UNIVERSITY OF CALIFORNIA, IRVINE

FOCUS ON EXCELLENCE

A Strategy for Academic Development
at the University of California, Irvine

2005-2015

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University of California, Irvine
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Office of the Executive Vice Chancellor and Provost • University of California, Irvine • Irvine, California • 2006

Questions and comments should be addressed to the Vice Provost for Academic Planning, Office of Academic Affairs, 535 Administration, University of California, Irvine, Irvine, CA 92697 or strategicplan@uci.edu. This plan is also available on the Web at http://www.strategicplan.uci.edu.

Dear Colleagues:

Michael V. Drake
Chancellor

Michael R. Gottfredson
Executive Vice Chancellor and Provost

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. One hundred nineteen faculty members and 1,589 students began their work on a university still very much under construction. 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 neighboring orange groves and the cattle grazing next to the campus.

Since then, UCI has secured a place among the best public research universities in the United States through an unparalleled combination of rapid growth in enrollment and an equally impressive increase in the size, quality, and influence of our research and educational programs, performing arts, and professional schools. We now have an annual enrollment of 25,000 undergraduate, graduate and professional students from California, across the nation and around the world. Our 1,400 faculty members include Nobel laureates, recipients of the National Medal of Science, and many members of the most important scholarly, scientific and professional organizations. UCI is a member of the prestigious Association of American Universities (and is the youngest institution in that group), and more than 40 of our educational programs are ranked among the best in their fields. UCI students have received some of the most prestigious fellowships in the country, including 21 Fulbrights, 23 Goldwater awards, 31 fellowships from the National Science Foundation, and five Truman fellowships. Our alumnae/i include successful and influential people in many fields around the world, including four Pulitzer Prize winners in poetry, fiction and editorial cartooning.

In addition to its academic and professional programs on the general campus, UCI also has a growing presence in the health sciences. In 2005, the UC Regents approved the creation of a College of Health Sciences at UCI, which includes new programs in public health, pharmaceutical sciences and nursing science, along with our School of Medicine, which was established at UCI in 1967, and the University of California, Irvine Medical Center in the city of Orange. The School of Medicine has 550 faculty, approximately 400 M.D. students, 600 residents and 120 graduate students. Recently, the School of Medicine also instituted PRIME-LC, the first medical education program in the nation dedicated to the distinctive health care needs of the Latino community. PRIME-LC is being hailed as a model for similar programs within the state and across the country.

With more than 300 specialty physicians and 50 primary care doctors, UC Irvine Medical Center is the only university hospital in Orange County and has the only Level I Trauma Center in the county. In 2005, Solucient, a national ranking service, named the medical center one of the nation's top 100 hospitals for the second year in a row, and two years ago the medical center was one of only 78 hospitals nationally (and the first in Southern California) to receive the prestigious Magnet Designation for nursing excellence from the American Nurses Association. The medical center is currently undergoing major renovation and expansion that will result in a brand new university hospital by 2009, with state-of-the-art teaching and research facilities and expanded support for medical and surgical treatment. Upon completion of this project, UCI will provide a world-class academic medical center for our community with a patient-focused healing environment that also trains practicing physicians for the future.

Reflecting on these accomplishments on the occasion of our 40th anniversary, we are proud to be a part of this remarkable university and grateful to our founders for their vision, confidence and determination. Their success sets a high standard as we turn toward the future and imagine what UCI will be on its 50th anniversary in 2015.

By that time, we will be approaching the end of the rapid growth in size that has characterized our campus since its

beginning. Over the next decade, the pace of scholarly and scientific discovery on the campus will continue to accelerate even beyond today's impressive levels, but increases in undergraduate enrollment will be tapering off, replaced by growth in graduate and professional programs including our new school of law, which was approved by the UC Regents in November 2006.

The perception of UCI as meaning "Under Construction Indefinitely" will be more apt than ever as the physical infrastructure of the campus expands to support our constantly evolving needs in research and teaching. We will house well over half of our undergraduates and almost all of our graduate and professional students and post-doctoral scholars, and they will create an intellectual and social community on campus as stimulating as any in the UC system. Our many lecture series and artistic exhibits and performances will attract people from the community to our campus, and our place in that community will have expanded to make UCI not just an educational center but an even more vital part of the social, cultural and economic life of the whole region.

Coordinating our pursuit of these ambitious objectives over the next decade will be a formidable task. The first step in that process was taken in spring 2004 when six groups of faculty, staff and administrators were convened under the auspices of the Chancellor's Advisory Council and charged with defining specific campuswide goals associated with key areas of planning: undergraduate education and academic breadth, research and graduate programs, campus life, physical facilities, budget, and UCI's public role. More than 100 people were involved in those initial discussions, including all our deans and vice chancellors; assistant deans and staff from many different academic and administrative units; faculty including the chair and chair-elect of the Academic Senate, chairs of Senate Councils, and members the Senate's Council on Planning and Budget; representatives of the Staff Assembly and the Associated Graduate Students; alumnae/i, and emeritae/i faculty.

Results of those initial discussions were published on the Web and circulated for formal review. Through this process of discussion and revision, a strong consensus rapidly emerged on campus regarding our principal objectives, including continued growth particularly in our graduate and professional programs, an enhanced intellectual and social community on the campus, and a concerted effort to extend the influence and visibility of UCI throughout the state, nation and world.

These general objectives, more specific goals covering different aspects of campuswide planning and some strategies for achieving them are described in *A Focus on Excellence: A Strategy for Academic Development at the University of California, Irvine, 2005-2015*. This plan is comprehensive in the connections it establishes among the various activities that make up a great university, and it is ambitious, as it must be to build on the original vision and aspirations that made UCI what it is today. It is also 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.

UCI cannot reach these goals alone. All great public research universities depend on a close relationship with the communities they serve, and over the next decade we will work hard with our partners in the community to build on and extend the productive relationship we have enjoyed in the past. We are pleased to provide this plan for review and welcome comments and suggestions. You can address your remarks to us in care of the Office of the Vice Provost for Academic Planning, University of California, Irvine, 535 Administration, Irvine, CA 92697-1000; or by e-mail at strategicplan@uci.edu. We look forward to hearing from you.

Michael V. Drake
Chancellor

Michael R. Gottfredson
Executive Vice Chancellor and Provost

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UC IRVINE

INTRODUCTION

UCI will be the best choice among comprehensive universities for the best graduates of California's high schools, with admission profiles and student diversity at the highest levels of the University of California. UCI will provide its undergraduates with a rich intellectual, social and cultural experience that will positively shape their lives and the lives of those around them.

I. VISION: GROWTH WITH EXCELLENCE

The University of California, Irvine will further strengthen its research and educational programs, extend its influence, and continue to raise its visibility and reputation as one of the best comprehensive research universities in the country. Its mission will be the discovery and dissemination of knowledge through research, teaching and creative expression in acclaimed academic programs in letters, arts, sciences, engineering and the health sciences, and in highly regarded professional schools of medicine, management and law. It will set standards and influence policy in the sciences and arts at the local, state, national and international levels through basic and applied research. Research will be funded by government and private organizations at a level comparable to the top research universities in the country, and discoveries at UCI will yield scientific and cultural impacts that help shape the future of society. UCI will produce highly educated graduates dedicated to lifelong learning whose knowledge and talents contribute to the economic and cultural vitality of the region, state and nation, and to the global community of the 21st century. The university will participate fully in that community, as well as that of the state and region surrounding the campus; it also will share its discoveries and innovations generously and remain open to the contributions and advice of the public that helps support its activities. Cultivation of the public role of UCI as a scientific, scholarly and cultural center of the region will be among its top priorities, and its contributions in that role will be widely recognized for their value and influence.

UCI's graduates will leave the university with both the knowledge and the desire to be responsible citizens of a democratic society and diverse world.

The number and quality of UCI's undergraduates, graduate students and graduate professional students will reflect those of the strongest public research universities. Total enrollment for the campus will be large enough to accommodate the broad range of its academic vision and to meet the historic educational and social obligations of the University of California. The faculty, staff and students of the university will represent the wide diversity of our state to take advantage of the rich intellectual and cultural resources of California's multicultural heritage.

UCI will be the best choice among comprehensive universities for the best graduates of California's high schools, with admission profiles and student diversity at the highest levels of the University of California. UCI will provide its undergraduates with a rich intellectual, social and cultural experience that will positively shape their lives and the lives of those around them. Active research experiences will be available to each undergraduate, and students will have outstanding residential experiences characterized by a wide range of academic and cocurricular programs. UCI's graduates will leave the university with both the knowledge and the desire to be responsible citizens of a democratic society and diverse world.

UCI will attract the best graduate students in the U.S. and the world through programs that offer the opportunity to conduct cutting-edge research under the direction of renowned faculty. The university will provide students

with state-of-the-art facilities, equipment and access to material and resources necessary for their work, and it will present opportunities for extensive interdisciplinary research outside their own departments. For those students who live and study on campus, housing and work spaces will create a quality of life unequaled even at other top-ranked universities.

Professional education at the graduate level in medicine, business, law and the health sciences will be offered in schools that are recognized amongst the strongest in California. The programs will be highly interdisciplinary with intensive interaction with other academic units on campus. UCI also will offer additional distinguished graduate professional education through some academic units, including programs in engineering, the arts and public policy. These professional programs will recruit the

most able students in the country, and their education will combine both theory and practice to produce graduates who are truly reflective practitioners with a high degree of competence and integrity. They will quickly emerge as leaders and make significant professional and intellectual contributions to their fields.

The research and teaching that constitute these educational programs will be conducted by a faculty of the highest quality, who come to UCI and spend their careers here because of the widespread recognition of the outstanding scholarly, scientific and creative accomplishments of the campus. They will be attracted to the campus by its intellectually exciting and challenging environment, the best facilities and institutional support, and attractive living conditions. UCI will foster an environment for research and artistic activity that facilitates the discovery and dissemination

UCI will foster an environment for research and artistic activity that facilitates the discovery and dissemination of knowledge in many forms to all levels of society.

of knowledge in many forms to all levels of society. The accomplishments of our faculty will be evident in a constantly growing base of research funding, national and international awards, membership in the most important scientific, scholarly and artistic organizations, and frequent academic citations to their research and performance. Upon retirement, emeriti/ae faculty will continue their close association with the university and will remain an integral part of the intellectual and pedagogical life of the campus.

Staff who support research and teaching will see UCI as the most desirable employer in the region, with competitive compensation and benefits, a supportive working environment, and ample opportunities for professional development. UCI's libraries, physical plant, technological infrastructure, student-life organizations and administrative services will all be dedicated to the goals of the university and deployed in a coordinated and efficient fashion which both recognizes and honors the contributions of everyone and every organizational unit. The administrative and organizational culture of the campus will foster a dedication to excellence through openness, flexibility, involvement, adaptability to change and a deep commitment to diversity.

II. STRATEGIC ADVANTAGES OF UCI

Great public research universities generally resemble one another in their array of first-rate faculty and academic programs, excellent students, dedicated staff, and administrative structure. To these attributes, UCI adds significant strategic advantages that distinguish the campus from its peers and that will be essential to our success in achieving the ambitious objectives described in this plan.

- UCI's extraordinarily rapid rise to distinction in its first 40 years, including:
  - membership in the Association of American Universities;
  - ranking among the top 50 research universities in the U.S. by *U.S. News & World Report* and 10th among public universities (2006 edition);
  - ranking among the top 50 research universities in the world in the widely respected *Academic Rankings of World Universities* by Shanghai Jiao Tong University (2005);
  - more than 40 programs across the campus ranked among the top 50 in their fields, including eight in the top 15;
  - three Nobel Prizes in the last 10 years;
  - 22 national titles in eight sports;
  - fifth largest number of undergraduate applications received by a U.S. university;
  - consistently rising SAT scores and graduation rates.
- Reputation of the University of California system, with outstanding faculty and students.
- Reasonable expectation of aggressive state-funded growth at UCI at least for the next decade, which supports ambitious planning.
- Outstanding infrastructure and physical resources, including state-of-the-art, high-speed campus network and technology services, and ample land with effective land-use management.
- Excellent faculty/administrative co-governance structure and working relations, and productive connection between decentralized decision-making in the units and the centralized coordination of planning and allocation of resources.
- Historical and continuing commitment to innovation and collaborative interdisciplinary research and teaching.
- Strong community of founding and early faculty in the area who remain active in university life.
- Supportive and acomplished local community promoting increased philanthropic support for UCI.
- Physical location on the Pacific Rim in one of the nation's most desirable areas, surrounded by expanding high-tech companies with tremendous potential for economic growth and a highly educated, upwardly mobile population.
- Demographic changes in the population of California that will lead to increasing diversity among students, faculty and staff.

III. OVERVIEW OF THE PLAN

The strategic plan described here consists of several sections, each focusing on a different aspect of the plan. "Where We Are Now" offers an overview of UCI in 2005, its 40th anniversary, and includes a brief account of the opportunities and challenges presented by our situation today. "Our Mission as a Public Research University" discusses several key issues for academic planning in general and in the context of the special mission of the University of California. "Where We Are Going" then focuses on the issues identified as focal points for development over the next 10 years as we approach our semicentennial, including not only the goals themselves but also the assumptions behind them and the strategies through which they will be pursued.

IV. PRINCIPAL OBJECTIVES

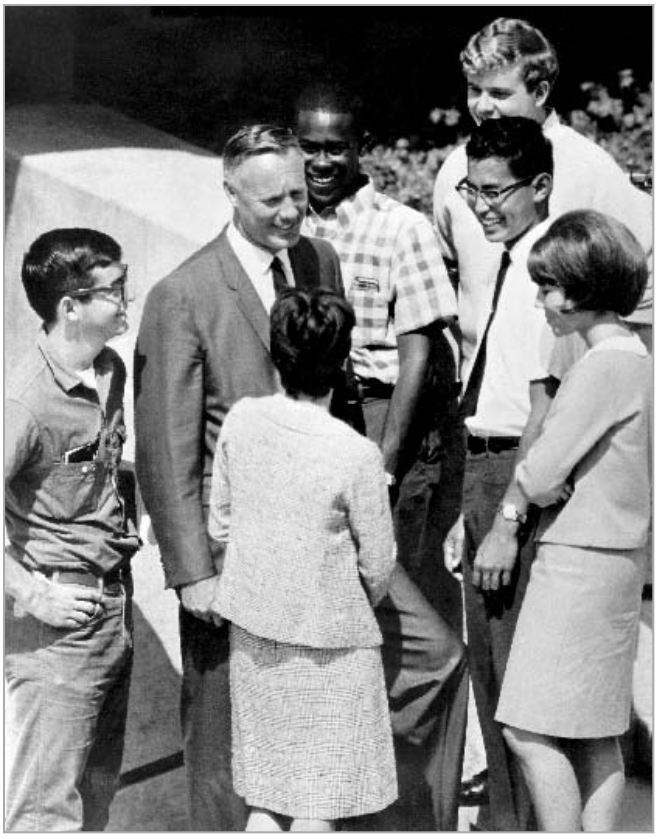
The strategic plan is based on 10 principal objectives that inform all of the specific goals and strategies described in the plan.

- Continue our pursuit of the essential research and educational mission of UCI as a public research university by maintaining and strengthening core academic disciplines.
- Continue our state-supported growth to reach 32,000 students by 2015, with 25 percent of that enrollment at the graduate level in our academic and professional programs. New professional schools and programs will be developed to help support that growth in graduate enrollment.
- Reinforce existing centers of excellence across the campus and elevate more of our academic and professional programs to the top of their fields through the differential allocation of resources. Included in those resources are more than 300 new faculty positions associated with enrollment growth over the next decade.
- Develop innovative programs in emerging disciplines, support interdisciplinary collaboration and establish new research centers by reserving some of the growth resources for these initiatives.
- Make UCI the best choice for the best graduates of California's high schools by strengthening our undergraduate programs, increasing the number of majors across the campus, and expanding undergraduate research opportunities in all fields.
- Enhance the quality of our educational programs and enrich the intellectual and cultural life of the campus by increasing the diversity of our faculty and students.
- Support recruitment and retention of the best faculty, staff and students by expanding housing for all segments of the UCI community, including accommodations for 50 percent of our graduate and undergraduate students on campus by 2010.
- Increase the transfer of innovation from the campus to the community by expanding collaboration between the university and the extraordinary regional strengths in business and industry.
- Expand our contributions to the region, state and nation by improving health care for our community, developing more effective social and public policies, supporting the arts and enriching the cultural vitality of the area, and preparing more teachers for service in our public schools, particularly in the fields of science and mathematics.
- Support those aspects of the strategic plan not funded by the state by launching a major fundraising campaign.

These objectives will guide centralized planning for the university as a whole over the next decade, and they will help coordinate the more localized planning conducted within academic units and administrative offices across the campus.

V. THE PLANNING PROCESS

In spring 2004, six planning committees were convened under the auspices of the Chancellor's Advisory Council (CAC), each with 12 to 15 members including faculty, staff and administrators. (For a list of the committees and their members, see pp. 102-105 below or http://www.evc.uci.edu/planning/committees.html.) Each committee was then charged with the task of considering a separate aspect of campus planning: academic breadth, research and graduate programs, campus life, physical facilities, UCI's public role and resources. (For the text of the charge, see http://www.evc.uci.edu/planning/charge.html.) Each committee reported its conclusions to the CAC at the end of the summer, and those reports were discussed by the deans of all academic units. The results of those deliberations were then collated to create a document that served as a platform for discussion by the whole campus community in 2004-05.



Chancellor Dan Aldrich pauses in the Gateway Plaza to chat with a group of students, September 1966.

The results of that discussion, including formal responses from the Academic Senate, Staff Assembly, most academic units, and many individuals, indicated a high degree of consensus on the principal objectives that had emerged from the original planning committees. Most of the suggestions for revision focused on refining and augmenting the specific goals and strategies through which those objectives would be pursued. The plan was revised in light of those suggestions, and two additional sections were added in response to requests for an account of the distinctive attributes of the campus now (see "Where We Are Now") and for an overview of the philosophical and historical issues associated with academic planning generally and within the University of California (see "Our Mission as a Public Research University"). In September 2005, the completed plan was reviewed by the deans, the Chancellor's Advisory Council, Executive Vice Chancellor and Provost Michael R. Gottfredson, and Chancellor Michael V. Drake, and it was then presented to the campus in fall quarter of that year.

