing UCSF, the University remains a strong institution, nationally renowned for its formidable biomedical research, high-quality health care and top-ranked teaching programs, and driven by the talent and tenacity of its distinguished faculty and their entrepreneurial spirit and culture of collaboration.

In fact, UCSF stands to benefit from new scientific research funding opportunities created by the American Recovery and Reinvestment Act, which authorizes $10.4 billion in funds to the National Institutes of Health. UCSF also will benefit from a new federal policy on embryonic stem cell research, which opens the door for scientific discoveries in this promising field. UCSF’s program in regeneration medicine is at the threshold of developing cell-based approaches and therapies for various debilitating diseases that result from tissue injury or degeneration.

UCSF is on the verge of transforming health care through its clinical enterprise, which looks to build a new, $1.68 billion medical center at Mission Bay for children, women and cancer patients in 2014. Energized by a matching challenge grant of $125 million by The Atlantic Philanthropies, the new medical center at Mission Bay is critical to the future of UCSF as a world-class health sciences institution, as well as to the patients it serves. An expanded medical center is also vital to the health care professionals and scientists who work to deliver on the promise of uniting advanced biomedical research with clinical care, so that research findings can be rapidly translated into medical advances.

Finally, UCSF is well positioned to achieve its mission of advancing health worldwide™ through the cooperation of its many constituencies – faculty, staff, students, trainees, donors, alumni, business partners, volunteers and members of the community – all of whom have contributed to its 145-year history as a place for discovery, learning and healing.
This report on key UC Santa Barbara success indicators consists of an introductory background section noting campus highlights and distinctions followed by an annotated compilation of a range of statistical measures, assessments, and survey results that focus extensively on graduate and undergraduate education. Together this information provides a contemporary snapshot of the campus, its development, and achievements.

Part I

A Campus of Distinction

Short history, long shadow
In just six decades as a campus of the University of California, UC Santa Barbara has become internationally recognized as a leading center for teaching and research, distinguished by its interdisciplinary programs and a commitment to innovation.

Once a small, independent teachers college, UC Santa Barbara today is an integral part of the 10-campus UC system. A center of cutting-edge intellectual activity that spans the academic spectrum, this campus is also one of only 62 research-intensive institutions elected to membership in the prestigious Association of American Universities, placing it in the top 2 percent of all colleges and universities in North America.
Prize-winning faculty

UC Santa Barbara’s 1,000-member faculty includes five Nobel Prize winners (all awarded since 1998), the 2006 Millennium Technology Prize winner, a Fields Medalist, a National Humanities Medalist, dozens of winners of Guggenheim and Fulbright Fellowships, and scores of elected members or fellows of the National Academy of Sciences, the National Academy of Engineering, the American Academy of Arts and Sciences, and the American Association for the Advancement of Science.

Doubling of applications

Teaching and research go hand in hand at UC Santa Barbara, and students are full participants in an educational journey of discovery that stimulates independent thought, critical reasoning, and creativity. The campus has been enrolling approximately 20,000 students per year since 1990, under the terms of the 1990 Long Range Development Plan. The student population includes approximately 3,000 graduate students. Applications for admission have doubled in this decade, from 26,000 to 54,000, while total enrollment has remained constant. Every year, UCSB welcomes a more academically outstanding and diverse freshman class.

200 majors and degrees

UC Santa Barbara offers more than 200 majors, degrees, and credentials through three colleges (Creative Studies, Engineering, and Letters and Science) and two professional schools (the Bren School of Environmental Science and Management and the Gevirtz Graduate School of Education). UCSB has a tradition of emphasizing both undergraduate and graduate programs in a friendly and collegial environment in which students, staff, and faculty members from diverse backgrounds and perspectives explore and learn together. The campus provides significant support for undergraduate research.

Prominent rankings

The quality and stature of undergraduate programs have been on the rise and are now highly ranked. U.S. News & World Report includes UC Santa Barbara among the top 50 universities in the country and ranks it number 12 among all public institutions. Twice in this decade, UCSB was named one of the “hottest colleges” in the country by the popular Newsweek guide to colleges, a distinction that recognized the exceptional intellectual vitality of the campus as well as its extraordinary setting. “If there’s a more beautiful campus than this one at the edge of the Pacific, we haven’t seen it,” said Newsweek. For its quality and accessibility, The Wall Street Journal recognized UCSB in 2006 as one of eight higher education “best bargains” nationally.
Graduate programs on the campus are equally renowned. In 1995, the National Research Council ranked 10 of UCSB’s doctoral programs within the top 20 in the nation. A new survey is to be published by NRC in the near future. In 2008, the “Academic Ranking of World Universities” conducted by Shanghai Jiao Tong University ranked UC Santa Barbara #36 in the world overall, #18 in the area of natural sciences and mathematics, #13 in engineering/technology and computer sciences.

Developments and discoveries
UC Santa Barbara has focused on developing strengths in research clusters that are unique, highly interdisciplinary, collaborative, and that aim to be the best in the world.

The campus is home to 11 national centers and institutes, eight of which are sponsored by the National Science Foundation. These centers offer specialized research opportunities and a multidisciplinary environment for study at the undergraduate, graduate, and postdoctoral levels.

- Center for Nanotechnology for Treatment, Understanding and Monitoring of Cancer
- Center for Nanotechnology in Society
- Institute for Collaborative Biotechnologies
- International Center for Materials Research
- Kavli Institute for Theoretical Physics
- Materials Research Laboratory
- Nanotech, a part of the National Nanotechnology Infrastructure Network
- National Center for Ecological Analysis & Synthesis
- Pacific-Southwest Regional Center for Excellence (RCE) for Biodefense and Emerging Infectious Disease Research
- Southern California Earthquake Center
- UC Center for Environmental Implications of Nanotechnology

Examples abound of other areas of research excellence, spanning all the disciplines. The following is just a small sampling:

- Carsey-Wolf Center for Film, Television, and New Media
- Bren School of Environmental Science and Management
- Marine Science Institute
- Solid State Lighting and Energy Center
- California NanoSystems Institute
- Institute for Collaborative Biotechnologies
- American Presidency Project
- Koegel Autism Center
- Center for Stem Cell Biology and Engineering
- SAGE Center for the Study of the Mind, home to the Law and Neuroscience Project (funded with a $10-million grant from the MacArthur Foundation)
Increased federal funding

External research support, which is considered the lifeblood of a premier research university, reached a record $194 million in fiscal year 2008, an increase of $18 million over the previous year and twice the level of a decade ago.

UC Santa Barbara enjoys a high level of funding from federal agencies, especially for a campus that does not feature a medical school.

- In FY 2008, UCSB received funding from the National Science Foundation totaling $52.2 million, ranking 17th in the country. UCSB also ranked among the top 20 in five of the six research directorates at NSF:
  - 8th in Social, Behavioral, and Economic Sciences
  - 10th in Mathematical and Physical Sciences
  - 13th in Biological Sciences
  - 16th in Computer Science and Engineering
  - 20th in Geosciences

- The Department of Defense is the second largest provider of funds for basic research at UCSB. In FY 2006, UCSB had DOD-funded research expenditures of $33.7 million, an amount which ranked it 13th among the nation’s universities.