VI. PUTTING THE PLAN INTO PRACTICE

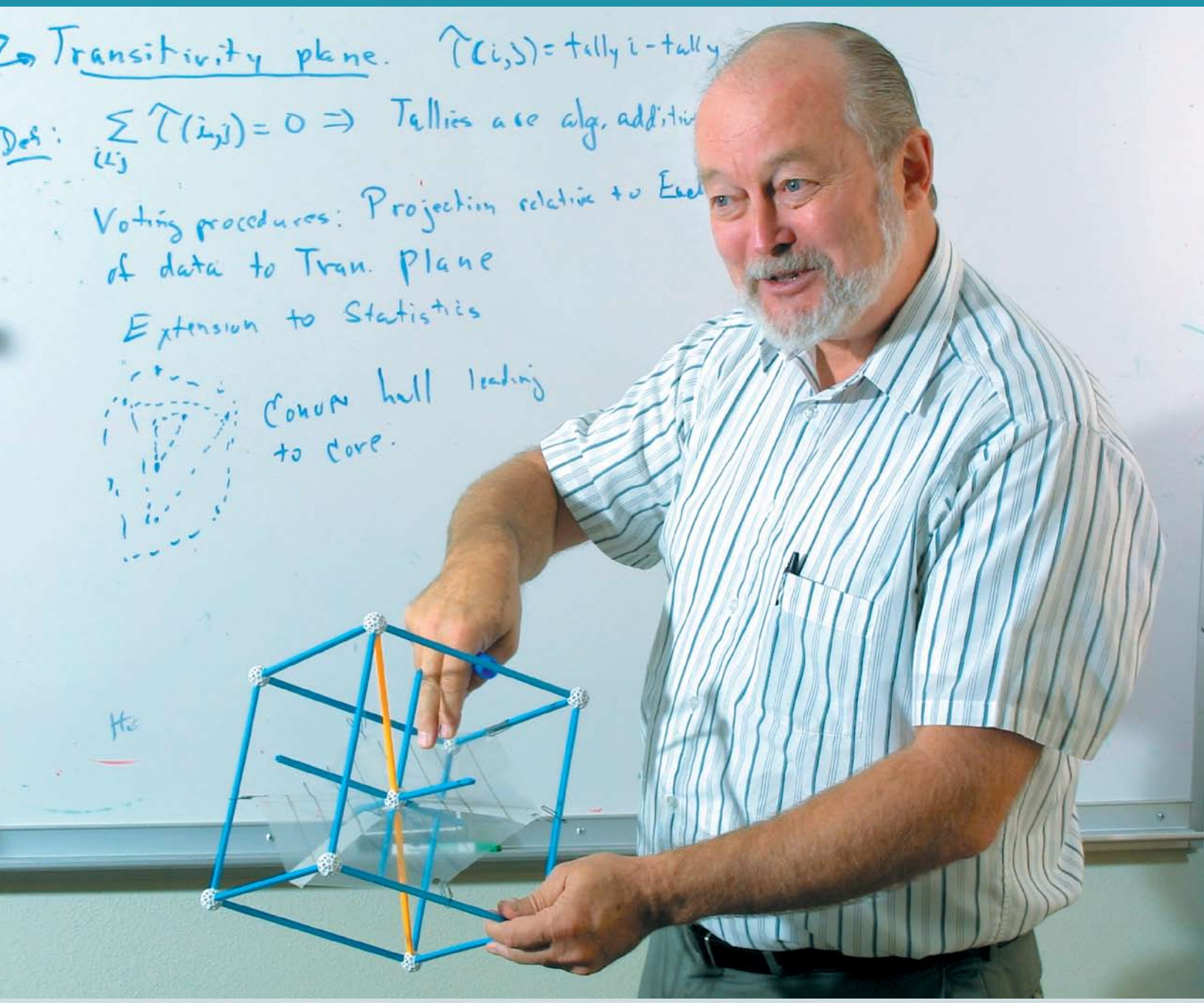
The campus will immediately begin its pursuit of the goals described in the strategic plan. Implementation of the plan will be overseen by the vice provost for academic planning, in consultation with the Academic Planning Group. Academic units, senate councils, students, staff and administrative offices will be charged with identifying aspects of the plan most pertinent to them and applying those goals and strategies to the planning conducted within the purview of that group. The results of that local planning will be coordinated with the ongoing assessment of the strategic plan itself, which will remain open to amendment and revision as needed.

Assessment: Given the long period, broad scope and high stakes of the plan, the administration and Senate will implement periodic assessments of its effectiveness and its consequences.

- The effects of the plan will be documented and evaluated in the second, fifth, and seventh years according to benchmarks developed through collaboration between the Academic Senate and the administration.
- All departments will be asked for information on how the strategic plan and especially the differential disbursement of FTE has impacted them and benefited the campus.
- Discussion will follow regarding how to maximize positive impacts and minimize negative impacts, and the plan will be adjusted accordingly.

Amendment and Revision: If the assessments of progress indicate that the strategic plan needs to be amended or revised, suggested changes will be circulated to the Senate, Staff Assembly and all pertinent administrative offices for review and comment before incorporation into the plan.

WHERE WE ARE NOW



Distinguished Professor of Economics Donald Saari

At the heart of any university are the students, and among UCI's 85,000 graduates are leaders in the arts, sciences, business and education, including four Pulitzer Prize winners and the architect of the "HTTP/1.1" Internet protocol used worldwide.

WHERE WE ARE NOW[1]

In its relatively brief 40-year history, the University of California, Irvine has become one of the best research universities in the world. One of 62 members of the prestigious Association of American Universities, UCI is home to three Nobel laureates, three recipients of the National Medal of Science, 33 fellows of the American Academy of Arts and Sciences, 25 members of the National Academy of Sciences, five members of the National Academy of Sciences – Institute of Medicine, and nine members of the National Academy of Engineering. Twenty-two members of the faculty have held Humboldt Fellowships, 41 have received at least one Guggenheim Fellowship, 55 have held Fulbrights, nine fellowships from the National Endowment for the Arts and 34 from the National Endowment for the Humanities, 27 Research Career Development Awards from the National Institutes of Health, and 55 awards from the National Science Foundation.

The individual accomplishments of the faculty are matched by the collaborative efforts of our academic programs and centers. More than 40 of those programs are ranked among the top 50 in their fields, with 14 in the top 20 and five in the top 10.[2] The University of California, Irvine Medical Center, Orange County's only university hospital and Level I Trauma Center, is ranked among the nation's 50 best hospitals by *U.S. News & World Report* in four specialty care areas and was named among the "100 Top Hospitals" by Solucient, a leading source of health care business information. The Chao Family Comprehensive Cancer Center at the medical center is the only Orange County facility to earn the National Cancer Institute's esteemed "comprehensive" designation.

Faculty continue to compete successfully for extramural research funds, another measure of quality in many areas of the campus. Though not equally important to all fields, extramurally sponsored research is exceedingly important to the university as a whole because it provides direct support for research, student stipends, faculty salaries, salaries and benefits for professional researchers, equipment and research travel. In addition, because most of these awards arise from national competition, they demonstrate the competitive capability of our faculty and are a factor in increasing our visibility and reputation among research universities nationally.

In 2005-06, extramural awards totaled $310.8 million – an 18-percent increase from the prior year and a record amount for the fifth consecutive year. Private support to UCI rose to $101.4 million, continuing a trend that has seen a 189-percent increase since 2001-02. The amount raised is the highest in the campus's 41-year history. UCI

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now has a total endowment of nearly $195 million, with 60 endowed chairs across the campus. Several support groups, including The UCI Foundation, the Chancellor's Club, and the CEO Roundtable, serve as consultants to the university and often lead efforts to generate support for the campus throughout the county and region. The number of gifts to UCI from individuals rose to an all-time high of 25,053 in 2005-06, extending a record of private philanthropy that includes recent naming gifts for The Henry Samueli School of Engineering (1999), Claire Trevor School of the Arts (2000), Jack Langson Library (2003), Donald Bren School of Information and Computer Sciences (2004), and The Paul Merage School of Business (2005). The International Center for Writing and Translation (2001) is being funded largely by a UCI

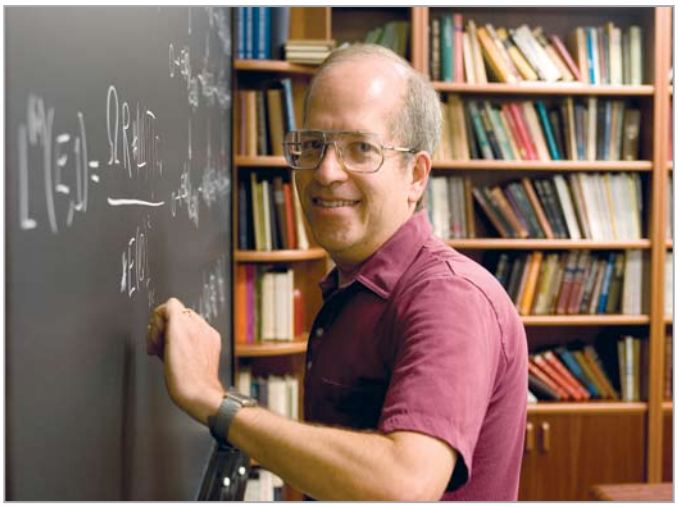
1. Parts of this document are based on excerpts from "State of the Campus, January 2005," by Ralph Cicerone, Chancellor, UCI, 1998-2005.
2. Most of these rankings are based on *U.S. News & World Report* but also include *The Philosophical Gourmet*, *Chemical Engineering News* and *The Wall Street Journal*. For a more specific report on these rankings, see Today@UCI, "Campus Distinctions," at http://today.uci.edu/facts/rankings_distinctions.asp.

alumnus; the Center for Pervasive Communications and Computing was founded in partnership with two of the largest communications corporations in the world; and the California Institute for Telecommunications and Information Technology (founded in 2001 jointly with UC San Diego) receives significant support from corporations as well as the federal government.

Private industry regularly provides $25 million to $30 million to UCI in funding for research, and the university receives another $6 million annually from its intellectual property rights, including patents. UCI has given rise to more than 30 start-up companies, some of which have offices immediately adjacent to campus in the University Research Park. With 40 buildings and 2.4 million square feet of space for research, technology and business, University Research Park currently houses 30 tenant corporations including divisions of AOL, Cisco, Canon, and the future corporate headquarters and research and development laboratory for Broadcom. The technology transfer behind these partnerships has extended the influence of UCI far beyond the borders of the campus and is a crucial part of our service to the state as a public research university.

Frederick Reines, here in his classroom in 1968, won the 1995 Nobel Prize in Physics.

At the heart of any university are the students, and among UCI's 85,000 graduates are leaders in the arts, sciences, business and education, including four Pulitzer Prize winners and the architect of the "HTTP/1.1" Internet protocol used worldwide. In 2004-05, UCI students were awarded some of the nation's most prestigious scholarships and fellowships. The year's recipients included three U.S. Fulbright scholars, three Barry M. Goldwater scholars, a Merage American Dream fellow and a Donald A. Strauss scholar. For both Fulbright and Goldwater scholarships, UCI tied its record highs for



number of student winners in one year: three Fulbright scholars and three Goldwater winners. 2004-05 also was the second consecutive year that a UCI student has received the Merage Fellowship, which was inaugurated in 2004.

UCI athletic teams have earned 22 national titles in eight sports; more than 60 individual Anteaters have won national titles; and more than 30 have competed in the Olympics. UCI teams for women's golf, women's swimming and men's tennis won 2004-05 Big West Conference championships, while a record 162 Anteaters were named Big West Conference Scholar-Athletes.

Universities cannot function without highly skilled administrative and staff support. Administrative offices, hospital staff, the early academic preparation (outreach) staff, and those who maintain campus facilities and grounds are just a few among the many examples of staff who provide the critical functions that keep our campus and medical center in operation each day. In the past few years, several of those groups have received national attention for their extraordinary performance. No U.S. research university has received more awards than UCI for streamlining administrative processes, including the *USA Today* "Quality Cup," the EDUCAUSE "Award for Excellence in Administrative Information Systems" and the top prize for administrative improvement from the National Association of College and University Business Officers. Overall, UCI has been recognized with 12

national awards for administrative best practices and innovations.

Other national distinctions were recently bestowed to University Advancement by the Council for Advancement and Support of Education (CASE). The Office of Stewardship is the 2005 recipient of CASE's Gold Medal for "Institutionalizing Stewardship at UC Irvine." The Office of Gift and Trust Administration won the Silver Medal in the Advancement Services Programs: Gift/Bio Administration category for its "Effective, Efficient and Expedient = Excellence!" initiative.

The UCI Athletics marketing and promotions staff was recognized in 2005 with four awards by the National Association of Collegiate Marketing Administrators at its recent conference in Lake Buena Vista, Florida. UCI earned top honors for "Best Single Newspaper Display Ad" and "Best Activation Program with a Sponsor," and second-place awards for "Best Online Promotion" and "Best Sponsor Follow-Up Report."

I. GROWING IN NUMBER AND DISTINCTION

The qualitative success of UCI's faculty, staff and students has been matched by an equally impressive growth in the enrollments and facilities of the campus, especially in recent years. A three-term average of 24,100 students enrolled at UCI in 2004-05, including undergraduate, graduate and medical students, and medical residents,

and another 25,000 students enrolled through our extension programs for Continuing Education. UCI offers 67 different bachelor's degrees and 97 graduate degrees ranging from the master's to the Ph.D., and a record number of 6,400 degrees was awarded in 2005, compared to 3,880 in 1998. There are currently 1,400 teaching faculty in the Academic Senate at UCI, with

The annual budget of $1.3 billion also makes UCI one of the post powerful economic forces in the region, with an estimated economic impact of approximately $3 billion per year.

990 in tenure-track positions as of fall quarter 2004. That number of tenure-track faculty is up from 760 in 1998, which means that approximately one-fourth arrived at UCI during the past six years. Career staff members at UCI, including the medical center, numbered 4,600 in 1997 and 6,900 in 2004, making UCI Orange County's second-largest employer. The annual budget of $1.3 billion also makes UCI one of the post powerful economic forces in the region, with an estimated economic impact of approximately $3 billion per year.

II. UNDERGRADUATE EDUCATION

Overall enrollment at UCI has grown dramatically in the past 15 years, from 17,249 in 1998-99 to more than 24,100 for 2004-05. Even more remarkable than this rapid growth is the fact that it has been accompanied by a consistent increase in the quality of the undergraduate student body. Admission to UCI for undergraduates has become much more selective; approximately 50 percent of UC-eligible applicants were offered admission in 2003-04, as compared to 100 percent in 1996. Following an extended plateau, the average SAT I score of UCI freshmen has risen by 91 points in the last seven years (from 1118 in 1997 to 1209 in 2004). The mean SAT I score of UCI freshmen is now fourth in the UC system, whereas it was seventh in 1998. High

Jacqueline Chattopadhyay '05 was recognized as one of the Top Ten College Women by Glamour Magazine *in 2004. A finalist for the Fulbright Fellowship in the U.K., she also received the Harry S. Truman Scholarship for public service and the Donald A. Strauss Scholarship. Jacqueline is enrolled in the doctoral program in social policy at Harvard University, where she plans to expand her research on communication within American political parties.*

school GPAs of entering freshmen have risen steadily to 3.73 in 2004. Four-, five- and six-year graduation rates for undergraduates also have improved in the past five years. The median time to a bachelor's degree is currently 13 quarters, or slightly more than four years, and our increasingly selective admissions and better student counseling should continue to improve these performance metrics in the future.

Two programs that offer unusual opportunities for undergraduates, the Campuswide Honors Program (CHP) and the Undergraduate Research Opportunities Program (UROP), have continued to grow in quality and size. CHP has been noted nationally as being "one of the most challenging and serious honors programs in the country"; the *San Francisco Chronicle* called it "Ivy at Irvine."[3] Now with nearly 2,500 graduates since its first entering class of 1988, the honors program has proved pivotal in attracting and educating top students at UCI. The quality of honors students attending Irvine rivals the best of the Ivy League universities. CHP provides a challenging and rewarding education by delivering the qualities of superb liberal arts colleges with the offerings of a powerful research university. The program has been especially effective in nurturing research and creative activity on campus such as with its senior thesis and research symposium programs. Efficiently run, it has proved exceptionally rewarding for the students, faculty and staff contributing to its educational mission. The past president of the National Collegiate Honors Council says, "It is a centerpiece in the university's efforts to encourage excellence among undergraduates."[4]

The Undergraduate Research Opportunities Program encourages and facilitates faculty-mentored research and creative activities by undergraduates from all schools

3. Marty Nemko, *San Francisco Chronicle*, Jan. 15, 2003.
4. Prof. Julia Bondanella of Indiana University, report to Council on Educational Policy on review of the CHP, 2004.

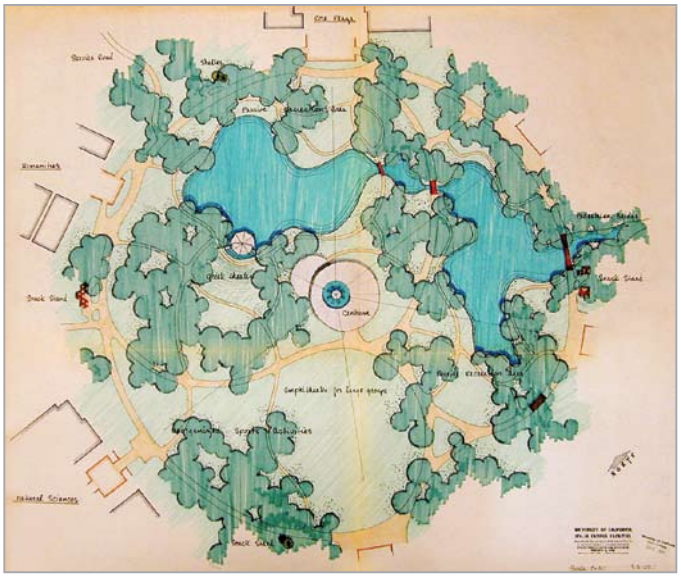
and academic disciplines at UCI. Launched in 1995, the program has grown sharply in recent years and has received wide support from the faculty across the whole campus. UROP's commitment is demonstrated by supporting at least 1,700 undergraduates each year through all phases of the research process and by engaging them in a variety of programs, including: advising students on appropriate research opportunities on- and off-campus, funding project-related expenses through UROP Grants and Fellowships, providing stipends in support of students' time and efforts through the Summer Undergraduate Research Program (SURP), sponsoring the UCI Undergraduate Research Symposium, and publishing *The UCI Undergraduate Research Journal*. In collaboration with various schools and research units, UROP launched three new programs in summer 2005, including: the Integrated Micro/Nano Summer Undergraduate Research Experience (IM-SURE) funded by the National Science Foundation; the Inter-Disciplinary

Summer Undergraduate Research Experience (ID-SURE) funded by the National Institutes of Health; and the Summer Undergraduate Research Fellowship in Information Technology (SURF-IT) funded by the California Institute for Telecommunications and Information Technology (Calit2). UROP is recognized as a national model, as demonstrated by the many inquiries from other universities on how to launch and implement similar undergraduate research programs. In fall 2003, for example, UROP hosted the Southern California Conference on Undergraduate Research, which involved more than 1,000 participants from 92 institutions across the nation.