A fund-raising milestone

Since 2000, the campus has been conducting its first comprehensive campaign to ensure UC Santa Barbara’s excellence for future generations. More than $500 million in private support has been raised. UC Santa Barbara reached that milestone in June 2008.

During the campaign the campus has raised support for five donor-funded buildings. The campus has also constructed a new donor-funded East Entrance, including the landmark Henley Gate. The number of endowed chairs has grown from 24 to 78 during the campaign. A total of $30.9 million has been raised for student support, including $21.2 million for the establishment of 134 new graduate fellowships and $9.7 million for undergraduate scholarships and prizes. During the campaign, alumni participation in giving has grown from 10 percent to 19 percent.
Capital improvements
Located on the coast approximately 100 miles northwest of Los Angeles, the 1,055-acre campus is bordered by the Pacific Ocean and the Santa Ynez Mountains. An ongoing, billion-dollar capital improvement program has seen the completion of 14 new structures and major additions in just the past five years, including new buildings for engineering, humanities, social sciences, sciences, student resources, athletics, and recreation.

The university houses more than 7,500 students in residence halls and apartments located on the Main and Storke campuses and in university-owned facilities in the adjacent bustling student community of Isla Vista. A majority of other students reside in privately owned housing in Isla Vista.

Vision for the future
A proposed new Long Range Development Plan and a Strategic Academic Plan have been crafted, and public meetings were held in 2008. Building on the success of the previous decade, these plans look toward the nature of the campus in the year 2025.

The plans underscore how UC Santa Barbara is committed to providing the facilities needed for a world-class teaching and research university to flourish, while at the same time preserving and enhancing the campus’s unique environment, architecture, and open space. This comprehensive plan gradually grows the overall student body from 20,000 to 25,000 while increasing the percentage of graduate students from 14 percent to 17 percent. By building on campus strengths of interdisciplinarity and collaboration, it also provides guidance for new academic initiatives, growth and replenishment of faculty and staff, and housing and infrastructure sufficient to meet the needs of that growth.

Faculty hiring
In addition to recruiting extraordinary scholars to the faculty, UC Santa Barbara has been committed to hiring an increasingly diverse faculty. In the last decade, about one-fifth of appointments have been minority faculty, and the percentage of female appointments to ladder faculty positions has increased from 32 percent to 53 percent.

In 2002, the campus created a new position of Associate Vice Chancellor for Diversity, Equity, and Academic Policy, with primary responsibility for policies related to issues of equity and fairness for minorities and women. Professor María Herrera-Sobek, who holds the Luis Leal Endowed Chair in Chicano Studies, is currently serving in this role (initially a half-time position, increased to full-time in 2007).
**Housing**

Making affordable housing available is a key to attracting and retaining a diverse and excellent faculty. Providing such housing is therefore an integral part of both the short-term and long-term campus development plans. Currently the campus is undertaking two housing projects that will make available 161 for-sale units to current and future faculty, as well as 151 units of rental housing for faculty, staff, and student families.

Providing affordable housing is also key to recruiting top graduate students. The campus’ San Clemente Graduate Student Housing project, with 976 beds, opened to its first graduate residents this year.

The campus Long Range Development Plan calls for several different types of housing developments on campus property, sufficient to house anticipated growth of UCSB faculty, students, and staff over the next 15 years.

**Committed to a mission**

UC Santa Barbara’s achievements have been realized in the context of its mission of teaching, research, and public service. The campus’s mission statement in full reads:

“The University of California, Santa Barbara is a leading research institution that also provides a comprehensive liberal arts learning experience. Because teaching and research go hand in hand at UC Santa Barbara, our students are full participants in an educational journey of discovery that stimulates independent thought, critical reasoning, and creativity. Our academic community of faculty, students, and staff is characterized by a culture of interdisciplinary collaboration that is responsive to the needs of our multicultural and global society. Our commitment to public service is manifested through the creation and distribution of knowledge that advances the well-being of our state, nation, and world. All of this takes place within a living and learning environment like no other, as we draw inspiration, opportunity, and advantage from the beauty and resources of UC Santa Barbara's extraordinary location at the edge of the Pacific Ocean.”
Part II

Focus on Students

Undergraduate education
The increasing success of undergraduate education at UC Santa Barbara is closely tied to the strength, excellence, and prominence of its faculty and academic programs. Statistical information about undergraduates based on an assortment of measures — including applicant qualifications, time to graduation analysis, and customer satisfaction survey results — can be found later in this section. But complementing that data is this information about the rich and textured fabric of undergraduate education at UCSB.

Among the highlights of undergraduate education at UCSB are the following:

- The UCSB undergraduate student-faculty ratio is 17 to 1. Lower-division classes average 47 students. Almost half of all UCSB courses enroll 21 or fewer students.
- More than a quarter of all undergraduates are now involved in original research with graduate students and faculty members. Students compete for hundreds of thousands of dollars in grants for undergraduate research each year.
- Over the past decade, enrollment of underrepresented minorities as a percentage of the total undergraduate student population has grown steadily, from 17 percent to 24 percent.
- Last year, more than 900 UCSB undergraduates participated in the UC Education Abroad Program, choosing from over 130 colleges and universities in 35 countries throughout the world.
- Through the UCSB Washington Center Program, students pursue internships, research, or creative activities in the nation’s capital. A similar program is offered in the state capital, Sacramento.
- More than 6,000 UCSB students serve as community volunteers through the campus’s Community Affairs Board, a large student volunteer organization.
- The campus ranks #18 among all large colleges and universities for the number of its graduates who elect to serve in the Peace Corps.
- UCSB’s Intercollegiate Athletics program includes 20 teams that compete at the NCAA Division I level.
- Two-thirds of students going into the workforce have enjoyed one or more internships while at UCSB.
- After earning their degree, approximately one-third of all UCSB students go on to pursue advanced study in a graduate or professional school.
Special programs for undergraduates

UC Santa Barbara supplements the educational experience with a number of programs that benefit students. Examples of current programs that are highly rated by students include the following:

- The Freshman Seminar program provides opportunities for freshmen to take small classes with distinguished faculty to learn first hand about their expertise and interests. More than 90 such seminars were held in 2008-09.

- First-year programs have provided more than 500 first-year (including transfer) students with a special course introducing them to a research university and the role of lifelong learning.

- CLAS, a counseling service, provides opportunities for instructional groups, drop-in services, one-on-one consultations or tutorials, and academic skills services.

- The Educational Opportunity Program serves first-generation, low-income, and underrepresented students. They currently have 40 percent of the UCSB undergraduate population in their service group.

Transfer student success

All California community college students who meet eligibility criteria for transfer are admitted to UCSB. Other transfer students from four-year institutions and community colleges outside the state of California are reviewed for competitive eligibility and given admission as space permits.

The majority of transfer students come from community colleges (91 percent); more than a quarter of transfer students come from Santa Barbara City College alone (27 percent). Other transfer students come from other University of California campuses (4 percent), the California State University system (2 percent), and other four-year colleges (3 percent).

Graduate education

UC Santa Barbara strives to ensure its intellectual vitality by attracting a talented and diverse community of scholars to its graduate programs, and by providing its continuing graduate students with a strong support system for achieving their personal, academic, and professional goals.

UCSB’s graduate student body has grown significantly in both number and proportion since the early 1990s, and makes up nearly 14 percent of total campus enrollment today. Charts and tables illustrating some of the information that follows can be found at the end of this section.
Growing graduate enrollment

Today almost 3,000 UCSB graduate students pursue master’s, Ph.D. and credential programs in more than 100 degree programs in 45 departments. Since 2005, seven interdisciplinary master’s and/or Ph.D. programs have been initiated, adding to the rich array of interdisciplinary options for research and scholarship.

The campus Long Range Development Plan and Academic Plan call for growth in the relative proportion of graduate students, from today’s level of 14 percent of the student body to at least 17 percent by the year 2025.

UCSB persistence rates are comparable with other UC campuses and better than national rates. After two years, 89 percent of entering graduate students remain at UCSB, compared to a UC-wide average of 89 percent and a national average of 86.2 percent. There has been a steady increase in doctoral degrees conferred.

Characteristics of graduate students

UC Santa Barbara continues to attract high-quality graduate students, as evidenced by their undergraduate GPA and high scores on Graduate Record Exams (GREs). The campus also has strived to fulfill its commitment to recruiting a diverse graduate population. The campus attracts international graduate students at a rate above the national average. UCSB continues to explore ways to increase diversity among its graduate student population, particularly by increasing the percentage of women (currently 50 percent) and underrepresented minorities (currently 10 percent).

Support for graduate students

Graduate support comes in the form of fellowships (both centrally and departmentally administered — $22,371,170 in 2007-08), graduate student research assistantships ($23,047,676), and teaching assistantships ($24,911,156). Most graduate students receive some form of such financial support throughout their stay at UCSB.

UC Santa Barbara continues to work to increase the amount of funds available for graduate student support. Since 2004-05, the total amount of financial support available to graduate students has increased by more than 17 percent. This has been a priority of the Campaign for UC Santa Barbara, and since the fund-raising campaign’s inception in 2000, 134 new graduate fellowships have been established.
Student Profile and Performance Indicators

This section provides information about UC Santa Barbara on a range of topics in a format similar to that used by many colleges and universities, which should facilitate comparisons with other institutions on important indicators and characteristics of our educational program. UC Santa Barbara is committed to regularly collecting and analyzing this data, to making it available to the public, and to updating it annually.

(An enhanced version of this section can be found on our Web site in the UCSB Portrait. It includes additional information as well as Web links for more statistics, comments on methodology, and appropriate campus offices. The UCSB Portrait is particularly useful for prospective students and parents.)

Student Characteristics (Fall 2007)

TOTAL NUMBER OF STUDENTS* 21,410

Student Level and Enrollment Status

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Undergraduate</th>
<th>Graduate</th>
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</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>17,960</td>
<td>2,973</td>
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<tr>
<td>Part-time</td>
<td>455</td>
<td>22</td>
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</table>

*Figures include all off-campus and study abroad enrollments

UNDERGRADUATE PROFILE

Total 18,415

Gender

Women 10,165 54%
Men 8,250 46%

Race/Ethnicity

African American / Black 490 3%
American Indian / Alaskan Native 137 <1%
Asian / Pacific Islander 3,018 16%
Hispanic 3,565 19%
White 9,692 53%
Race/Ethnicity Unknown 1,295 7%
International 218 1%

Geographic Distribution

California 17,494 95%
Other US 737 4%
Other Countries 184 1%

Age

Average Age 21
Percent of Undergraduates Age 25 or Older 3%

A 92% four-year success and progress rate means that 92% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the entering classes shown in the graph above.
• 3644 Freshmen entering in Fall 2001
• 1372 Transfer Students entering in Fall 2003

Average Time to Degree for 2006-07 Graduates

Entering as Freshmen:
12 enrolled quarters (4.0 elapsed years)

Entering as Transfers:
6.3 enrolled quarters (2.2 elapsed years)

One-year retention of Fall 2006 Freshmen

Returned for Fall 2007 91%
## Costs of Attendance and Financial Aid

### Typical Undergraduate Cost per Year without Financial Aid

**2008-09 Total:** $26,453

- **Required Tuition & Fees**: $9,306 [35%]
- **Room & Board (on campus)**: $12,485 [47%]
- **Other expenses (books, transit, etc)**: $4,662 [18%]

*Required fees include waivable Student Health insurance

### Financial Aid Awarded to Undergraduates

(All figures below exclude parent loans)

#### Overall Financial Aid
- During the 2007-08 academic year, 54% of Fall 2007 UCSB undergraduates received financial aid (including loans); the average award was $15,944.

#### Family Income-Based Grants and Scholarships
- 36% of Fall 2007 UCSB undergraduates received family income-based scholarships or grant aid; the average award was $11,992. 26% of UCSB undergraduates received Pell Grants.

#### Loans (2006-07 Graduating Class)
- Among students who graduated from UCSB in 2006-07 and started as freshmen, 48% borrowed while enrolled at UCSB. Average cumulative debt at graduation for these borrowers was $15,201. All figures exclude parent loans.
- Stafford student loan default rate for UCSB: 1.1% for 2006.

#### Percent of Fall 2006 Freshmen Receiving Each Type of Financial Aid

<table>
<thead>
<tr>
<th>Aid Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>State Grants</td>
<td>27%</td>
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<tr>
<td>Federal Grants</td>
<td>25%</td>
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<tr>
<td>Student Loans</td>
<td>36%</td>
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<tr>
<td>Institutional Aid / Scholarships</td>
<td>39%</td>
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<tr>
<td>Any Type of Financial Aid</td>
<td>52%</td>
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</tbody>
</table>

NOTE: Students may receive aid from more than one source.

## Undergraduate Admissions

### Fall 2007 Applicants, Admits and Enrollees

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<thead>
<tr>
<th>Type</th>
<th>Count</th>
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<tr>
<td>Admitted</td>
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<tr>
<td>Enrolled</td>
<td>7,937</td>
</tr>
<tr>
<td>New Transfer Students</td>
<td>5,622</td>
</tr>
<tr>
<td>First-Time Students</td>
<td>4,338</td>
</tr>
<tr>
<td>Total First-Time Students</td>
<td>1,273</td>
</tr>
</tbody>
</table>

### Test(s) Required for Admission:

- **SAT or ACT**

#### Middle 50% of SAT Score Range
- 50% of enrolled students have test scores in the following ranges. 25% have scores above and 25% have scores below.