III. GRADUATE EDUCATION

Graduate students and programs are essential to a research university, and UCI's graduate programs are improving and growing. The total graduate and professional student enrollment of 4,925, including general campus graduate students and health sciences students, is 19.8 percent of UCI's total enrollment, the highest percentage since the early days of the campus. Excluding health sciences (medical students and residents), 16 percent of students are graduate-level, the highest ratio of graduate students at UCI since the early 1980s.

The quality of many graduate programs at UCI is very high and is an important part of our national reputation. We have maintained that quality in the best programs and improved many others while increasing enrollments by substantially increasing the funds devoted to graduate student support: $63 million in 2003-04 compared to $30 million in 1998-99, counting fellowships, need-based aid, compensation for teaching assistants and research assistants, and graduate health insurance. Fellowship and need-based aid alone increased from $9.2 million to $18.6 million annually between 1998-99 and 2003-04. Support per student at UCI is relatively high compared to other UC campuses, yet it is still less than what will be required if we are to remain competitive with other top universities in the U.S. Selectivity of admissions and yields from offers of admission have increased in many programs, but we also must improve the time-to-degree in individual doctoral programs and the placement of their graduates, as well as the total production of doctoral degrees per faculty



Color rendering of Central Park, 1963

member. More generally, we must continue to expand graduate enrollments relative to undergraduate students if we are to continue building our academic programs and to keep pace with the best research universities.

IV. NEW PROGRAMS

The development of new programs and centers is essential to any vital academic community, but it is especially important to an ambitious research university growing as quickly as UCI. Since 2000 alone, 23 new campuswide centers and institutes have been established at UCI and are conducting research at the leading edge of their fields, among them the Institute for Genomics and Bioinformatics, the California Institute for Telecommunications and Information Technology, and the Center for Unconventional Security Affairs. Similar growth among our degree programs is evident as well. Since 2000, UCI has created 18 new baccalaureate degrees (while terminating one), and we have created eight new minors for undergraduates (while terminating one). Seventeen new graduate degrees have been approved, including seven Ph.D.s, an Ed.D. and nine master's degrees.

Perhaps even more impressive is the number of new departments and larger academic units created at UCI since 2000. In that time, we have established new departments in the logic and philosophy of science, Asian-American studies, biomedical engineering, statistics, and film and media studies. In addition, what had been the Department of Information and Computer Science became a school with two new departments, computer science and informatics. In 2005, the UC Regents approved a College of Health Sciences at UCI that houses new programs in public health, pharmaceutical sciences and nursing science, along with our School of Medicine, which itself created two new departments in emergency medicine (2002) and urology (2001). This new college will create more opportunities for research and professional graduate education in those fields, which also will involve extensive collaboration with the schools of Biological Sciences, Social Ecology, Physical Sciences, Engineering and other units across the campus.

Jack W. Peltason leads first Academic Planning meeting in January 1965.

In 2006, the UC Regents approved a school of law at UCI. The search for a founding dean is under way, and we hope to admit our first J.D. students in the fall of 2009. The idea for a law school at UCI was first expressed by founding Chancellor Dan Aldrich in 1965 as part of the original plan for the campus. The faculty approved an earlier proposal for a law school in 1990, but it was not forwarded to the Office of the President due to the budget crisis of that time. A decade later, on Jan. 25, 2001, the Divisional Assembly of the UCI Academic Senate unanimously approved a new proposal to create

William Pereira

a school of law at UCI. The proposal was endorsed by the Associated Students and the Associated Graduate Students of UCI, and by the executive vice chancellor and provost and the chancellor. That spring, the UC Academic Senate also endorsed the proposal. Unfortunately, budget problems in the state delayed a decision on the school for several years, but in spring 2006 a special committee was convened by UC President Dynes and charged with reviewing the role of professional education in the UC system generally and with assessing the need for another UC law school and its location. That committee endorsed our proposal enthusiastically, and the Regents formally approved the proposal in November 2006.

The reasons for creating a UC-caliber law school at UCI are compelling. Most importantly, it will draw on and extend our existing academic strengths in research and educational programs and forge important connections among our professional programs in engineering, law, medicine and business. UCI can count on significant support from the surrounding community since a law school will increase access to a first-class, state-supported legal education for a wider range of the population; attract more high-quality graduate and professional students; and contribute significantly to the cultural, intellectual and economic growth in the region.

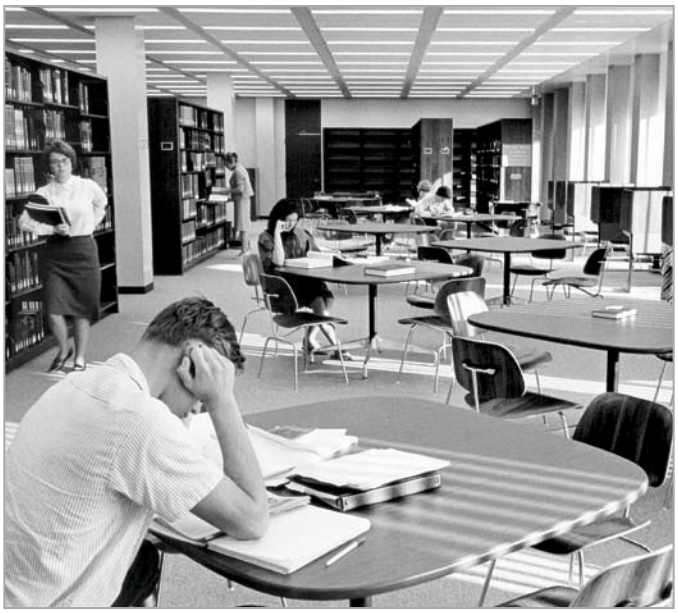
V. CAMPUS LIFE

Life at the university is not confined to educational programs and research. Much of the most important learning goes on outside the classroom and formal courses; the social, cultural and recreational opportunities available on campus contribute significantly to every student's career at UCI. The physical environment of the campus plays a crucial role in all aspects of university life, determining not only where we work but also how we live, and it directly influences the quality of that life. UCI is therefore fortunate to be located in one of the most beautiful and prosperous areas of the state, with one of the largest land areas of any UC campus.

Our 1,500 acres are organized around the core of original buildings designed by noted architect and master planner William Pereira. Those buildings surround Aldrich Park, a 16-acre botanical garden at the very center of our campus. Subsequent development has included signature buildings by some of the most famous and influential architects in the world, and a new Arts Plaza, recently dedicated, has been designed by noted artist Maya Lin. It will be a venue for performances

Arts Plaza, designed by Maya Lin

and exhibits and a destination for visitors from the community. With other recently renovated arts venues and growing performance schedules in theater, music and dance, a campuswide distinguished speakers series now in its seventh year, a new baseball stadium, and more extensive conference facilities planned for the expanded Student Center, UCI is quickly becoming the place to be in Orange County.



Students studying in the Main Library (now Langson Library), ca. 1965

VI. CAMPUS HOUSING

A major reason for increased activity on campus, along with larger enrollments and the growth in faculty and staff numbers, is the high quality of student housing and the increased number of students living on campus. The quality of student housing at UCI is truly exceptional. The new east campus student apartments, completed in 2005, have already amassed seven state and national awards, including "Best Student Housing Apartment Community" from the National Home Builders Association. Since 2000-01, 2,400 bed spaces have been added for students on campus. By 2006, approximately 2,000 more spaces will be added when the next phases of Vista del Campo apartments and Palo Verde are completed, bringing the total number of on-campus student bed spaces to 10,500.

Approximately 2,750 off-campus spaces exist within walking distance of UCI for a total of more than 13,000 student beds on campus or within walking distance by 2006, making UCI an increasingly residential campus.

Faculty and staff housing in University Hills provides attractive choices for many individuals, and it has been essential to the success of the campus's recruitment efforts. Approximately 710 for-sale housing units are now occupied in University Hills, along with 140 rental units. Waiting lists have lengthened as demand has exceeded housing supply, but more housing is being built and should be available in the near future.

VII. LIBRARY USAGE

The UCI Libraries – Jack Langson Library, the Science Library and the Grunigen Medical Library – serve a growing and changing campus and the entire county. Holdings in these libraries have grown from 2.1 million volumes in 1998-99 to about 2.4 million in 2003-04. Library services have been expanded and modernized to accommodate in-person visits and online usage, and Langson Library offers ongoing exhibits of interest to the whole community. As a result, library usage has increased from 1.55 million visits in 1999-00 to 2.02 million in 2003-04, and library hours have been extended to 119.5 hours weekly in response to demand.

VIII. INTERCOLLEGIATE ATHLETICS AND CAMPUS RECREATION

The Anteater Recreation Center is a major center of activity for UCI students and for many staff. UCI student-fee support was essential to launching the ARC, an initiative that continues to benefit the campus. Intercollegiate athletics are growing at UCI as shown by many measures, such as the attendance of more than 100,000 at the men's basketball home games of the past three years. Attendance will be boosted further by constructing the final phases of the baseball stadium and by improving facilities at Crawford Hall, UCI's original athletics center.

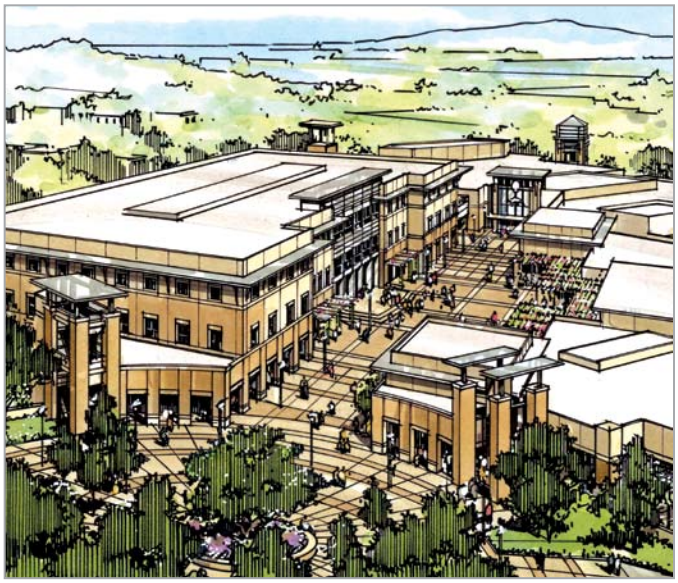
Hewitt Hall

IX. CAMPUS FACILITIES

To accommodate UCI students, staff and faculty, new buildings have been constructed and others renovated. The impact of the Student Center (1990) has been remarkable and will be even greater in the future through a major construction project currently under way that will create a larger, mostly new Student Center combined with an expanded Cross-Cultural Center. Similarly, Social Science Plaza (1996) has made a large positive difference, as has the Humanities Instructional Building (1997). A suite of buildings – Gillespie Neuroscience Research Facility (1997), Sprague Hall (2002) and Hewitt Hall (2003) – provide valuable space for health sciences research. Natural Sciences I (2002) and Croul Hall (2003) also serve the sciences, and Natural Sciences II opened fall 2005. The Claire Trevor School of the Arts has undergone a nearly complete upgrading, including the addition of the Studio Buildings (Arts, Culture and Technology and Performance Studios in 2002), the Music and Media Building (1999), and the Beall Center for Art and Technology (2000). Winifred Smith Hall, UCI's concert hall, was renovated and modernized in 1999, as was the Claire Trevor Theatre in 2002. In fall 2005, the Arts Plaza was dedicated.

About 310,000 square feet of new space has opened just since 2000. Also, remodeling and renovating of UCI classrooms are well underway through the General Assignment Classroom Renovation plan, under which 95 of 122 classrooms will be converted to "SMART" classrooms. Welcome renovations also have been done in Humanities Hall. The quality of these new and refurbished facilities is a source of pride, and they make UCI a more productive and pleasant place to study, work and assemble.

A number of further improvements are under way including the construction of Bren Hall in the Donald Bren School of Information and Computer Sciences. And last but certainly not least, of enormous significance to our School of Medicine and Southern California in general is the new UCI hospital, a $372 million project for which construction recently began at the UC Irvine Medical Center in Orange. The new medical center facility is expected to be completed in 2009.



Rendering of Student Center expansion, 2004

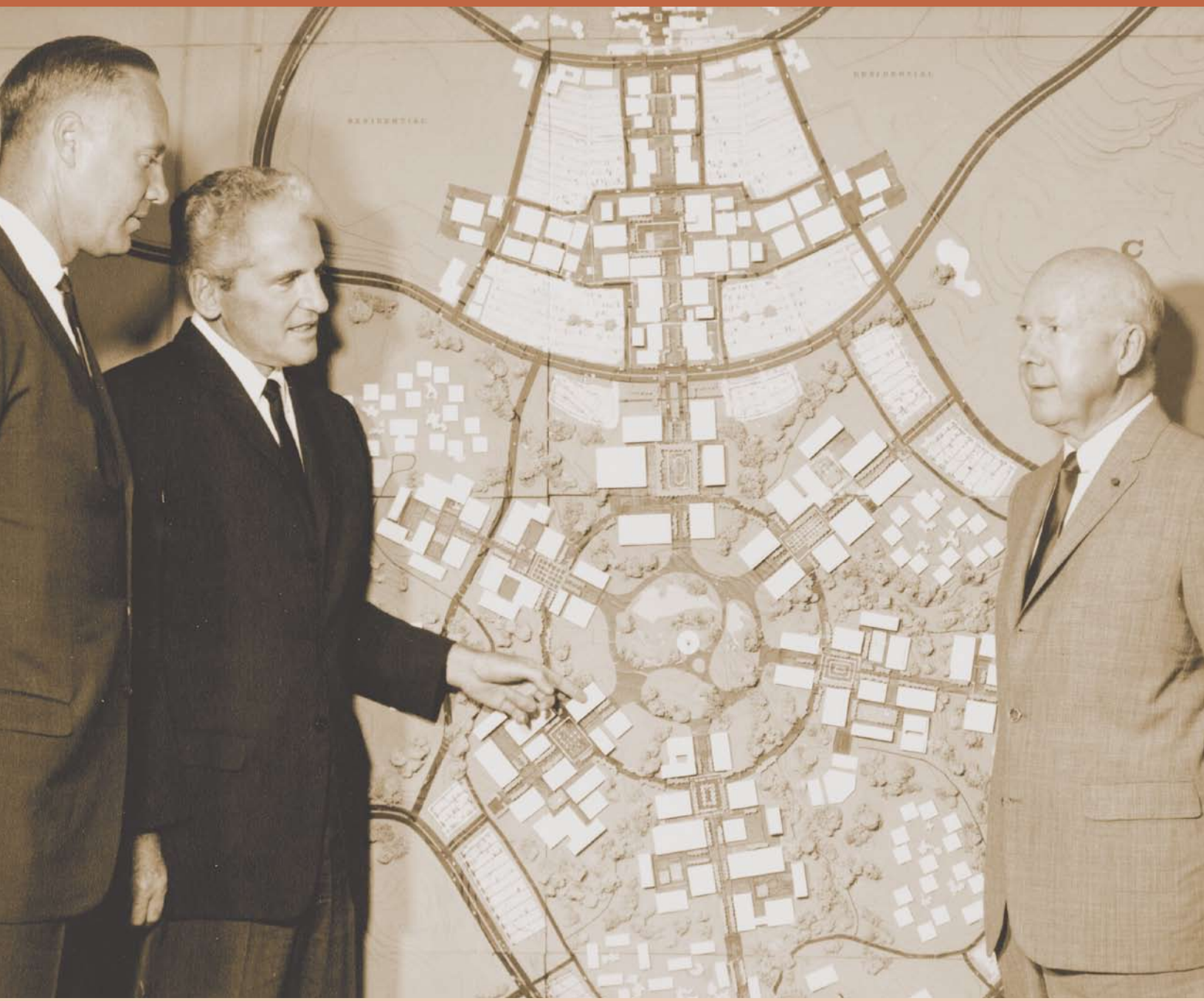
OUR MISSION AS A PUBLIC RESEARCH UNIVERSITY

I. Our Origin as a Land Grant University

II. The Master Plan for Higher Education in California

III. Diversity, Access and Financial Aid

IV. The Economic Role of a Public Research University



Daniel Aldrich, William Pereira and Charles Thomas in front of master plan for UCI

This goal of educating a broad spectrum of citizens to be both leaders and critics of society is an important legacy of the land grant tradition as embodied in the University of California. Its power as an institutional ideal was evident in UC's rapid rise to the top ranks of universities in the United States.

I. OUR ORIGIN AS A LAND GRANT UNIVERSITY

Shortly after his selection as the new president of the University of California, Robert C. Dynes described for the University of California Regents a new mission for the public research university of the 21st century:

> Much of our research mission has changed dramatically in just the past few years. The era of R&D ended on Sept. 11, 2001. We are now in an era of R, D & D – research, development and delivery.
>
> We must move discoveries from the bench to the public domain more effectively. And we must hand them off more quickly to end-users, whether they are first-responders in a crisis, farmers, health care professionals, social workers or teachers.[1]

This emphasis on "delivery" focuses on the special relation any public research university has to the state and region it serves, but it has special meaning for the University of California because our system began as a land grant institution.