- **Entering New Freshmen SAT Scores**
  - Math: 540-660
  - Critical Reading: 530-650
  - Writing: 530-650

#### Middle 50% of GPA Range

- **Entering New Student GPA**
  - Freshmen High School GPA (weighted 4-point scale): 3.57 - 3.96
  - Transfer Student GPA (weighted 4-point scale): 2.93 - 3.45

### Areas of Study and Degrees

#### Degrees Awarded at UCSB in 2006-07

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>5,442</td>
</tr>
<tr>
<td>Master's</td>
<td>576</td>
</tr>
<tr>
<td>Doctoral</td>
<td>310</td>
</tr>
<tr>
<td>Professional (Teaching Credentials)</td>
<td>105</td>
</tr>
<tr>
<td>Post-Master's certificates</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,453</td>
</tr>
</tbody>
</table>

#### Areas of Study at UCSB with Largest Number of Undergraduate Degrees Awarded

- All Social Science disciplines: 18%
- Business/Managerial Economics: 11%
- Biological/life sciences: 8%
- Interdisciplinary studies: 8%
- Psychology: 7%
- All other degree areas: 48%

**Total:** 100%
The UCSB Community

UC Santa Barbara’s mission statement describes the campus as a leading research institution that also provides a comprehensive liberal arts learning experience. Because teaching and research go hand in hand at UCSB, our students are full participants in an educational journey of discovery that stimulates independent thought, critical reasoning, and creativity. Our academic community of faculty, students, and staff is characterized by a culture of interdisciplinary collaboration that is responsive to the needs of our multicultural and global society.

In addition, our Division of Student Affairs promotes community on campus with its program of “Scholarship, Leadership, and Citizenship.” The major tenets of this program are:
- Respect and consideration in interactions with others
- Integrity in academic pursuits
- Free, open, and respectful exchange of ideas

Other community-building initiatives sponsored by the Division of Student Affairs include intensified safety programming and a greater campus presence in Isla Vista, renewed efforts in leadership training, promotion of civic responsibility, and a formal ceremonial induction of new students into our community of scholars.

Study at UCSB

Classroom Environment

Students per Faculty 17 to 1
Undergraduate classes with fewer than 30 students 72%
Undergraduate classes with fewer than 50 students 83%

Instructional Faculty

Total Full-time Instructional Faculty 1,101
% Women Faculty 34%
% Faculty from Minority Groups 16%
% Faculty with PhD or Equivalent 100%

Future Plans of 2006 Bachelor's Degree Recipients

- Study or Work Abroad 8%
- Work Full-Time 39%
- Graduate or Professional school 40%
- Something Else 13%

Based on 2006 UCUES respondents who were seniors

Student Housing

94% of new freshmen live on campus
69% of all undergraduates live within walking distance to campus

Campus Safety

UCSB has a full-service Police Department. Services and programs include:
- 24-hour uniformed patrol coverage
- Rescue unit staffed with state-certified paramedics
- Proactive crime prevention programs
- Electronic alerting system used to send important alerts and updates to students, faculty and staff who have registered their mobile device and/or email account
- Personal safety escorts on campus and in Isla Vista

The Alcohol & Drug Program operated by Student Health Services includes classes, counseling services, early intervention and referral programs, and other efforts aimed at ensuring the health and safety of students.
**Student Experiences and Perceptions**

Students who are actively involved in their own learning and development are more likely to be successful in college. Like most research universities, UCSB offers students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

Following are selected results from the 2006 University of California Undergraduate Experience Survey (UCUES). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of UCSB seniors who participated in the survey.

Below, "percent satisfied" combines responses of "very satisfied," "satisfied," and "somewhat satisfied."

**Of seniors who took the UC Undergraduate Experience Survey in 2006:**

<table>
<thead>
<tr>
<th><strong>Group Learning Experiences</strong></th>
<th>81% worked outside of class on class projects or studied with classmates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19% spent at least 6 hours per week participating in student organizations or clubs</td>
</tr>
<tr>
<td></td>
<td>24% reported serving as an officer or leader in a campus organization or club</td>
</tr>
<tr>
<td></td>
<td>87% helped a classmate better understand course material</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Active Learning Experiences</strong></th>
<th>82% reported making class presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80% spent at least 6 hours per week studying and other academic activities outside of class</td>
</tr>
<tr>
<td></td>
<td>45% enrolled in at least one independent research course</td>
</tr>
<tr>
<td></td>
<td>24% participated in a study abroad program</td>
</tr>
<tr>
<td></td>
<td>40% participated in an internship</td>
</tr>
<tr>
<td></td>
<td>43% assisted faculty with research or a creative activity</td>
</tr>
<tr>
<td></td>
<td>46% participated in community service in 2005-06</td>
</tr>
</tbody>
</table>

| **Institutional Commitment for Student Learning and Success** | 89% were satisfied with advising by faculty on academic matters |
|                                                            | 80% were satisfied with advising by college staff on academic matters |
|                                                            | 77% were satisfied with the availability of courses needed for graduation |
|                                                            | 85% reported raising their standards for acceptable effort due to the high standards of a faculty member |

<table>
<thead>
<tr>
<th><strong>Student Satisfaction</strong></th>
<th>78% were satisfied with the value of their education for the price they paid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91% were satisfied with their overall academic experience</td>
</tr>
<tr>
<td></td>
<td>86% would choose to attend this institution again</td>
</tr>
<tr>
<td></td>
<td>89% reported that their campus had a strong commitment to undergraduate education</td>
</tr>
</tbody>
</table>

| **Experiences with Diverse Groups of People and Ideas** | 96% rated their ability to appreciate, tolerate, or understand racial and ethnic diversity as good, very good, or excellent |
|                                                       | 93% rated their ability to appreciate cultural and global diversity as good, very good, or excellent |
|                                                       | 54% gained a deeper understanding of other perspectives through conversations with students of a different nationality |
|                                                       | 54% gained a deeper understanding of other perspectives through conversations with students of a different race or ethnicity |

| **Student Interaction with Campus Faculty and Staff** | 76% sought academic help from an instructor or tutor |
|                                                       | 75% talked with an instructor outside of class about course material |
|                                                       | 31% worked with a faculty member on a campus activity other than coursework |
Alumni Feedback (Source: 2007 survey of recent baccalaureate degree recipients)

Of respondents currently employed full-time:
- my current job is highly related to my undergraduate major 36%
- my current job is moderately related to my undergraduate major 24%
- my current job is slightly related to my undergraduate major 19%
- my current job is not related to my undergraduate major 21%
- UCSB prepared me very well or more than adequately for my present occupation 61%
- UCSB prepared me adequately for my present occupation 34%
- UCSB prepared me less than adequately or poorly for my present occupation 5%

Of respondents who went on to graduate or professional school:
- UCSB prepared me very well or more than adequately for graduate/professional school 80%
- UCSB prepared me adequately for graduate/professional school 16%
- UCSB prepared me less than adequately or poorly for graduate/professional school 4%

Of respondents who were currently enrolled in a graduate or professional program:
- Masters 48%
- Doctorate 34%
- Credential/Certificate/Other 31%
  (Total exceeds 100% because some graduate programs lead to more than one degree)

Alumni Satisfaction:
- Percent of alumni who were satisfied with the overall UCSB experience 95%
- Percent of alumni who were satisfied with the UCSB academic experience 94%
- Percent of alumni who were satisfied with the UCSB social experience 90%
- Percent of alumni who would recommend UCSB 93%

Learning Outcomes

The University of California, Santa Barbara holds to the fundamental principle that student learning outcomes and their assessment should be locally defined, discipline specific and faculty driven. Through periodic and systematic academic program reviews of undergraduate and graduate education, evidence of student learning, retention and completion is presented; and analyses by program faculty, faculty administrators and peer reviewers are undertaken with the goal of continuous program improvement, and the improvement of curricula and pedagogy.

**SELF-REPORTED GAINS IN ACADEMIC AND LIFE SKILLS**
**FOR SENIORS WHO ENTERED UCSB AS FRESHMEN**
(UCUES 2006)

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>As Freshmen</th>
<th>As Seniors</th>
<th>Gain While at UCSB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of a Specific Field of Study</td>
<td>5%</td>
<td>84%</td>
<td>79 pts</td>
</tr>
<tr>
<td>Analytical/Critical Thinking Skills</td>
<td>24%</td>
<td>84%</td>
<td>60 pts</td>
</tr>
<tr>
<td>Self Awareness and Understanding</td>
<td>23%</td>
<td>80%</td>
<td>57 pts</td>
</tr>
<tr>
<td>Ability to Read and Comprehend Academic Material</td>
<td>19%</td>
<td>75%</td>
<td>56 pts</td>
</tr>
<tr>
<td>Understanding of International Perspectives</td>
<td>10%</td>
<td>62%</td>
<td>52 pts</td>
</tr>
<tr>
<td>Ability to be Clear and Effective when Writing</td>
<td>21%</td>
<td>71%</td>
<td>50 pts</td>
</tr>
<tr>
<td>Ability to Prepare and Make a Presentation</td>
<td>15%</td>
<td>64%</td>
<td>49 pts</td>
</tr>
<tr>
<td>Understanding of the Importance of Personal Social Responsibility</td>
<td>34%</td>
<td>77%</td>
<td>43 pts</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>30%</td>
<td>72%</td>
<td>42 pts</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>23%</td>
<td>57%</td>
<td>34 pts</td>
</tr>
</tbody>
</table>
### Graduate Student Characteristics

#### Graduate Student Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Masters/Credential</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
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<td></td>
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<tr>
<td>2002</td>
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<td>2006</td>
<td></td>
<td></td>
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<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
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</tr>
</tbody>
</table>

#### Academic Profile of New Graduate Students

<table>
<thead>
<tr>
<th>Year</th>
<th>UG GPA</th>
<th>GRE-Verbal</th>
<th>GRE-Quan</th>
<th>GRE-Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>3.52</td>
<td>546</td>
<td>673</td>
<td>4.8</td>
</tr>
<tr>
<td>2003</td>
<td>3.49</td>
<td>547</td>
<td>674</td>
<td>4.7</td>
</tr>
<tr>
<td>2004</td>
<td>3.5</td>
<td>539</td>
<td>670</td>
<td>4.7</td>
</tr>
<tr>
<td>2005</td>
<td>3.56</td>
<td>575</td>
<td>675</td>
<td>4.7</td>
</tr>
<tr>
<td>2006</td>
<td>3.49</td>
<td>548</td>
<td>667</td>
<td>4.7</td>
</tr>
<tr>
<td>2007</td>
<td>3.52</td>
<td>545</td>
<td>680</td>
<td>4.7</td>
</tr>
</tbody>
</table>

#### Graduate Student Diversity Indicators

<table>
<thead>
<tr>
<th>Year</th>
<th>Masters/Credential</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td></td>
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<td>2001</td>
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<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Graduate Student Financial Support

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Fellowships &amp; Grants</th>
<th>Teaching-related Salaries</th>
<th>Research Assistant/GSR Salaries</th>
<th>Fee, Tuition, Insurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
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<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Alumni Feedback

(Source: 2005 survey of recent graduate level degree recipients, and most recent Doctoral Exit Survey)

- 92% of graduates from UCSB graduate programs were satisfied or very satisfied with their UCSB experiences overall. Among Ph.D. recipients, 95% were satisfied or very satisfied.
- 87% of the students were satisfied or very satisfied with the graduate academic experience.
- 84% of the students were satisfied or very satisfied with the climate for graduate study.
- 90% of graduates were satisfied or very satisfied with the level of intellectual stimulation in their graduate program.
- 80% of the students were satisfied or very satisfied with the climate for graduate study.
- 80% of the students would choose to attend UCSB again for graduate study.
UC Santa Cruz serves the people of California as a world-class research university and a leading institution for the education of students, fostering a culture of excellence, inquiry, creativity, diversity and public service in developing solutions to the world’s most critical challenges.

The mission of UC Santa Cruz is to provide a comprehensive education for undergraduate and graduate students in focused, high-quality programs. The combination of research and teaching links faculty and students in a partnership dedicated to independent critical thinking, active understanding, creativity and social responsibility.

Legacy of Innovation

Founded in 1965 as an innovative residential college-based university, UC Santa Cruz combines the advantages and human-scale community of a series of small colleges with the depth and rigor of a major research university. As a premier public research institution with a record for excellence in undergraduate education, UCSC has an important legacy as a leader in American higher education and holds a special place within the University of California.

UC Santa Cruz has a rich history of innovative, cutting-edge and interdisciplinary scholarship, from the internationally prominent History of Consciousness program—the first interdisciplinary graduate program in the country—to the Center for Biomolecular Science and Engineering, which supports the Genome Browser, a crucial resource for the international scientific community exploring biological and medical issues resulting from genome sequencing.

Its location on the shores of the Monterey Bay National Marine Sanctuary and within close proximity to Silicon Valley gives UC Santa Cruz unparalleled access to resources that provide a dynamic laboratory for exploration, collaboration, and research.

As one reviews the University of California accountability metrics, as well as additional indicators—both over time and adjusted for size—it is clear that UC Santa Cruz is a campus on the rise. It is an uncommon research and teaching institution with regional, national and global impact, whose students, faculty, staff and alumni are “people making a world of difference.”

UC Santa Cruz’s distinctions include

- recognition as the nation’s top-ranked university for the quality of its research in astronomy and astrophysics, according to the analysis “The Science Impact of Astronomy Ph.D. Granting Departments in the United States;"
- top-10 nationally ranked programs in linguistics, international economics, physics and environmental studies;
- establishment of the University Affiliated Research Center in Silicon Valley, winner of the largest NASA contract awarded to any university ($330 million over 10 years);
- $19.4 million in stem cell research grants from the California Institute for Regenerative Medicine;
- an all-time high for research grants and contracts reached in 2008—an increase of 44 percent over five years; and
as Santa Cruz County’s largest employer, contributing over $1 billion in annual economic impact to its host community.