Although the land grant program today is often associated with agricultural campuses or teachers' colleges, the original academic and social objectives of the program in the 19th century were much broader. The first Morrill Land Grant Act of 1862 stipulated that each state use the funds generated by the act to maintain "at least one college where the leading object shall be, without excluding other scientific and classical studies .... such branches of learning as are related to agriculture and the mechanic arts .... in order to promote the liberal and practical education of the industrial classes on the several

pursuits and professions in life." In 1890, a second Morrill Act added to that charge instruction in "the English language and the various branches of mathematical, physical, natural and economic science," and it included the caveat that "no money shall be paid out under this act to any state or territory for the support and maintenance of a college where a distinction of race or color is made in the admission of students."[2] This integration of scholarly, scientific and professional training, the emphasis on "delivery," and the social ideals of access and social mobility regardless of race and economic class were combined with other innovative ideas such as providing residences for students within a research university, and that combination resulted in the creation of what we know today as the modern public research university.[3]

The University of California was founded on this ideal in 1868. The "California Idea" of higher education quickly became what John Thelin calls "the fulcrum for a distinctively Western Version of Progressivism," a unique combination of "a political reform ideology and a state

1. President-Designate Robert C. Dynes, Remarks to the UC Board of Regents, June 11, 2003 (http://www.universityofcalifornia.edu/newpresident/statement.html).
2. Act of July 2, 1862, ch.130, 12 Stat. 503,7 U.S.C.301 et. seq, Section 4 (see http://www.higher-ed.org/resources/morrill1.htm). Act of Aug. 30, 1890, ch.841, 26 Stat.417, 7 U.S.C. 322 et seq, Section 1 (see http://www.higher-ed.org/resources/morrill2.htm). The emphasis on industrial classes and the later provision against racial discrimination formally identified land grant institutions with the ideals of equity and social mobility that underlie their mission today. Unfortunately in retrospect, the latter principle was undermined somewhat by the exception granted for states to establish separate colleges for white and non-white students "if the funds received in such state or territory be equitably divided" (1890).
3. John R. Thelin, *A History of American Higher Education* (Baltimore: The Johns Hopkins University Press, 2004), p. 104. Thelin notes in particular that the Morrill Acts were instrumental in forging a connection between the two dominant models for higher education in the United States in the 19th century: the residential liberal arts model based on Oxford and Cambridge, and the specialized research model of German universities.

system of higher education" that was designed to produce not only an educated public but also an engaged citizenry (pp. 138, 139).[4]

> The philosophical base of this Progressive plan for higher education was the premise that a sound, affordable state university was a good way to educate future generations of enlightened, capable state leaders and citizens. . . . This policy, combined with a statewide public elementary- and secondary-school system, would nurture an educated, informed state citizenry that would be an antidote to the abuses and corruption of the "trusts" associated with the Southern Pacific Railroad and the oil companies. . . . The distinguishing feature of the "California idea" in higher education was that utility was to be fused with educating for character and public service. (Thelin, pp. 139-40)

This goal of educating a broad spectrum of citizens to be both leaders and critics of society is an important legacy of the land grant tradition as embodied in the University of California. Its power as an institutional ideal was evident in UC's rapid rise to the top ranks of universities in the United States.[5] This land grant origin is also of special relevance to UCI because it informed the creation of the campus in the early 1960s. Clark Kerr, then president of the university, says he selected Daniel Aldrich as founding chancellor at UCI because they shared the dream of creating "a land grant university for the 21st century."[6]

Rendering of the new hospital at UC Irvine Medical Center

Today, UCI continues this tradition of combining research and teaching to produce new leaders for our region, state and nation. This combination has resulted in the extraordinarily high quality of research and graduate programs on our campus, an extensive commitment to undergraduate education, and a growing number of professional schools and programs of academic importance and great social significance. Among these professional programs are our existing schools of medicine, engineering and business; recently established programs in public health, pharmaceutical sciences and nursing science; and a recently approved school of law at UCI.

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4. The phrase "California Idea" was coined by John Aubrey Douglass in *The California Idea and American Higher Education, 1850 to the 1960 Master Plan* (Stanford, Calif.: Stanford University Press, 2000). Douglass defines the California Idea as "the rise of a cohesive and popular vision of public higher education as an ameliorative and pro-active agent of state and local government, which would set the stage for a modern and scientifically advanced society" (p. 82; see also "Wheeler and a New State University," Douglass, pp. 103-113).

5. There were skeptics: Daniel Coit Gilman (president of UC from 1872 to 1875) feared that "however well we may build up the University of California, its foundations are unstable because dependent on legislative control and popular clamor." (Abraham Flexner, *Daniel Coit Gilman: Creator of the American Type of University* [New York: Harcourt, Brace, 1946], pp. 48-49; quoted in Clark Kerr, *The Gold and the Blue: A Personal Memoir of the University of California*, Vol. 1 [Berkeley: University of California Press, 2001], p. 60.) As Clark Kerr notes, however, by the time the Association of American Universities was started in 1900, this "successful combination of Yale and land grant" at the University of California had produced a larger graduate enrollment than all but three of the 14 founding members of the Association (Harvard, Yale and Columbia), and in 1906 UC was listed ahead of Yale in the first national rankings of universities in the U.S. (Kerr, Vol. 1, p. 60). (For the 1906 rankings, see James McKeen Cattell, "A Statistical Study of American Men of Science," *Science*, 2nd series, 24 (1906), p. 739; table reproduced in Kerr, I, p. 59.)

   Given Gilman's preference for the "Yale model" over California's land grant foundation, Berkeley must have found a great deal of satisfaction in being ranked ahead of Yale. (Berkeley was ranked sixth and Yale seventh.) Interestingly, almost 100 years later, all of the private universities originally ranked among the top 15 institutions in 1906 are still ranked among the top 15, by *U.S. News & World Report*, but all of the public universities in that original top 15 – California, Michigan, Wisconsin-Madison, Minnesota and Ohio State – have been displaced by private universities (*U.S. News & World Report, America's Best Colleges, 2004 Edition*, p. 82).

6. Kerr I, pp. 251, 260.

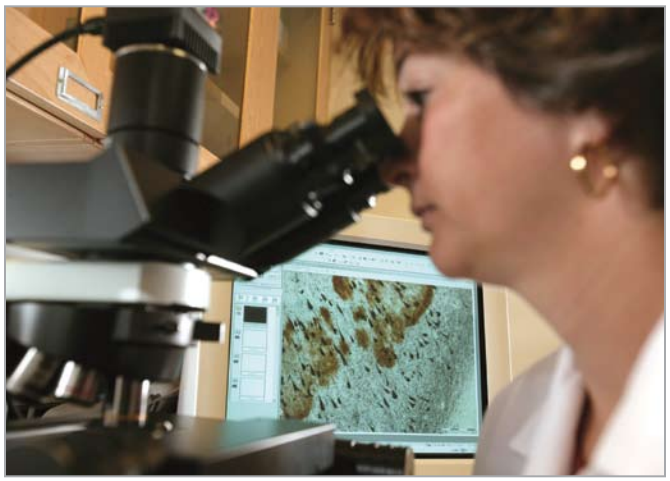
II. THE MASTER PLAN FOR HIGHER EDUCATION IN CALIFORNIA

As a campus in the University of California, UCI participates in the mission of the UC system as a whole. Formally articulated as part of *A Master Plan for Higher Education in California, 1960-1975*, that mission was written into law in 1960 as the Donahoe Higher Education Act:

> The University of California may provide undergraduate and graduate instruction in the liberal arts and sciences and in the professions, including the teaching professions. It shall have exclusive jurisdiction in public higher education over instruction in the profession of law and over graduate instruction in the professions of medicine, dentistry and veterinary medicine. It has the sole authority in public higher education to award the doctoral degree in all fields of learning, except that it may agree with the California State University to award joint doctoral degrees in selected fields. The University of California shall be the primary state-supported academic agency for research.[7]

These objectives were formally endorsed by the University of California in the *University of California Academic Plan, 1974-1978*, which is still cited by the Office of the President as the mission statement of the University:

The distinctive mission of the university is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge.[8]



7. California Education Code Section 66010.4 (c). See http://www.ucop.edu/acadinit/mastplan/ucmission.htm. Not all portions of the Donahoe Act were based on the Master Plan, and not all portions of the Master Plan are incorporated in the Donahoe Act, but this account of the mission of the university followed the language of the Master Plan itself. See *A Master Plan for Higher Education in California, 1960-1975*, adopted by the State of California in 1960), pp. 2-3:

   > The University of California shall be governed by the regents as provided in Section 9 of Article IX of the California Constitution. The university shall provide instruction in the liberal arts and sciences, and in the professions, including teacher education, and shall have exclusive jurisdiction over training for the professions (including but not by way of limitation), dentistry, law, medicine, veterinary medicine and graduate architecture. The university shall have the sole authority in public higher education to award the doctor's degree in all fields of learning, except that it may agree with the state colleges to award joint doctor's degrees in selected fields. The university shall be the primary state-supported academic agency for research, and the regents shall make reasonable provision for the use of its library and research facilities by qualified members of the faculties of other higher educational institutions, public and private.

   The Master Plan recommended a constitutional amendment to adopt many of its provisions, but the state legislature declined that recommendation and adopted a statute (Senate Bill 33) incorporating many of the Master Plan's main provisions (for the text of the bill, see http://www.ucop.edu/acadinit/mastplan/SB33ExSess1960.pdf). Gov. Pat Brown signed the bill into law April 26, 1960. It became known as the Donahoe Higher Education Act in honor of the Assemblywoman Dorothy Donahoe, who authored the resolution calling for the creation of the Master Plan (see http://www.ucop.edu/acadinit/mastplan/donahoe.htm).

   A bill sponsored by Sen. Jack Scott was signed into law Sept. 22, 2005, by Gov. Arnold Schwarzenegger, allowing California State Universities to offer the Ed.D. (see http://www.calstate.edu/pa/news/2005/EdDok.shtml).

8. UCOP Web site: http://www.universityofcalifornia.edu/aboutuc/missionstatement.html.

The mission thus joins public service to research in a way that defines the distinctive character and structure of the University of California as a modern public research university. To accomplish the mission, the university must integrate the fundamental academic activities of research, creative performance and teaching in all fields in ways that address the world's most important issues.

The most obvious and visible benefits of such a university to the society that helps support it are often associated with its professional schools and the performing arts. They are an important source for direct applications of scientific research to identifiable and pressing needs in medicine and the health sciences; for advances in engineering, technology and patents; for influence on social and environmental policies, laws, and education; and for new artists and new forms of cultural expression. Such applications of knowledge are one of the most important objectives of the University of California and are central to its role as a public institution. Professional schools are major contributors to the economic impact of the

university, and for much of the population they represent not only personal career goals but also the general ideals of social mobility and public service.

The land grant movement in higher education incorporated professional training because it recognized that the curriculum of traditional universities was unlikely to provide the direct social benefits that would justify public funding at the level required by the expanding population of the United States. As we have seen, however, land grant universities were characterized from the beginning not only by the inclusion of technical or professional education but also by the integration of that education with the much broader range of basic research in the natural sciences, social sciences, arts and humanities that has come to characterize the modern research university. This combination of pure and independent research, distinct from but coupled with the application of its results in areas far beyond the campus, defines the University of California's unique contribution to the state. It is also a primary factor in the university's academic preeminence among systems of public education.

Among the consequences of this broader ideal of public service is a balance and continuity among kinds of research associated with traditionally distinct fields of academic inquiry. The mission of the University of California has thus always included not only research and teaching in the professional fields and natural

Panoramic view of Physical Sciences, ca. 1993

Much of what we know as Western humanism arose in response to revolutions in the technology of printing; similarly, rapid advances in biomedical engineering, computer hardware and software, and genetics are changing what we understand as "human."

sciences but also forms of research, teaching and creative work associated with the social sciences, humanities and the arts: the analysis of social systems and cognitive processes, artistic performance, the study of classical and contemporary languages and arts, research on present and past cultures, and analysis of the symbolic and technological dynamics underlying those cultures around the world.

This more comprehensive and profound sense of the application of knowledge and the social benefits of research complicates traditional distinctions between pure and applied research. Interdisciplinary connections among the social sciences, humanities, arts, computing, engineering, the natural sciences and the health sciences will be increasingly important in the future. Much of what we know as Western humanism arose in response to revolutions in the technology of printing; similarly, rapid advances in biomedical engineering, computer hardware and software, and genetics are changing what we understand as "human." At the same time, the global dispersal of populations and revolutions in the technology of communications are eroding provincial generalizations about national identities and ethnic stereotypes. In such a world, the possibility for ethical action, a sense of values and effective social engagement will depend on a high degree of cultural and technological literacy coupled with a precise understanding of the social and cognitive processes that are shaping our international community.

To benefit society and accomplish our mission in that global context, UCI must offer the widest possible range of opportunities for scientific inquiry, intellectual discovery and cultural understanding, all thoroughly integrated at the highest level of quality, sophistication and insight. And to realize its advantages and obligations as a public research university, UCI must make those opportunities available to people from the full range of cultures and communities in California if the knowledge that the university discovers, preserves and disseminates is to keep pace with the rapidly changing society it serves.

III. DIVERSITY, ACCESS AND FINANCIAL AID

Nothing is more essential to the academic quality of a university than a diverse intellectual community, and the only way to develop and sustain that diversity is by providing access to the full range of people in the society that supports the institution. In their book, *Beyond the Crossroads: The Future of the Public University in America*, James Duderstadt and Farris Womack, president emeritus and past-chief financial officer of the University of Michigan, respectively, argue that "the first and vital step" in long-term academic planning at Michigan "was to link diversity and excellence as the two most compelling goals for the institution, recognizing that these goals were not only complementary but would be tightly linked in the multicultural society characterizing our nation and the world in the future" (p. 50).[9]

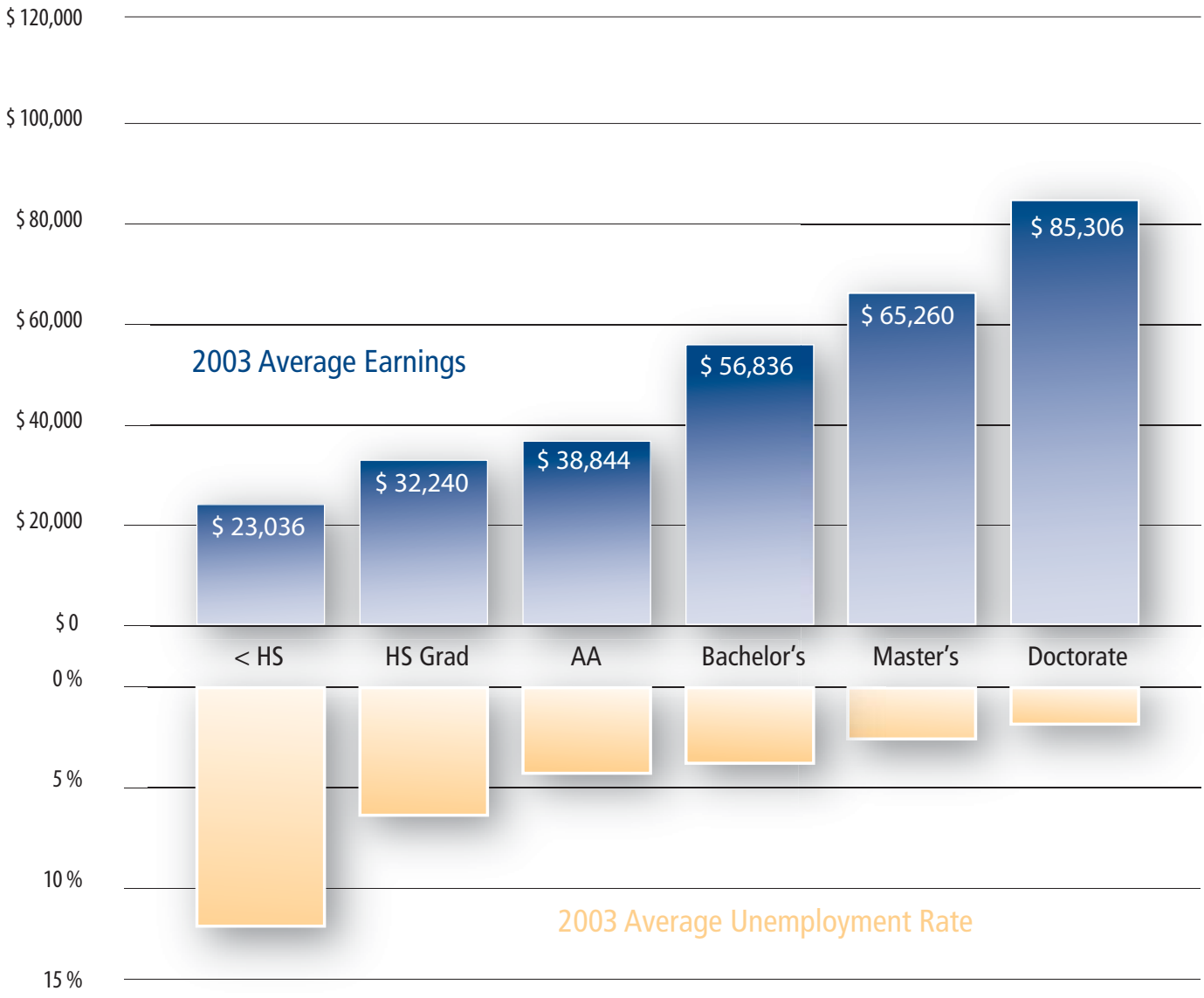
> Higher education has an obligation to increase participation by members of racial, ethnic and cultural groups that are not adequately represented among students, faculty and staff. Fundamental issues of equity and social justice must be addressed if public universities are to keep faith with national values, responsibilities and purposes.

Important as these ideals are to the social function of public universities, for Duderstadt and Womack it is the direct connection between these ideals and the educational goals of the research university that makes diversity central to all academic planning: "Perhaps most important in this regard is the role diversity plays in educating students," they say. "To prepare these students for active participation in an increasingly diverse society, universities clearly need to reflect this diversity on their campuses. Beyond that, there is ample evidence from research to suggest that diversity is a critical factor in creating the richly varied educational experience that helps students learn" (p. 46).