**Distinctive Undergraduate Experience**

UCSC provides undergraduates with exceptional opportunities to engage with faculty in original research. In a 2008 survey (UCUES), 55 percent of students reported that they had assisted faculty with research or a creative activity. Additionally, 73 percent (compared to a 63 percent average for UC as a whole) spoke with an instructor outside of class about course material.

Its unique residential colleges, organized around broad academic themes, create opportunities for faculty and undergraduates to work together. These personalized, living-learning communities reinforce innovative interdisciplinary study and provide peer support for undergraduates as they encounter the challenges of university life.

**Increasingly diverse and selective**

UCSC enrolls more than 15,000 undergraduates, compared with fewer than 10,000 a decade ago. Among incoming students in 2008-09, 21 percent were transfers and 79 percent were first-time freshmen. UCSC has become increasingly popular and selective: Over the last two years freshman applications have risen by 11.3 percent and transfer applications by 19.4 percent.

The student population has also grown more diverse. In Fall 2008 42 percent of undergraduates were students of color (a 7 percent increase over five years); 25 percent were from underrepresented ethnic groups (a 3 percent rise over the same period). UCSC undergraduates were 3 percent African American, 1 percent Native American, 17 percent Chicano/Latino, 22 percent Asian, 50 percent White/Caucasian, and less than 1 percent international. Seven percent declined to state their ethnicity.

UCSC attracts students from diverse socioeconomic backgrounds. As reported in the 2008 UCUES survey, 9 percent described their backgrounds as low-income or poor, 23 percent as working class, 39 percent as middle-class, 27 percent as professional or upper middle-class, and 2 percent as wealthy. In 2008-09, 36 percent of new freshmen and 39 percent of new transfers were first generation college students. In 2007-08, 27 percent of students received Pell Grants, 43 percent received need-based scholarships or grants, and 58 percent received some form of financial aid including student or parent loans.

Most (97 percent) UCSC undergraduates are from California; 3 percent are from out of state and less than 1 percent are international. Estimates suggest that 12 percent are foreign born and another 29 percent have at least one foreign-born parent; 8 percent reported learning a language other than English as their first language, and an additional 24 percent learned both another language and English as their first languages.

Last year, the campus’s Educational Partnership Center (EPC) worked with more than 41,000 students in 16 high schools, 17 middle schools, 13 regional community colleges, and nine school districts to increase college-going rates among underrepresented minorities and families where neither parent has attended college. Complementing those outreach efforts, UC Santa Cruz provides an array of services to support success once students are enrolled. These include services for transfer and re-entry students (STARS); an academic excellence (ACE) program that supports underrepresented and first generation students in lower-division science, technology, engineering and mathematics (STEM) fields; ACCESS, an academic bridge program for community college students interested in pursuing a science career; and...
Educational Opportunity Programs (EOP) that help identify, retain and graduate a diverse student body.

21st century curriculum

UCSC’s general education requirements have been honed and updated to reflect the breadth and depth of coursework needed by graduates in the 21st century. Required interdisciplinary course “clusters” are designed to help students consider and analyze complex issues from multiple perspectives, including ethics, finance, science and politics. In addition to a historical emphasis on effective communications, the new curriculum adds additional coursework in communications within all academic disciplines. All UCSC undergraduates also must meet a capstone requirement, many in the form of a final project or thesis.

These new requirements enhance the educational experience and expectation that UCSC undergraduates are rigorously prepared in their major and broadly educated in qualitative areas that give them an appreciation for diversity of thought and perspective, a sense of social justice and the ability to critically analyze and make insightful and direct presentations of their knowledge.

Data suggests that this uncommon undergraduate focus is reflected in student outcomes. According to the Spring 2008 survey (UCUES):

- 76 percent of UCSC students reported making class presentations (the UC average is 69 percent);
- 61 percent of UCSC students enrolled in at least one independent research course, more than any other UC (49 percent systemwide average); and
- More UCSC students (29 percent) study abroad than their UC peers (25 percent).

Student engagement

UCSC students and graduates are highly engaged in community and public service. In 2007-08, 35 percent of undergraduates completed internships and 44 percent performed community service. During the 2006-07 academic year, students in the social sciences alone contributed more than 220,000 hours of community work.

Recognized for its commitment to academic engagement and a quality undergraduate education, UC Santa Cruz also instills in its students an uncommon commitment to scholarship and social justice. In 2008, UCSC was ranked second nationally among peer institutions for the number of alumni serving in the Peace Corps. Among all universities, UCSC ranked 18th, up from 22nd in 2007 and 35th in 2006.
Undergraduate success and outcomes

UC Santa Cruz students are challenged by rigorous academics and dynamic co-curricular opportunities, while supported by college-based advising and academic support programs. As a result, most students are successful in their undergraduate careers at UCSC. The campus’s six-year graduation rates have risen steadily. Its most recent six-year graduation rate (71 percent) is an all-time high and places UCSC well within the range of current Association of American Universities (AAU) institution rates (56 percent to 93 percent). The average time-to-degree for students who enter as freshmen is 12.1 enrolled quarters (just over four years), and 6.4 quarters for those entering as transfers.

Many of UCSC’s alumni go on to advanced study. As reported in the Spring 2008 UCUES survey, 39 percent of seniors plan to attend graduate school upon graduation.

According to the most recent Survey of Earned Doctorates, UCSC ranked 44th in the world among colleges and universities whose undergraduate alumni went on to earn a U.S. research doctorate (10-year period ending in 2005-06).

When normalized for size, Santa Cruz was second only to Berkeley in the UC system for the percentage of alumni earning doctorates between 2002 and 2006 (based on baccalaureate degrees awarded between 1994 and 1998).

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>27,841</td>
<td>2,107</td>
<td>7.6</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>11,769</td>
<td>632</td>
<td>5.4</td>
</tr>
<tr>
<td>San Diego</td>
<td>16,607</td>
<td>858</td>
<td>5.2</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>28,210</td>
<td>1,239</td>
<td>4.4</td>
</tr>
<tr>
<td>Davis</td>
<td>20,561</td>
<td>895</td>
<td>4.4</td>
</tr>
<tr>
<td>Riverside</td>
<td>8,152</td>
<td>271</td>
<td>3.3</td>
</tr>
<tr>
<td>Irvine</td>
<td>15,479</td>
<td>489</td>
<td>3.2</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>20,474</td>
<td>601</td>
<td>2.9</td>
</tr>
</tbody>
</table>

Source: [www.norc.org/projects/survey+of+earned+doctorates.htm](http://www.norc.org/projects/survey+of+earned+doctorates.htm)
Graduate Programs

UCSC is rapidly expanding graduate offerings and enrollments, focusing on issues and challenges most relevant in the 21st century. Over the past 15 years, the campus has more than doubled the number of Ph.D. programs and doubled the number of doctoral degrees awarded.

New programs approved in the past seven years include electrical engineering (M.S./Ph.D.), education (Ph.D. and Ed.D.), digital arts and new media (M.F.A.), film and digital media (Ph.D.), visual studies (Ph.D.), bioinformatics (M.S./Ph.D.), music composition (D.M.A.) and music (Ph.D.), MCD biology (Ph.D.), EE biology (Ph.D.) and social documentation (M.A.).

Emerging disciplines to meet societal challenges

UCSC’s newest graduate programs reflect its legacy for innovation and the importance of cross-disciplinary and interdisciplinary work to effectively address emerging global challenges. They explore new biological and biomedical questions arising from genome sequencing and advances in biomolecular science. Their cutting-edge, computational approach with new research in biology, chemistry and engineering promotes discovery and invention in the post-genomic age.
The graduate program in biomedical sciences and engineering illuminates how UC Santa Cruz is committed to leveraging the interdisciplinary and collaborative nature of research in these fields, providing graduate students with the opportunity to be part of diverse teams of faculty, postdoctoral scholars, and researchers working in cutting-edge research facilities.

**Stellar and Highly Diverse Faculty**

UC Santa Cruz boasts an outstanding faculty as evidenced by research impact, awards, diversity and commitment to teaching.

With fewer than 600 tenure-track faculty, an impressive number have been formally recognized by their peers. UC Santa Cruz’s world-class faculty and emeriti include:

- 29 fellows of AAAS (American Association for the Advancement of Science)
- 16 fellows of ACLS (American Council of Learned Societies)
- 12 fellows of the National Academy of Sciences
- 19 fellows of the American Academy of Arts and Sciences

And, during their careers, UC Santa Cruz faculty and emeriti have garnered prestigious awards, including:

- 33 Sloan fellowships
- 80 Fulbright scholarship (includes individual winners of multiple awards)
- 39 Guggenheim fellowships

UCSC has the highest percentage of women faculty among all UCs (36 percent), and is among the most ethnically diverse. Three percent of UCSC’s tenure-track faculty are African American, 1 percent American Indian, 12 percent Asian/Pacific Islander, 7 percent Hispanic/Latino, and 70 percent White/Caucasian (6 percent declined to state ethnicity). This reflects the campus’s strong commitment to diversity and recognizes its importance toward achieving its academic goals.

**Faculty success attracting research funding**

UCSC faculty compete effectively in winning research funding. UC Santa Cruz consistently scores ahead of its peers in year-to-year growth and on a per-faculty basis.

UCSC’s growth in federal research and development expenditures has outpaced other UCs, as well as public and private AAU institutions. Private research awards are up more than 400 percent since 1996-97. Federal government research awards to UC Santa Cruz increased 44 percent in the past five years, during a period of generally flat federal research funding.
UCSC faculty rank 9th among AAU institutions without medical schools in terms of federal research dollars per faculty member:

### Federal R&D Expenditures ($000)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Federal R&amp;D per faculty</th>
<th>Total Fed R&amp;D (NSF/CMUP)</th>
<th>Total faculty (IPEDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Institute of Technology</td>
<td>$767</td>
<td>$246,591</td>
<td>324</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>$396</td>
<td>$476,362</td>
<td>1,202</td>
</tr>
<tr>
<td>Carnegie Mellon University</td>
<td>$224</td>
<td>$185,389</td>
<td>826</td>
</tr>
<tr>
<td>University of Colorado at Boulder*</td>
<td>$200</td>
<td>$233,316</td>
<td>1,166</td>
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<tr>
<td>University of California-Berkeley</td>
<td>$178</td>
<td>$261,718</td>
<td>1,474</td>
</tr>
<tr>
<td>Princeton University</td>
<td>$143</td>
<td>$117,845</td>
<td>826</td>
</tr>
<tr>
<td>Pennsylvania State University*</td>
<td>$141</td>
<td>$322,712</td>
<td>2,283</td>
</tr>
<tr>
<td>University of Maryland-College Park</td>
<td>$133</td>
<td>$209,764</td>
<td>1,580</td>
</tr>
<tr>
<td><strong>University of California-Santa Cruz</strong></td>
<td><strong>$121</strong></td>
<td><strong>$66,390</strong></td>
<td><strong>549</strong></td>
</tr>
<tr>
<td>University of California-Santa Barbara</td>
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<td>$106,169</td>
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<tr>
<td>Brandeis University</td>
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<tr>
<td>University of Texas at Austin</td>
<td>$108</td>
<td>$273,147</td>
<td>2,522</td>
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<tr>
<td>Rice University</td>
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<td>$53,880</td>
<td>567</td>
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<td>Rutgers University-New Brunswick*</td>
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<td>$122,472</td>
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<td>University of Nebraska-Lincoln*</td>
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<td>$74,660</td>
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<tr>
<td>University of Oregon</td>
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<td>$46,583</td>
<td>713</td>
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<tr>
<td>University of Kansas*</td>
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<td>$64,689</td>
<td>1,080</td>
</tr>
<tr>
<td>Indiana University-Bloomington*</td>
<td>$42</td>
<td>$68,611</td>
<td>1,615</td>
</tr>
<tr>
<td>Syracuse</td>
<td>$28</td>
<td>$25,299</td>
<td>906</td>
</tr>
</tbody>
</table>

* Shown are FY2006 expenditures/faculty except for institutions marked with an asterisk; in these cases the most recent information available was FY2005.

Research impact

One measure of research impact is the sheer quantity of publication in top peer-reviewed journals. A key indicator of research quality and importance is citation impact, the average number of times research papers are cited by other researchers.

The impressive intellectual contribution of UC Santa Cruz faculty is evidenced by an analysis of publications and citations impact (using data compiled by Thomson-Reuters in University Science Indicators).

Over the most recent five-year period, UCSC’s citation impact is greater than all but three AAU institutions; UC Santa Cruz’s research impact exceeds that of all public AAU members.

UCSC has several especially noteworthy areas of research excellence. For example, UCSC’s citation impact is first or second among AAU institutions in the fields of biochemistry and molecular biology; biotechnology and applied microbiology; environmental studies; and literature (see table on next page).

In other citation impact analyses, UC Santa Cruz fares even better. Astronomy and astrophysics research across all departments at UCSC was ranked first in the nation for its impact, according to an analysis extending back 10 years (“The Science Impact of Astronomy Ph.D. Granting Departments in the United States”). When the analysis focused exclusively on research by faculty in Astronomy and Astrophysics departments, UCSC was second only to Caltech.