Understood in these terms not only as a pedagogical opportunity but also as a foundation for teaching and research in the broadest sense, diversity becomes a principal factor in determining the academic quality of the public research university. Conversely, the issue of diversity directly links the quality of academic programs in the research university to the socioeconomic health of that public, as demonstrated by the correlation between level of education and lifetime earnings:

9. James J. Duderstadt and Farris W. Womack, *Beyond the Crossroads: The Future of the Public University in America* (Baltimore: The Johns Hopkins University Press, 2003).

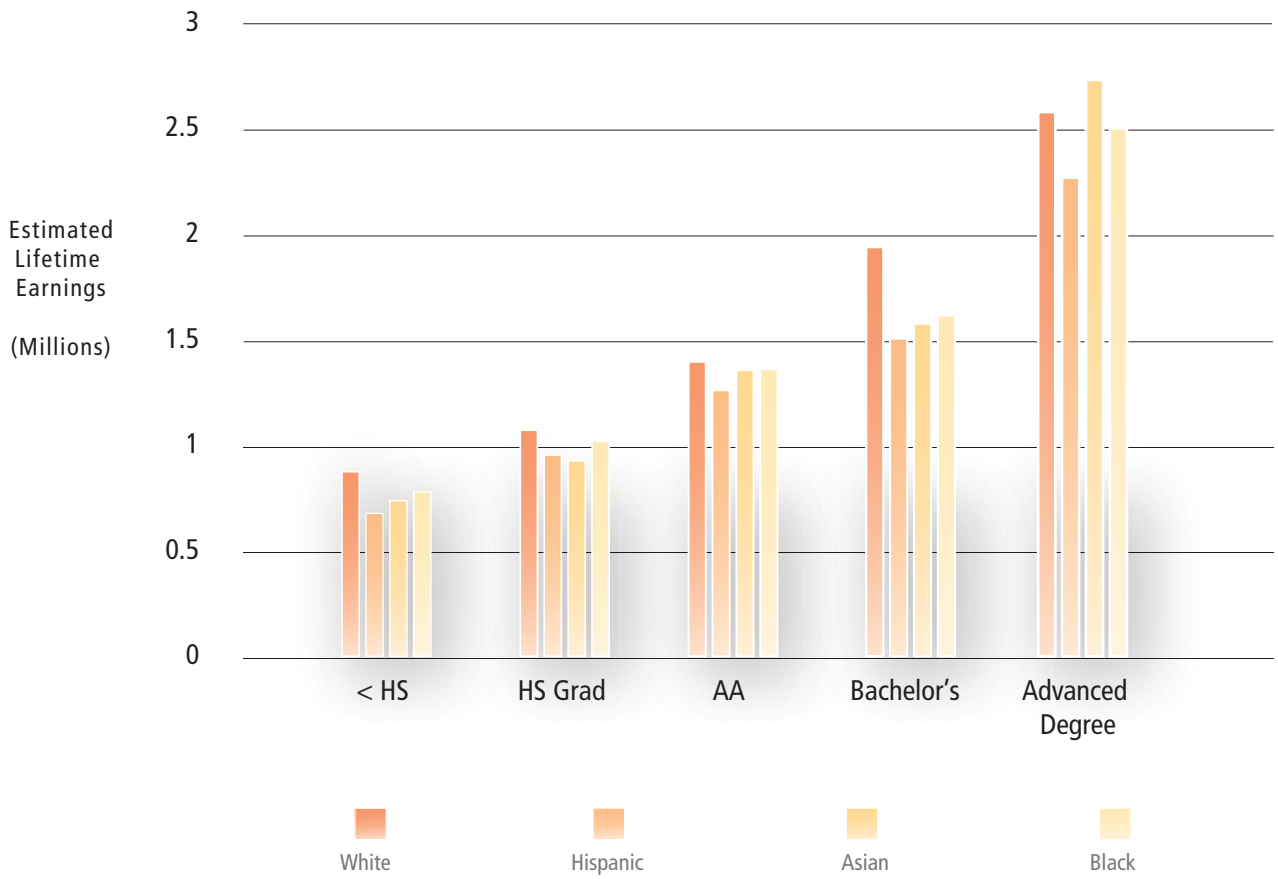
Individuals Benefit from Additional Education in a Knowledge-Based Economy



Source: Bureau of Labor Statistics

The economic effect of graduate education is so great that it can compensate to some extent for the social inequities characteristically associated with ethnic and racial difference, at least in terms of lifetime income. One's level of education determines financial success even more than do racial or ethnic origins.[10]

10. *Long Range Planning: Maintaining Excellence in a Period of Exceptional Growth.* September 2002. Senior vice presidents Bruce Darling, Jud King and Joe Mullinix and Vice President Larry Hershman. Note 7. See also Bureau of Labor Statistics, in Robert C. Dynes, "Testimony Before the Senate Budget and Fiscal Review Subcommittee on Education, Feb. 28, 2005," p. 6.



Source: U.S. Census Bureau (July 2002), "The Big Payoff"

This connection between the educational objectives and the social ideals of the public research university makes the issue of access a crucial part of academic planning. Yet of all the factors determining the quality of academic institutions, it has been most resistant to significant improvement. The National Center for Public Policy and Higher Education (NCPPHE) claims that in 2003 "the major burden of reductions in state higher education budgets was borne by students and families in the forms of reduced college opportunity, steep tuition increases and increased debt," and they estimated that "at least 250,000 prospective students were shut out of higher education due to rising tuition or cutbacks in admissions and course offerings."[11] Reduced budgets have eliminated many federal programs for low-income students, and even those that remain, such as the Pell Grant, are less effective than in the past. In 1980, Pell Grants covered more than 90 percent of tuition but only 50 percent of tuition in 2000, and by 2010 Pell Grants are projected to cover only 25 percent of the costs of attending a public university.[12]

Compounding this effect of budget reductions is a nationwide shift in the focus of financial aid from need to merit, including more funding for programs that serve

11. "Responding to the Crisis in College Opportunity," January 2004, p. 1. (http://www.highereducation.org/reports/crisis/index.shtml).

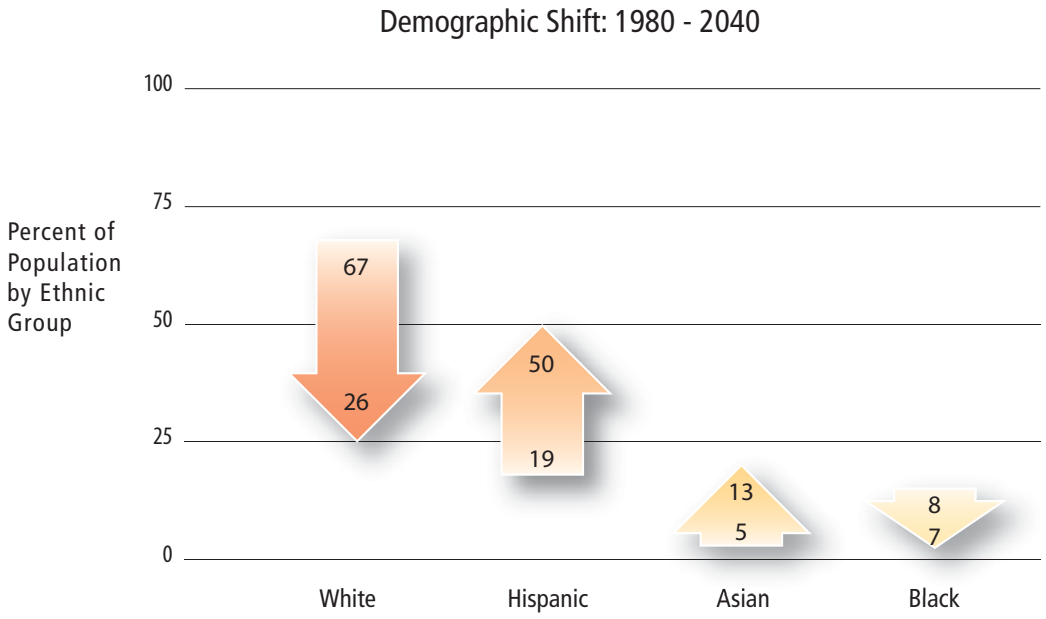
12. Sandra Gardner, "New Report Out on Crisis in College Access," *Hispanic Outlook*, Aug. 23, 2004, p. 13; *The Chronicle of Higher Education*, March 11, 2005 (http://chronicle.com/daily/2005/03/2005031102n.htm).

middle-class families such as federal grants and loans to parents and tax credits. "Merit-based programs are a real challenge to access," says Joni Finney, NCPPHE vice president, "because you're spending money on students who'd go to college anyway."[13] Duderstadt and Womack argue that this trend represents a fundamental shift not only in terms of funding for public education but in the very sense of who that "public" is:

> ... by shifting student financial aid first from grants to loans and then from loans to tax credits that benefit primarily the middle and upper classes, federal policy has shifted away from the view that higher education is a public good and toward the view that education benefits primarily the individual.... It also clearly suggests that middle-class votes have become more important to federal leaders than the access of low-income students to educational opportunities. (p. 40)

> ... if colleges and universities continue to increase tuition to compensate for the imbalance between societal demand for higher education and rising costs, on the one hand, and stagnant public support, on the other, millions of Americans will find a college education priced beyond their means. (p. 124)

The consequences of these changes are especially acute in California, where the number of high school graduates from lower-income families is projected to increase rapidly compared to growth in the higher-income groups. Given the shift in higher-education funding toward middle- and upper-income students, disproportionate growth in the lower levels suggests that even greater numbers of California's students may confront restricted access to the University of California than in the past. Exacerbating the effect of these disparate growth rates among economic groups on the diversity of the university are even greater discrepancies among projected growth in Hispanic and African American populations, which correlate with the lower-income segments of California's population. From 1980 to 2040, for example, the following broad demographic shifts for the general population are predicted by the California Department of Finance:



Source: California Department of Finance, Demographic Research Unit, May 2004

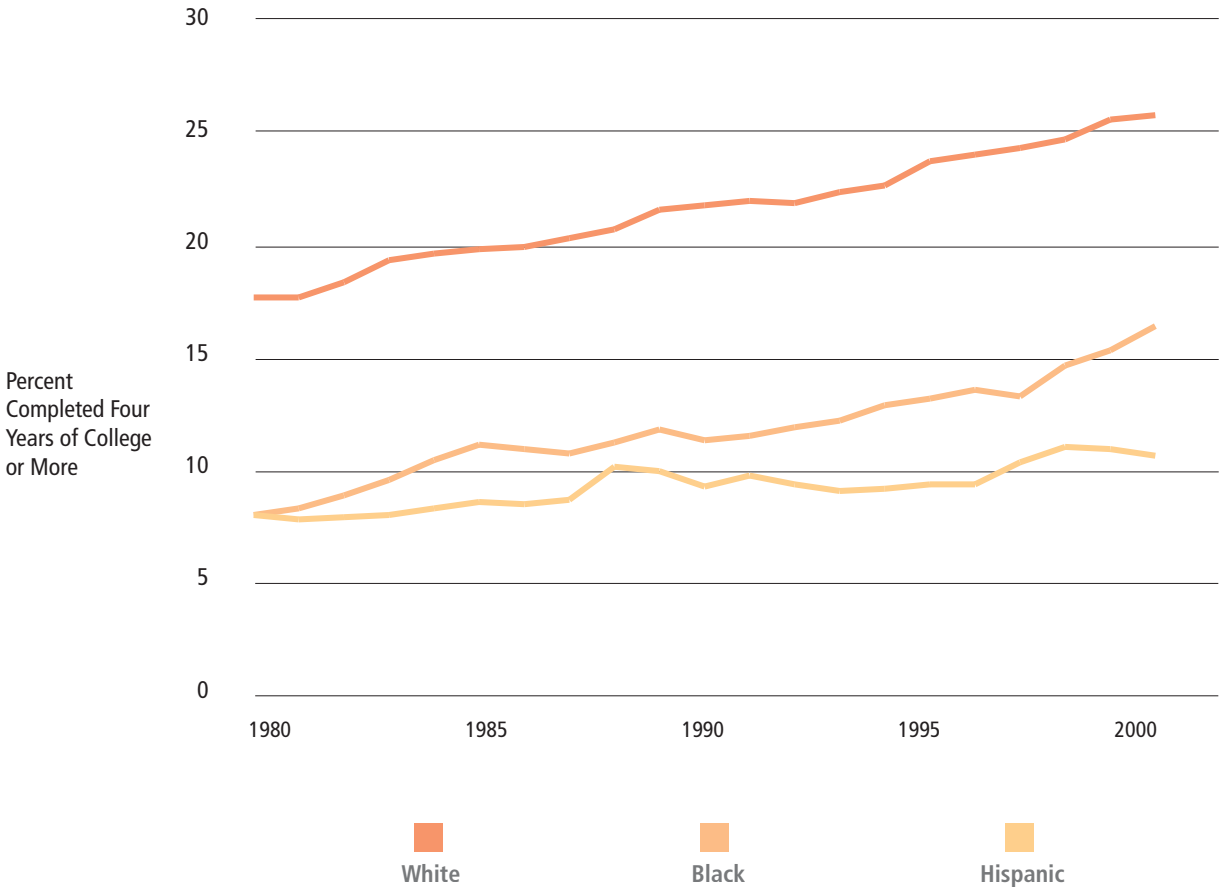
13. Gardner, p. 13.

Compounding the economic barriers to access facing the fastest growing segment of our population is a significant and persistent gap in high school graduation rates among these groups. The national graduation rates for these groups are closely reflected by the situation in California and in the largest school districts of the two counties from which UCI draws most of its students.[14]

Race/Ethnicity	National High School Graduation Rate, % of Population	California Rate	LAUSD Rate	Santa Ana USD Rate
American Indian/AK Nat	51.1	49.7	50.8	33.3
Asian/Pacific Islander	76.8	82	76.6	66.5
Hispanic	53.2	57	40.2	61.0
Black	50.2	55.3	48.1	32.2
White	74.9	75.7	68.1	<1
All Students	68	68.9	46.4	61.7

Not surprisingly, differences among these high school graduation rates are reflected by differences in the pursuit of higher levels of education:

14. Gary Orfield, Daniel Losen, et al. *Losing Our Future: How Minority Youth Are Being Left Behind by the Graduation Rate Crisis*. A joint release by The Civil Rights Project at Harvard University, The Urban Institute, Advocates for Children of New York, The Civil Society Institute. (Cambridge: Harvard University, 2004). National data from p. 2; California data from p. 27; district data from p. 29. (see http://www.urban.org/UploadedPDF/410936_LosingOurFuture.pdf.) Orfield uses actual enrollment figures reported by each district annually to the U.S. Common Core of Data, which are then converted into a Cumulative Promotion Index (CPI) by Christopher Swanson of The Urban Institute. The result is much closer to actual graduation rates than the data reported by states to the National Center for Education Statistics, which tends to inflate graduation rates significantly by greatly under-reporting dropout rates (see Orfield, p. 8). For example, California reported to NCES a graduation rate of 86.9 percent, vs. the 68.9 percent cited by Orfield.



Source: U.S. Census Bureau (July 2002), "The Big Payoff"

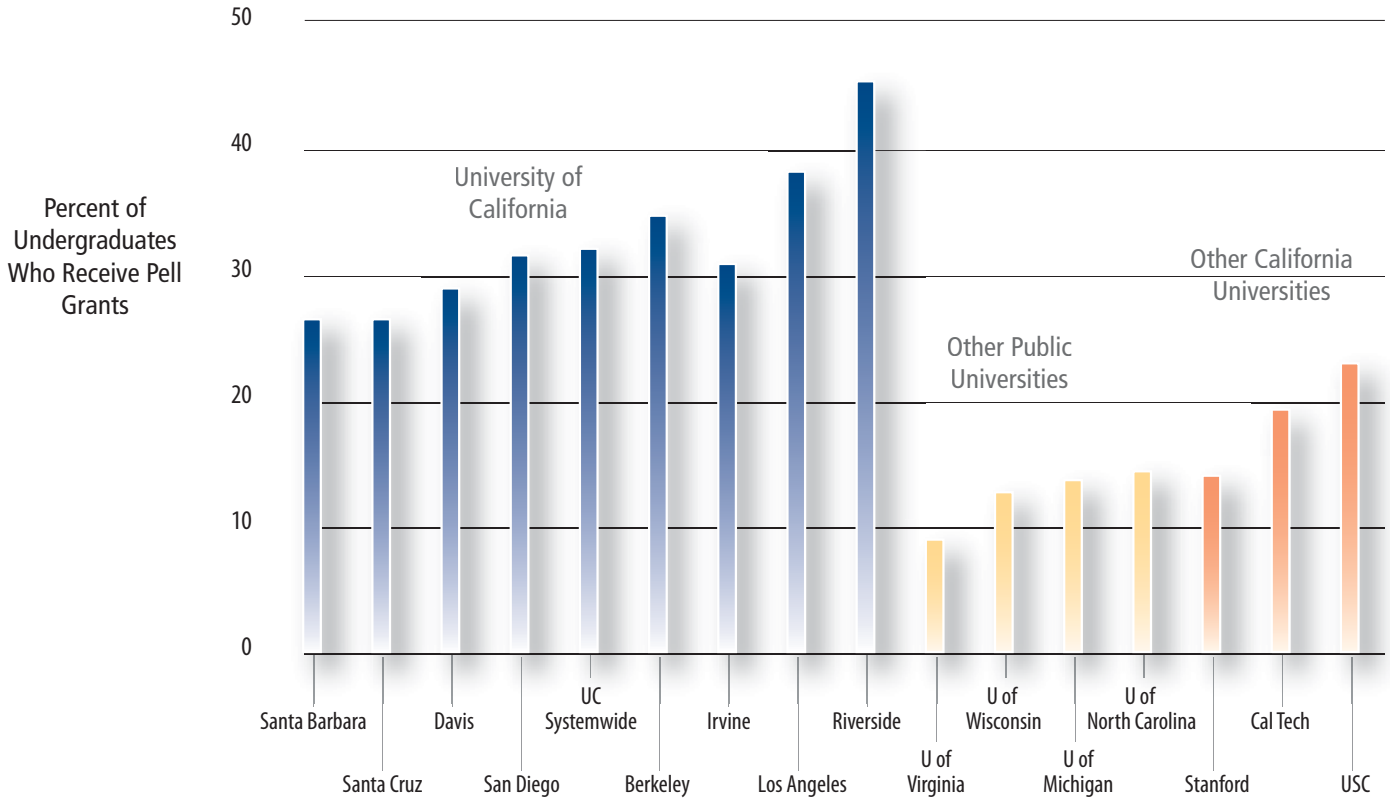
The shift over the past decade from need-based to merit-based aid, the rapid growth projected for the Hispanic population in the state, and a pronounced disparity among graduation rates thus conspire to make access an increasingly remote ideal for many people in our state, even while the educational aspirations of all these groups remain strikingly similar.[15] The more intractable the problem becomes, the more tempting it is to separate access from academic quality and to emphasize the latter as more appropriate to strategic planning within the university. It is all the more important, then, that UCOP has repeatedly declared access to be a primary focus of long-range planning in the University of California: "This gap between the educational aspirations of our fellow citizens and their actual educational attainment will be a principal issue facing California, its elected officials, and its schools and colleges in the decade ahead."[16]

Some of the economic obstacles to access are relieved by federal Pell Grants. As noted above, the percentage of costs covered by Pell Grants is diminishing rapidly, but they do support 30 percent of UC students systemwide (and 32 percent at UCI). For better and worse, that means the University of California remains one of the most accessible major public research universities in the country for lower-income students supported by federal aid.