Citation Impact (2003-2007) of AAU Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Impact</th>
<th>Citations</th>
<th>Papers</th>
</tr>
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<td>MIT</td>
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<td>19,003</td>
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<tr>
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<td>25,633</td>
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<tr>
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<td>UNIV MARYLAND COLLEGE PARK</td>
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<td>4.30</td>
<td>24,968</td>
<td>5,816</td>
</tr>
</tbody>
</table>

Yellow highlighted are institutions without medical or veterinary schools.
UCSC Citation Impact Rank (among AAU institutions) for Selected Fields

<table>
<thead>
<tr>
<th>Field</th>
<th>AAU (non vet/med)</th>
<th>All AAU institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy &amp; Astrophysics</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Biotechnology &amp; Applied Microbiology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Linguistics</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geoscience, multidisciplinary</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

While citation impact analyses may not be perfect (nor the only indicators of research quality), it is worth noting that UCSC ranks very highly in many such studies. For example:

- 1st in the nation for research impact in physics (Thomson Scientific in Science Watch, 2007)
- 1st among leading institutions for citations per high-impact paper in molecular biology and genetics (Thomson Scientific in Science Watch, 2008)
- 2nd most influential research institution in the world in physical sciences (Institute for Scientific Information, 2001)
- 3rd nationally on the faculty scholarly productivity index among doctoral programs in music and environmental health engineering (Chronicle of Higher Education, 2007)

Economic and Cultural Impact

UC Santa Cruz is a multi-site campus. In addition to its main 2,030-acre campus established in 1965, it includes a Marine Science Campus, also in Santa Cruz; Lick Observatory atop Mt. Hamilton in San Jose; the Monterey Bay Education, Science and Technology Center; and its newly evolving campus at the Silicon Valley Center. In all, the campus comprises 5,796 acres utilized for instruction and research and another 4,939 acres managed by the campus on behalf of the UC Natural Reserve System. UCSC also leases nearly 300,000 square feet of ancillary space for additional instruction, research, student housing and academic support programs.

Throughout its core three-county (Santa Cruz, Santa Clara and Monterey) area, UC Santa Cruz contributes meaningfully to the region’s economic vitality.

As the largest employer in Santa Cruz County, UCSC contributes more than $1 billion in annual economic impact within Santa Cruz County. An economic impact analysis also concluded that UCSC’s presence helped create over 9,500 additional jobs for local residents. Additionally:

- While the campus draws nearly all its funding from outside the local area, it spends seven out of every 10 dollars it receives in the local economy; and
- Every dollar invested by the state of California in UC Santa Cruz, when combined with student fees and other University resources, generates $6.50 in local economic activity.

The presence of a world-class teaching and research university draws talented, engaged individuals who contribute intellectual, educational, research, cultural and service contributions to the local region. UCSC researchers and the knowledge and practical, innovative solutions they generate, contribute to the creation of new economic opportunities and jobs. And, UC
Santa Cruz sponsors or attracts world-renowned speakers, programs and events, enriching the region’s intellectual, cultural, and artistic depth.

**The UC for Silicon Valley**

As a campus known for its innovative and entrepreneurial approaches to teaching and research, UC Santa Cruz is ideally suited to serve the most innovative region on earth, Silicon Valley. UCSC oversees an ambitious, cutting-edge research enterprise, the University Affiliated Research Center (UARC), at the NASA Ames Research Park in Mountain View. Led by UC Santa Cruz since 2003, when NASA awarded a 10-year, $330 million dollar contract to UC, the UARC conducts research in information technology, biotechnology, nanotechnology, computer science, aerospace operations, astrobiology and fundamental biology. The UARC research supports NASA’s growing multidisciplinary research mission needs.

While operated by UCSC, the UARC serves campuses throughout the UC system. For the five-year period beginning September 2007, the UARC is expected to award up to $40 million per year to faculty and researchers throughout UC. In addition, a 3 percent assessment on these awards has funded:

- a new, small spacecraft science mission program while training graduate and undergraduate students;
- 41 awards to 29 UC faculty (through 2006) totaling $1.3 million and supporting more than 50 graduate students; and
- 16 new awards totaling $600,000 in 2007.

UC Santa Cruz is also the lead educational partner in a new venture involving NASA and other regional colleges and universities. In the wake of a newly formed entity called University Associates, LLC, UCSC is leading a consortium of public and private colleges and universities and other partners in developing an environmentally sustainable, 75-acre teaching, research and residential community at the NASA Ames Research Park.

**Leader in Sustainable Practices**

UCSC lives sustainably. The EPA ranked UCSC sixth among all U.S. colleges and universities for use of “green” energy sources. UCSC’s Dining Services have been rated the nation’s “greenest;” the campus purchases locally grown organic produce and has reduced monthly water consumption by over 30,000 gallons and food waste by 25 to 35 percent by eliminating the use of food trays. Nine campus dining facilities are certified as “green businesses” as part of the Monterey Bay Green Business partnership.

In September 2007, UCSC joined the city and county of Santa Cruz in signing a Climate Action Compact that committed all parties to specific targeted reductions in greenhouse gas emissions. In February 2008, Chancellor George Blumenthal convened a campus Council on Climate Change. The group is developing a set of recommendations on how to further reduce greenhouse gas emissions.

Last year UCSC launched the nation’s most successful university-based car-sharing program through a multi-year relationship with Zipcar. Over 630 participants, including nearly 600 UCSC students, faculty and staff, share a fleet of clean vehicles for trips to, from, and around campus.
Excellence and Impact Across Disciplines

UC Santa Cruz strategically focuses its programs, leverages collaborative/regional assets, and aligns resources with academic priorities to create a maximum impact. For example:

- UC Santa Cruz operates the UC Lick Observatory and, in partnership with the California Institute of Technology, manages the largest telescopes in the world at the W.M. Keck Observatories on the summit of Mauna Kea in Hawaii.

- Astronomy and Astrophysics and Earth Sciences, both ranked in the first quartile of programs nationally.

- Ocean Sciences is world renowned for its research into global climate change. The program, in collaboration with the marine sciences consortium around the Monterey Bay, represents the largest concentration of marine research in the country.

- UCSC’s bioinformatics/biomedical science/bioengineering faculty was the first to map the human genome and make it publicly available. In fact, researchers around the world visit the UCSC Web site daily to use the human genome browser. It attracts, on average, 4,000 daily visitors.

- Stem cell grants from the California Institute for Regenerative Medicine match those of our larger peers.

- The cutting-edge research of physics/SCIPP faculty is an active player in the field of particle accelerators around the world, including the Large Hadron Collider in Switzerland.

- The disciplinary and interdisciplinary impact of UCSC’s music/film and digital media departments is significant. A recent external review credited the film and digital media faculty with redefining the field.

- International economics, environmental science, literature, linguistics, history of consciousness, astronomy/astrophysics and adaptive optics are consistently ranked in the top 10 nationally.

Distinctive and Distinguished

UC Santa Cruz is a distinguished research university committed to delivering high-quality undergraduate and graduate education. The impact and quality of its research and educational programs are competitive with older, better-known national peers—including AAU institutions within UC and nationwide.

An increasingly selective and diverse campus, UC Santa Cruz is a magnet for top faculty eager to participate in innovative teaching and research across multiple disciplines—and for curious, engaged students eager to study and participate in research with them.

UC Santa Cruz is an extraordinary place.