15. UCOP, Regents Planning Presentation, slide 86.

16. *Long Range Planning: Maintaining Excellence in a Period of Exceptional Growth*. September 2002. Senior vice presidents Bruce Darling, Jud King and Joe Mullinix and Vice President Larry Hershman. Note 7.

Percent of Undergraduates from Low-Income Families

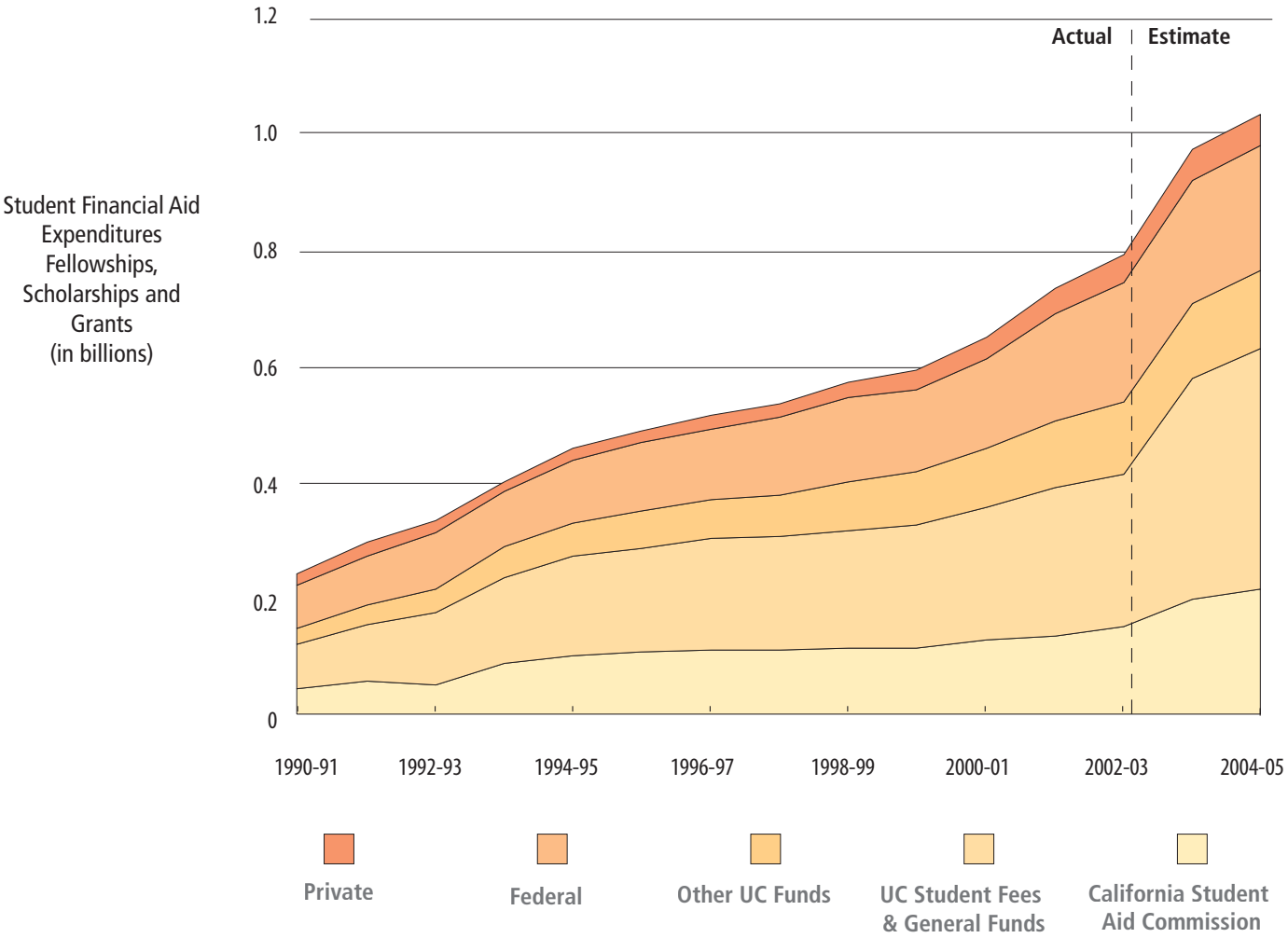


Source: Irvine Foundation Study

In addition to Pell Grants, other forms of financial aid have been made available to students as fees have risen over the past decade. Together, these increases have moved UC a bit closer toward the high-fee/high-aid funding model that some believe is actually more equitable than the extremely low-fee model characteristic of UC through the 1980s.[17] Increases among all sources of financial aid over the past decade are evident in data from UCOP.[18]

17. "The very principle of low tuition levels at public universities, is, in reality, a highly regressive social policy that subsidizes the rich at the expense of the poor. … Low tuition levels subsidize many middle- and upper-income families that could afford to send their students to more expensive institutions. This subsidy is being provided through tax dollars paid by many lower-income families whose children may never have the opportunity to benefit from a college education at four-year institutions, public or private, because of inadequate availability of financial aid. … In effect, we ask those who cannot afford a college education to pay taxes to subsidize those who can – welfare for the rich at the expense of the poor" (Duderstadt and Womack, pp. 124, 125). Duderstadt and Womack attribute this argument to a position articulated by David Ellwood and Thomas J. Kane, "Who is Getting a College Education? Family Background and the Growing Gaps in Enrollment," in *Securing the Future: Investing in Children from Birth to College*, ed. Sheldon Danziger and Jane Waldfogel (New York: Russell Sage Foundation, 2000).

18. UCOP Office of Academic Affairs, Kissler to Clark 2005, Growth Plans 83, "Financial Aid 2."



Source: UCOP Office of Academic Affairs

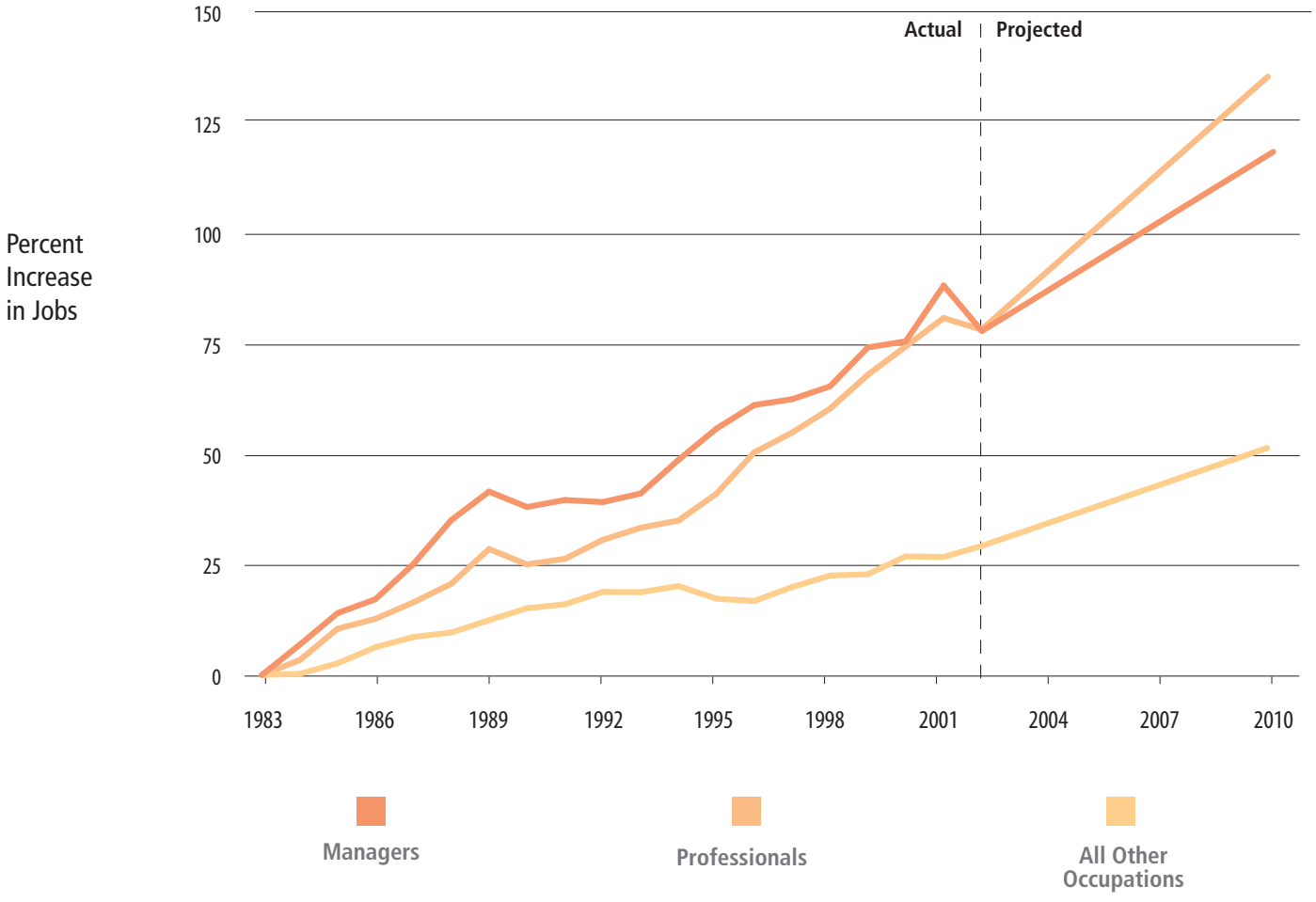
As a result, UCOP says, "Even though our fees increased sharply in the early 1990s, we do not believe that there was an impact on access to UC for low-income students because of our financial aid policies."[19] Consequently, while still remaining a profoundly difficult challenge, the relative success of the University of California in mitigating some of the economic obstacles to access for lower-income students gives us an advantage over the most elite public research universities (and the best private universities in the state). Enrolling students from a wider socioeconomic range expands the university's access to more, and more varied, intellectual talent than it might otherwise attract, and that in turn enhances the educational experience and scholarly work that are the primary measures of academic quality in a research university.

19. UCOP, Regents Planning Presentation September 2002, slide 86; quotation is from notes to that slide.

IV. THE ECONOMIC ROLE OF A PUBLIC RESEARCH UNIVERSITY

The academic quality of public research universities is closely connected to the economic power of the states that contribute to their support. The University of California depends on the resources of the state for its core instructional funding, and the state, region and nation benefit significantly from the research, creativity and social vitality of the university. Today's economic environment is characterized by rapid technological developments, growing global markets with intense competition, highly mobile capital, and challenging issues in human resource management and deployment. California, with its diverse, knowledge-based economy, is leading much of this development and is being impacted by it, particularly in the kinds of jobs that will be available to its citizens in the future. The fastest-growing occupations in California are those requiring more education than in the past, and without an educated workforce to fill those jobs, the economy of the state will suffer.

California's Fastest Growing Occupations: Professionals and Managers



*Sources: Actual data from Bureau of Labor Statistics

The new knowledge-based economy provides opportunities for universities to develop a more coherent approach to their social mission and to develop a more diverse range of services which can put knowledge to work. UCI, along with California's other research universities, is a pivotal driver for this new economy and operates as a full partner with industry and government in the state. The university's wealth of basic and applied research, its liberal arts, and its professional education programs all integrate knowledge into the public and private sectors. They represent invaluable components of the state's capacity to diversify and sustain its economic competitiveness, while assuring economic security and improving quality of life for all citizens. The direct financial contribution of public research universities to the economy in California is enormous. For example, in 2000 the National Association of State Universities and Land Grant Colleges reported that the economic impact of the University of California was $11.9 billion, with 78 companies being created using UC intellectual property between 1990 and 2000 and 1,057 patents issued from 1995 to 2000.[20] In 2001-02, UC's statewide economic impact exceeded $14 billion, which represented a return of $4 for every $1 spent by California on UC.[21] In 2002, UC accounted for nearly 370,000 jobs – 2 percent of all employment in California – and direct and indirect spending by UC exceeded $11.6 billion and generated $4 billion in state and local tax revenues.[22] Furthermore, UC effectively leverages the funding it gets from the state. The additional spending was supported in large part by extramural funding for research, which not only produces intellectual capital but also significant expenditures. For every $1 in state-funded R&D at UC in 2000-01, UC secured an additional $2.63 in federal funding and $1.26 in private support for research. Thus, for every $1 in state-funded research, UC brought in an additional $3.89 for research.[23] The UC Office of the President projects "Statewide impacts of UC expenditures funded by federal dollars from 2002 to 2011 [to] total $3.07 billion in real gross state product and 60,636 jobs statewide."[24]

The direct financial contribution of public research universities to the economy in California is enormous.

UCI participates fully in this financial contribution to the economy. UCI is home to several policy centers; industrial, regional and employment databases; online networks; university libraries; and government document resources. All of these resources have a direct impact on the quality of information and analytic tools needed for economic competitiveness. Faculty and graduate student research has opened the door to numerous discoveries and technological advancements. UCI's extramural funding for research has grown steadily to $311 million in 2005-06, with more than 10 percent of those funds being provided by industry for technology development and for clinical trials. In 2003-04, UCI researchers submitted a total of 130 new invention disclosures and UCI's active patent portfolio now exceeds 600 cases. Many graduates have gone into the private sector, and some have been involved in start-up companies and done work leading to a patent or patent application. UCI also maintains

20. *Shaping the Future: The Economic Impact of Public Universities*. National Association of State Universities and Land-Grant Colleges. August 2001, p. 25. Nationally, NASULGC found a return of $5 on every $1 of state money invested in a NASULGC institution (pp. 3-4, 11). For every $100 spent by an NASULGC institution, another $138 of personal funds were spent by its employees, visitors and students. About 1.6 jobs were created off-campus for every university job, and two-thirds of the graduates from these institutions "remain in their states for a significant period of time after they receive their degrees" (pp. 11, 10). Almost a quarter of NASULGC institutions reported 20 or more start-up companies based on their intellectual property in 1995-2000, with a mean number of 445 jobs reported by those companies (pp. 14-15).

21. *Long Range Planning, Regents' Update*, September 2003, slide 9.

22. *Long Range Planning, Regents' Update*, September 2003, slide 9; and *Long Range Planning: Maintaining Excellence in a Period of Exceptional Growth*. September 2002. Senior vice presidents Bruce Darling, Jud King and Joe Mullinix and Vice President Larry Hershman.

23. "It Starts Here: UC Contributions to California's Future." http://www.universityofcalifornia.edu/itstartshere.

24. IFC Consulting Report for the University of California, *California's Future: It Starts Here. UC's Contribution to Economic Growth, Health and Culture* (March 2003), p. iv. See http://www.universityofcalifornia.edu/itstartshere/report/fullreport.pdf. Expenditures from p. 2.10; fed. expenditures p. 2.14. For a summary, see http://www.universityofcalifornia.edu/itstartshere/report/factsheets.pdf.

Calit2

highly competitive and interdisciplinary research programs of interest to industry, including biomedical engineering, nanoscale systems, medical application of lasers, viral research, chemical synthesis, genomics, and bioinformatics. UCI competed successfully in partnership with UCSD and partnering companies to establish the California Institute for Telecommunications and Information Technology – Calit2 – under the governor's California Institutes for Science and Innovation initiative. New interdisciplinary programs also are being developed in drug discovery and pharmaceutical sciences.

Brittany Schick '05, UCI's first ever winner of the George J. Mitchell Scholarship, is studying national security issues and defense methods in Ireland in preparation for a career as an intelligence officer in the U.S. Air Force.

Technology transfer at UCI is coordinated by the Office of Technology Alliances, which integrates a range of activities to facilitate faculty/industry research collaboration, licensing of promising technologies, and the creation of start-up companies to develop and commercialize UCI discoveries. Industry regularly provides $25 million to $30 million per year in research funds to UCI researchers for technology-oriented programs. UCI has 46 active license/option agreements with 29 California companies, and these companies account for 59 percent of UCI's total agreements. One particularly noteworthy example is the Dynamic Cooling Device, which uses a pulsed cryogenic spray to minimize scarring and pain in laser operations, and is now among the top-five patent revenue producers in the UC system. UCI has given rise to more than 30 start-up companies, with eight new start-ups now in various stages of development. UCI start-ups have created more than 300 new jobs, the majority being located in California.

Many of the companies associated with UCI in the development and application of new technologies are housed in the University Research Park. URP occupies 185 acres adjacent to the UCI campus. There are currently about 30 tenant corporations, and at buildout there will be 40 buildings with 2.4 million square feet of space for research, technology and business. URP attracts businesses to Irvine and Orange County that want to access the resources of a major research university and form strategic partnerships. Most of the companies in URP focus on emerging growth technologies, such as biotechnology, medical devices, computer hardware and software, communications, electronics, pharmaceutical development, and other high-tech-based industries. URP companies interact with UCI's academic programs, enhance the region's reputation as a center for advanced technology, and contribute to an educated workforce.

Annual revenue from UCI's intellectual properties is more than $6 million and is growing as more of UCI's technologies enter the market. For the period 2002-2011, productivity gains associated with research and development

Statewide and Regional Economic and Fiscal Impacts for UCI

	2002	Projected 2002-2011	Funded by Federal Dollars 2002-2011
Expenditure in Region	$781-940 million	$13.3 billion	$444 million
Real Gross Regional Product Impact	$1.45-1.66 billion	$16.6 billion	$266 million
Real Disposable Personal Income Impact	$1.10 billion	$13.1 billion	$151 million
Impact on Total State and Local Tax Revenues	$403 million	$6 billion	$65.9 million
Jobs Supported in Region	25,190	254,497	5,047

at UCI are projected to contribute $301 million, and expenditures at UCI are estimated to create more than 6,000 jobs in the region. The figures in the table above include actual expenditures for 2002 and projected expenditures for 2002-2011.[25]

Industry regularly provides $25 million to $30 million per year in research funds to UCI researchers for technology-oriented programs.

The strong academic programs at UCI will be a center for the discovery, creation and dissemination of knowledge that forms the bedrock of the 21st century economy. To realize the full potential of its public mission, however, UCI must improve the quality of the workforce in Southern California, expand its influence in the realm of information and policy, and increase the rate and extent of technology transfer through more interdisciplinary and collaborative initiatives with industry and government. Special institutional mechanisms are developing through which UCI can leverage its intellectual and physical resources by collaborating with the private and public sectors to enhance the regional economy and infrastructure. Communication, coordination and cooperation will be essential to an initiative of "putting knowledge to work." UCI will need to build, promote and expand its outreach to the industrial community to help ensure that the base of investment capital expands in Orange County, that high-tech companies can be recruited to the region, and that start-up companies have a supportive and nurturing environment within which to grow and develop.

This activity is now underway with OCTANe (Orange County Technology Action Network) and its campus-based program OCTANe@UCI. UCI must continue working closely with The Irvine Company to ensure that University Research Park fulfills its potential as a resource for new enterprises coming from the UCI campus and as a magnet for established companies whose R&D interests intersect with those of the Irvine campus. The recent decision by Broadcom to move its headquarters to URP is a significant step in this direction. The challenge will be to balance the growth and development of these programs with the campus's capacity to manage and support these initiatives, and to protect and transfer the discoveries emanating from these programs into commerce.

25. *California's Future: It Starts Here*, data based on Figs. 2-10-11, 2-14, 2-17. Hyphenated figures include upper- and lower-limit measures assuming 50 percent and 25 percent of non-wage expenditures in region. Region includes counties of Los Angeles, Orange, Riverside, San Bernardino, Santa Barbara and Ventura.

WHERE WE ARE GOING

I. Excellence Through Growth

II. Requirements for Success

III. Specific Goals and Strategies

IV. Strengths, Challenges and Opportunities

UCI will contribute to the creation of knowledge and wealth, enhance economic competitiveness of the region, create jobs, and generally improve the quality of life in the area by enhancing the transfer of innovation from the campus to the community in technology, policy, scholarship, social and cultural analysis, and artistic performance.

I. EXCELLENCE THROUGH GROWTH

- A. Expectations for Growth
  - 1. Projected Enrollment Demand
  - 2. Projected Deficit in Capacity
  - 3. Enrollment Projections for UCI
  - 4. New Faculty
  - 5. Room to Grow
- B. Managing Growth
  - 1. Approaching the End of an Era of Growth
  - 2. National Comparisons
  - 3. A Strategic Focus for Enrollment Management

II. REQUIREMENTS FOR SUCCESS

- A. Growth
- B. Research
- C. Academic Programs: Undergraduate and Graduate Education
- D. Staff
- E. Academic Support: Library, Information Technology and Physical Facilities
- F. Campus Life
- G. UCI's Public Role
- H. Resources

III. SPECIFIC GOALS AND STRATEGIES

- A. Growth
- B. Research
- C. Academic Programs: Undergraduate, Graduate and Professional Education
  - 1. Undergraduate Education
  - 2. Graduate and Professional Education

D. Staff

E. Academic Support: Library, Information Technology and Physical Facilities

F. Campus Life and Cocurricular Activities

G. UCI's Public Role

IV. STRENGTHS, CHALLENGES AND OPPORTUNITIES

A. Strengths

1. Membership in the University of California, the Strongest System of Public Research Universities in the U.S.
2. Extraordinary Record of Rapid Growth with Highest Levels of Academic Excellence
3. Strong Vision and High Aspirations of Founders Continually Renewed by Successful Recruitment of the Best Faculty and Students
4. Social Diversity and Economic Strengths of the Region Closely Connected to the Academic, Scientific, Artistic and Professional Strengths of the University

B. Challenges

1. Supplement State Support with Additional Extramural Funding to Realize Full Potential for Growth
2. Expand the Range as Well as the Level of Philanthropic Support from the Community and Alumni
3. Increase the Number of Educational and Professional Programs to Attract More of the Best Applicants from California, the U.S. and Internationally
4. Create More Flexible and Innovative Institutional Structures to Accommodate New and Interdisciplinary Programs

C. Opportunities

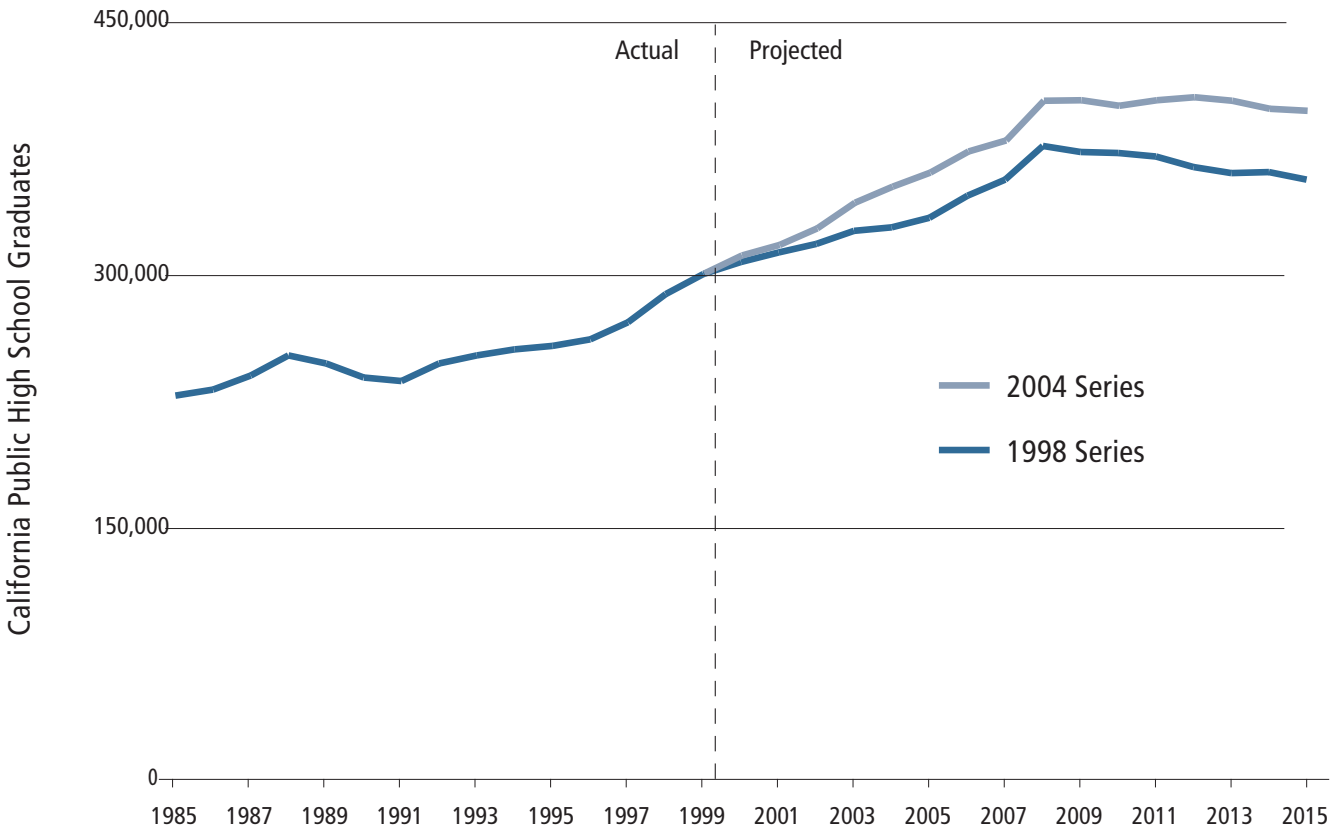
1. Continuing State-Supported Enrollment Growth Will Sustain Further Expansion of Research and Educational Programs
2. Vigorous Regional Economy Will Support Higher Levels of Support from Business and Private Sectors
3. More Extensive Representation of the Region's Racial, Cultural and Economic Diversity at UCI Will Enrich the Educational Experience and Help Recruit a Wider Range of the Best Faculty and Students

I. EXCELLENCE THROUGH GROWTH

A. Expectations for Growth

1. Projected Enrollment Demand

The University of California projects enrollment targets based in part on demographic predictions of high school graduates over the next decade. That prediction has recently been revised upward compared to the 1998 forecast:[1]



Sources: California Department of Finance

1. California Department of Finance, Kissler to Clark, 2005.

In addition, other factors are considered, including transfer rates, graduate student enrollment, and participation rate for high school graduates enrolling as freshmen. Based on these combined factors, UC expects enrollment to grow steadily over the next few years until it peaks between 2012 and 2014 at roughly 230,000-240,000 students, and then to decline slightly by 2015-16 (the current planning horizon). Based on these projections, the UCOP Budget Office has concluded that "the projections raise questions about the adequacy of campuses' current plans to accommodate growing enrollments."[2]

More specific projections by degree level are available from the California Postsecondary Education Commission and the California Department of Finance. CPEC estimates that the University of California will face an increased demand of 11,418 new students (first-time freshmen and transfers) over the next decade, an increase of 23.69 percent.[3]

For that same period (fall 2003-2013), the Department of Finance projects growth in graduate enrollments (excluding health sciences) in the UC system from 35,424 to 40,773, an increase of 5,349 (15 percent). The department further projects a cumulative increase of enrollment in UC of "30.9 percent, over the next 10 years, with undergraduate enrollment accounting for nine out of 10 additional students."[4]

Total New-Student Demand

Fall	UC First-Time Freshmen	Annual Undergraduate Transfers	Total New-Student Demand
2003	32,835	15,365	48,200
2004	33,112	15,716	48,828
2005	33,874	15,976	49,850
2006	35,504	16,377	51,881
2007	36,450	16,579	53,029
2008	38,562	16,932	55,494
. . .	. . .	. . .	. . .
2013	39,883	19,735	59,618
Change			
Number	7,048	4,370	11,418
Percent	21.46%	28.44%	23.69%
Compounded Annual Change	1.96%	2.53%	2.15%

2. "Proposed Revisions to University of California Enrollment Projections, October 2002," pp. 4, 13-14. UCOP Budget Office, http://www.ucop.edu/planning/enrollmentprojections2002.pdf. These figures are based on a combination of projections derived from more or less likely assumptions. The range for peak enrollments in 2012-2013 is 209,800-260,900 (p. 14), with 236,500 reflecting the UC Constant Participation Projections.

3. The California Postsecondary Education Commission, *Student Access, Institutional Capacity, and Public Higher Education Enrollment Demand, 2003-2013* (Commission Report 04-07, June 2004), Display 12, p. 24. CPEC focuses only on undergraduate enrollment projections for higher education in California, but it incorporates projections for graduate demand by the Department of Finance to produce total enrollment demand figures for the University of California. See California Department of Finance Demographic Research Unit, "Postsecondary Enrollment Projections 2003 Series" (http://www.dof.ca.gov/html/Demograp/Post2nd.htm).

4. "Highlights," California Department of Finance Demographic Research Unit, "California Postsecondary Enrollment Projections 2003 Series," Sacramento, Calif., November 2003, (http://www.dof.ca.gov/html/Demograp/Post2nd.htm). Data table for undergraduate and graduate enrollments based on CPEC, Student Access, Appendix B, p. 31. Graduate enrollments exclude health sciences.

UC Total Enrollment Projections, CPEC (Undergrad) and Department of Finance (Grad)

Fall	Undergrads	Grads	Total
2003	159,976	35,424	195,400
2004	164,142	36,130	200,272
2005	167,776	36,526	204,302
2006	172,514	36,939	209,453
2007	176,795	37,446	214,241
2008	182,986	37,979	220,965
. . .	. . .	. . .	. . .
2013	204,205	40,773	244,978

2. Projected Deficit in Capacity

This projected rate of growth is rapid but clearly sustainable by UCI since it is somewhat less than the rate of growth experienced by the campus over the past five years. However, at that rate, planning for the horizon year of 2010-11 produces a projected enrollment target for UCI of 28,540 state-funded students, which is significantly lower than enrollments at most of the best public research universities (see II.C. below, "Managing Growth: Setting an Enrollment Target"). Moreover, the California Postsecondary Education Commission warns of a serious deficit looming in the projected physical capacity of campuses in Southern California to meet projected demand for admission to UC and to provide access to the university at the level prescribed by the Master Plan and the Higher Education Compact of 2004.

In April 2003, in light of its findings regarding projected enrollment demands, CPEC projected "that substantial capacity pressures will likely mount in all regions of the state, except the North Central Valley, where UC Merced is scheduled to open in fall 2004."[5] (UC Merced opened fall 2005.)

Regional demand is important for planning because, while UCI's mission is distinctly national and international in scope, like most UC campuses we draw our students primarily from surrounding regions; at UCI, most students come from Los Angeles County, with Orange County a close second. Regional capacity is thus an important measure of the extent to which a campus is able to respond to demand and need. By CPEC's projection, which measures demand vs. physical capacity in the Orange County/UCI region, UCI will face one of the most serious shortfalls in statewide capacity, constituting 29 percent of the deficit for the whole state.[6]

This extraordinary capacity deficit for UCI and Orange County is a product of many factors, but it is driven in

5. *A Regional Study of Undergraduate Enrollment Demand and Capacity for the University of California*. California Postsecondary Education Commission, Commission Report 03-06, April 2003, "Summary." Capacity estimates are based on assignable square feet of "university lecture and teaching laboratory space for each campus" converted to FTE. Capacity based on the state-adopted space and utilization standards (p. 6). Regions are defined by eight areas surrounding a UC campus (excluding Merced and UCSF).

6. *A Regional Study*, based on Display 2, p. 5.

	2000-01	2005-06	2005-06	2010-11	2010-11
Region	Student FTE Capacity	Projected FTE Demand	FTE Capacity Surplus/Deficit	Projected FTE Demand	FTE Capacity Surplus/Deficit
Orange Co.	17,372	22,493	-5,121	25,802	-8,430
State Total	190,498	188,621	-6,035	216,878	-29,291

part by the exceptionally high level of UC eligibility and participation in the region. Orange County is second only to the Bay Area in terms of UC eligibility and public high school participation: 15.5 percent for Orange County seniors vs. a statewide rate of 11.1 percent. CPEC projects total undergraduate demand for UC in Orange County to increase by 24.6 percent by 2010, a rate that surpasses all other regions of the state except the Sacramento area and San Bernardino/Riverside.[7] Thus, demand for enrollment at UCI probably will significantly exceed the general systemwide projections described above.

3. Enrollment Projections for UCI

Enrollment projections by UCOP for specific campuses in the UC system extend only to 2010-11 (as of January 2006). For UCI, in 2010-11 UCOP projects 28,540 state-funded graduate and undergraduate students on the general campus. That total includes summer enrollments (which the state began funding at UCI in 2005) but excludes graduate students in self-funded professional programs and in the health sciences. If we add those other two categories, projected total enrollment for 2010-11 is 30,530. With a total enrollment at UCI of 25,459 students in 2004-05, that target would require an annual increase of approximately 1,000 students per year from 2005-06 through 2010-11: 750 undergraduates and 250 graduate students.

Enrollment in the University of California and at UCI will, of course, continue to increase beyond the current UCOP planning horizon for specific campuses, as noted above. CPEC and the Department of Finance project significant increases in demand for the University of California beyond 2010-11 at the graduate and undergraduate levels. In addition, CPEC predicts a substantial shortfall in capacity for our region by 2010-11. UCI therefore expects to continue growing beyond 2010-11 to reach a total enrollment of approximately 32,000 students by 2015-16. Graduate enrollment will increase faster than undergraduate enrollment over that period to increase the percentage of graduate students from 19 percent in 2004-05 to 25 percent in 2015-16.

Actual enrollment growth on any campus varies from year to year according to demographic changes throughout the state, different levels of participation (i.e., UC applications, admission and enrollment) by different groups within that general population, development of new majors and graduate programs that increase the appeal of a particular campus to prospective applicants, and various other factors. Annual increases in enrollment at UCI over the next decade no doubt will fluctuate as different parts of the strategic plan are implemented. In particular, growth in undergraduate enrollments is expected to slow significantly after 2010-11, but most of our new graduate and professional programs will be well established by that time and growing rapidly (see the chart on p. 55, “Historical and Projected Enrollments”). As an average for the whole period 2005-06 through 2015-16, therefore, we project an annual enrollment increase of approximately 650 students, including 375 more undergraduates and 275 more graduate students each year.

7. See pp. 14, 23. While these figures of regional demand for UC cannot be interpreted as demand for admission to UCI in particular, the strong regional draw of all UC campuses clearly indicates that campuses in regions of high participation can expect a corresponding degree of demand.

Total Enrollment (in Year-Average Student FTE), 2004-05 (Actual) to 2015-16 (Estimated)

Category / Level	2004-05	2015-16
State-Funded General Campus		
Undergraduates	19,051	23,725
Postbaccalaureates	129	250
Graduate students	3,008	5,900
Subtotal: state-funded general campus	**22,188**	**29,875**
State-Funded School of Medicine		
Graduate academics	147	175
Medical students	364	500
Residents/interns	612	700
Subtotal: state-funded School of Medicine	**1,123**	**1,375**
Self-funded general campus programs	690	750
Unfunded Summer Session students	1,458	0
UCI Totals	**25,459**	**32,000**
Graduate students as a proportion of UCI totals		
Undergraduate total	20,623	23,975
Graduate total	4,836	8,025
Percent graduate students	19%	25%

4. New Faculty

Within the UC system, enrollment growth is accompanied by allocations of new, state-funded faculty positions (counted as Full-Time Equivalents, or FTE). The projected growth in enrollment through 2015-16 is therefore expected to produce a total of approximately 375 new faculty positions, including 340 new FTE for the general campus and 35 new FTE in medicine. In addition to these new positions, existing faculty positions are vacated at UCI at the rate of roughly 40 per year on the general campus and 7 per year in the School of Medicine. UCI may therefore expect to hire a total of approximately 840 new, full-time, state-funded faculty in the next 10 years.

Estimated State-Funded Faculty FTE Available for Recruitment, 2006-07 Through 2015-16[a]

General Campus[b]	
New faculty FTE generated by enrollment growth	340[c]
Estimated turnover faculty FTE (from separations and retirements of existing faculty)	395
Total general campus faculty FTE available for recruitment	**735**
School of Medicine	
New faculty FTE generated by enrollment growth (including PRIME-LC)	35
Turnover faculty FTE (from separations and retirements of existing faculty)	70
Total School of Medicine faculty FTE available for recruitment	**105**

[a] Not including faculty FTE already available to units for recruitment.
[b] Includes programs in the College of Health Sciences funded from general campus allocations.
[c] May be augmented by additional allocations to improve student/faculty ratio.

These new positions are the most important single resource for accomplishing the ambitious academic goals described in this strategic plan. The goals and strategies described below include principles for distributing faculty FTE across the campus to meet our specific objectives. Those objectives include expanding and strengthening our educational programs; reinforcing present excellence and extraordinary potential in targeted programs and fields; and coordinating faculty recruitment with fundraising to attract the best faculty with endowed chairs, outstanding research facilities, and additional support for post-doctoral scholars and graduate students.

5. Room to Grow

Many factors determine the ability of a campus to expand to meet demand. Foremost among them are the academic objectives, the research agenda, and the standard of quality for its faculty and students, which should drive all other planning. The physical capacity of the campus is an obvious constraint on all plans, however, so UCI is exceptionally fortunate to have one of the physically largest campuses in the UC system. With roughly three times the acreage of UCLA, UCI could accommodate up to 40,000 students, with concomitant space for faculty and staff, with only a modest change in the current standards of density and land use. (For contrast, building at the density of UCLA or Berkeley would accommodate up to 60,000 students but would obviously alter the appearance and character of UCI.)

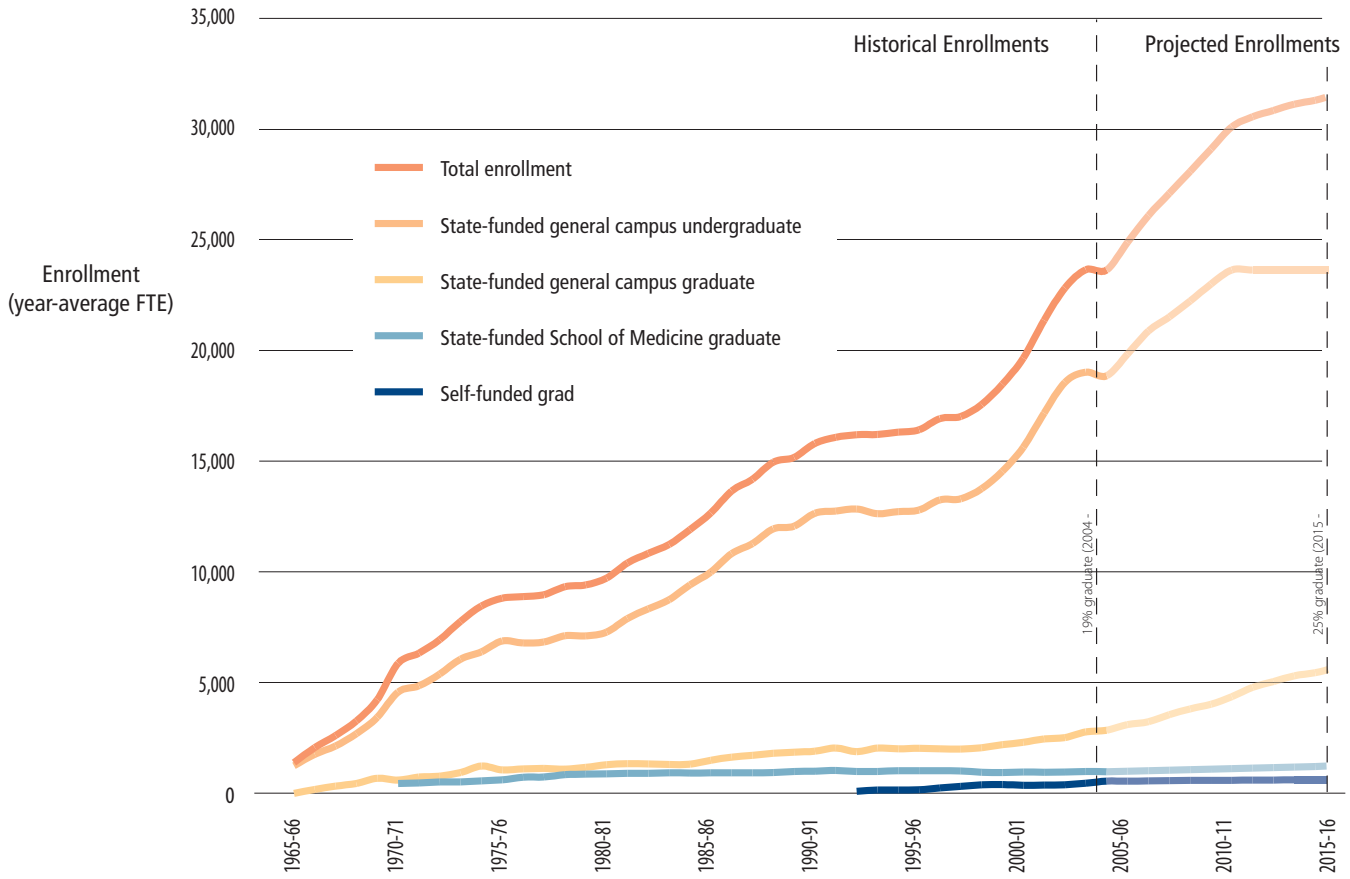
While academic priorities and many other factors will combine to determine the actual maximum enrollment for UCI, in the face of the projected regional capacity deficit it would be unreasonable for the campus to plan deliberately to underutilize a significant portion of the physical resources entrusted to it. It would be even more irresponsible to develop the campus in such a way that might inadvertently render portions of that space unusable in the future.

B. Managing Growth

1. Approaching the End of an Era of Growth

UCI is currently entering what may be the last period of sustained growth for the campus. At the present rate of growth of approximately 800-900 new students per year, we would reach the physical capacity of the campus – about

UC Irvine Historical and Projected Enrollments



40,000 students at the current density – within 20 years. Even the 32,000 students projected in the strategic plan for 2015-16 would make UCI comparable in size to the largest campuses in the UC system today.

We therefore need an enrollment plan to give us a measure by which to gauge the rate of growth according to our qualitative objectives as we approach the end of this period in UCI's development. That rate of growth is always subject to the vagaries of budgets and politics, of course, and specific long-term enrollment projections are notoriously unreliable. Nevertheless, we may reasonably assume that the coming decade represents the last chance for large-scale planning within the context of significant projected growth that has characterized the history of our campus to this point, so it is imperative that we plan now for the future that will soon be upon us.[8]

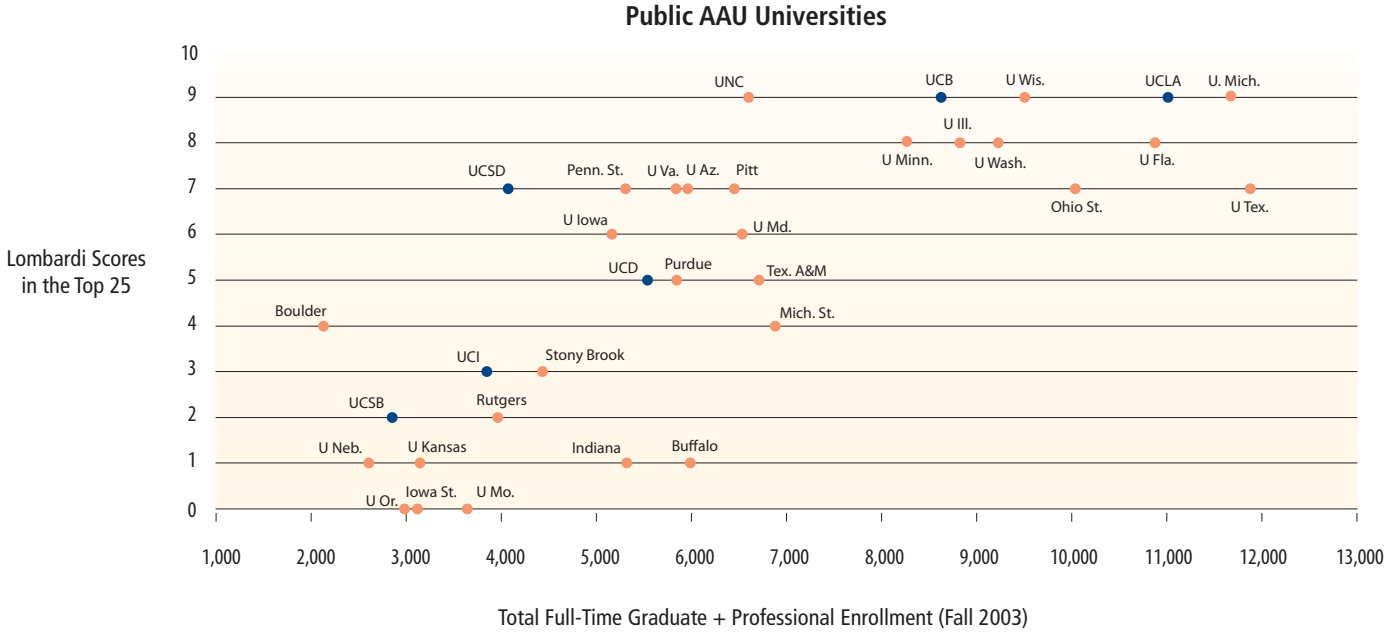
8. We are fast approaching the 26,050 students projected for 2005-06 in the official *Long Range Development Plan* of 1989. That target had been adjusted downward from the 1970 *Long Range Development Plan*, which projected build-out at 1990 with an enrollment of 27,500 (LRDP 1989, p. 51). In 1989, the UC Office of the President projected 27,600 students for UCI in 2010-11 (*Long Range Development Plan*, University of California, Irvine, September 1989, p. 51). See also UCOP-Budget [spacetable2000.xls] Version: July 11, 2000.)

2. National Comparisons

The Council on Planning and Budget of the Irvine Division of the Academic Senate has provided recommendations "central to any growth plan that the campus adopts" (May 6, 2004). The council recommended as the most important principle for any growth plan a graduate enrollment target of 7,000-8,000 and a minimum graduate enrollment percentage of 20 percent (of total campus enrollment). Moreover, the council recommended adoption of an absolute graduate enrollment target, together with the 20 percent minimum criterion, as the "best strategy for assuring adequate graduate student growth."

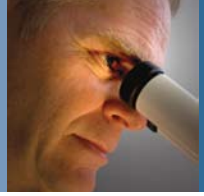
In reviewing the graduate/professional enrollment data for the top quartile of public universities in the Association of American Universities as ranked by the 2003 Lombardi Report, Wendell Brase, vice chancellor of administrative and business services, found considerable support for the Council on Planning and Budget's graduate enrollment recommendation.[9] These data reveal an association between a pivotal level of graduate enrollment and high Lombardi rankings. This is not a surprising observation, since many of the nine measures ranked by Lombardi are inherently related to size of the institution's faculty or enrollment. Nonetheless, in the absence of up-to-date rankings from the National Research Council, the Lombardi rankings provide the most useful assessment of general reputation for research universities.

The following scattergram displays the observed association between Lombardi rankings and graduate/professional enrollment in public universities in the Association of American Universities. A clear transition is evident above the enrollment level of 7,000, consistent with the Council on Planning Budget's views and recommendations. Among the nine top-ranked institutions, only one falls below this threshold – the University of North Carolina, Chapel Hill, with a graduate/professional enrollment of 6,567.[10]



9. *The Top American Research Universities*, An Annual Report from The Lombardi Program on Measuring University Performance. *TheCenter* at the University of Florida, 2003.

10. Private research universities with high Lombardi rankings tend to have fewer than 7,000 graduate/professional students, but their ratio of students to faculty is roughly half that of public research universities. Comparisons between enrollments in public and private universities are therefore less useful and can be misleading.



A separate analysis of the relationship between size and rankings was conducted by William Parker, vice chancellor for research and dean of graduate studies. He also observed that UCI probably needs to grow significantly if it is to enter the ranks of the best research universities. Using a subset of four Lombardi categories of particular pertinence to UCI, and selected to create a measure of faculty "productivity" normalized for size, Vice Chancellor Parker concluded that a "threshold enrollment of 25,000-30,000 is needed for inclusion among top-ranked public research universities." Using these measures, "with a target percentage of graduate enrollment of 25 percent, UCI would therefore need about 7,500 graduate students when reaching that threshold for top ranking."[11]

3. A Strategic Focus for Enrollment Management

Such quantitative measures can never be simply transferred from one institution to another, of course, and none of the other states represented by the highly ranked comparative public institutions has a university system approaching the number of distinguished campuses encompassed by the University of California. In addition, individual campuses within the UC system must participate in enrollment planning for the system as a whole, so their freedom to establish enrollment targets is somewhat constrained, particularly short-term. Nevertheless, since it is the upper reaches of the national context in which we will ultimately measure the success of our academic plan, the enrollment patterns among top public universities should be carefully considered, as they may affect the number, kinds and scope of programs we develop.

Although the methods and observations of vice chancellors Brase and Parker differ, their conclusions converge on the same enrollment target of 7,500-8,000 graduate students.

That number is fully consistent with the observations and recommendations of the Senate Council on Planning and Budget, and it corresponds with qualitative measures of success to which the campus aspires.

Thus, assuming that an enrollment of 8,000 full-time graduate and professional students is necessary to reach our academic quality goals, 25 percent graduate enrollment would require a total enrollment target of 32,000. If we aim for the lower limit of the proposed range, 7,500 graduate students at 21 percent graduate enrollment would require a total of 35,000; and 20 percent graduate enrollment would require a total of 37,500, a figure that corresponds more closely to the national trend for total enrollments in the top public research universities.[12] It is therefore clear that UCI needs to aim beyond the enrollment target of 28,540 set by UCOP for the planning horizon of 2010-11 in order to generate a graduate population that is comparable to the best public research universities at a ratio acceptable within the UC system, and that is realistic given UCI's growth rate for graduate enrollments in the past. Fortunately, a

11. William H. Parker, "Criteria for Top Rank University," report presented to the Chancellor's Advisory Council Planning Committee on Research.

12. Total enrollment (undergraduate + graduate) fall 2003 for public research universities with highest Lombardi rankings (nine out of nine) 2003: U. of Wisconsin, Madison: 36,252; U. of Michigan, Ann Arbor: 34,944; UCLA: 35,556; UC Berkeley: 30,523; UNC, Chapel Hill: 21,922. Enrollments at the four public research universities in the next-highest rankings (eight out of nine) range from 32,789 at the U. of Washington to 42,042 at the U. of Florida. The lowest percentage of graduate enrollment in the highest-ranked universities is 26 percent (Wisconsin); in the next-highest ranked universities it is 24 percent (U. Illinois U-C, and U. Minnesota). Source: IPEDS (http://nces.ed.gov).

total enrollment of 30,000-37,500 is compatible with the physical limits of our campus and consistent with the programmatic objectives of the strategic plan, especially if that target is attained over an extended period during which quality can be controlled by adjusting the rate of growth as necessary.

II. REQUIREMENTS FOR SUCCESS

A. Growth

- UCI will continue to grow at a rate comparable to that of the past six years, with state funding as in the past for new faculty positions, operations support and capital projects associated with growth. This growth should result in moving from 22,400 budgeted student FTE in 2003-04 to approximately 30,000 budgeted student FTE by 2011 and 32,000 FTE by 2015, with commensurate growth in faculty, staff and physical facilities. Growth in graduate enrollments, including graduate professional enrollments, will increase to at least 25 percent of total enrollment by 2015. A significant part of the growth in undergraduates will be accommodated in the state-funded Summer Session.

UCI will create new undergraduate and academic graduate programs and selectively augment existing programs according to specified areas of excellence.

- UCI will target growth resources strategically by developing new programs in areas of special promise and by expanding the portion of existing programs that are now at or near the level of great distinction.
- To help support strategic development, at least 25 percent of the faculty FTE vacated for reasons other than denial of tenure will be returned to the EVC and provost for reallocation to selected areas of excellence. In most cases, untenured positions vacated through negative mid-career reviews also will be exempt from this return policy. This will apply to general campus faculty FTE, occupied by faculty in tenured positions and positions with security of employment. Those FTE occupied by faculty in nontenured positions or potential security of employment positions, regardless of reason for vacancy, will not count toward the total against which the 25 percent will be calculated.
- The campus will augment state-funded capital projects to provide additional space for academic and office buildings. The campus will continue its aggressive program to expand on-campus residential housing, reaching and maintaining 50-percent residency of both undergraduate and graduate students by 2010.

- All growth plans will include as a principal objective enhancing the diversity of students, faculty and staff.

B. Research

- We will protect and strengthen the quality of core research and academic programs while developing new areas appropriate for a major public research university.
- UCI will contribute to the creation of knowledge and wealth, enhance economic competitiveness of the region, create jobs, and generally improve the quality of life in the area by enhancing the transfer of innovation from the campus to the community in technology, policy, scholarship, social and cultural analysis, and artistic performance.

C. Academic Programs: Undergraduate and Graduate Education

- UCI will create new undergraduate and academic graduate programs and selectively augment existing programs according to specified areas of excellence. At the graduate level, new programs will include new master's and professional programs compatible with our strong academic graduate programs. We will increase levels of support for all graduate students – especially international students – from UCOP and other sources. We will improve their professional and academic placement when they complete their degrees.
- The University of California will approve new professional programs and degrees at UCI to support UCI's continuing development as a comprehensive public research university.
- Post-doctoral education will be expanded, integrated more thoroughly into the disciplines, and supported better in fields where it has become an essential part of the professional development of young researchers.
- UCI will develop organizational structures that are flexible enough to accommodate change and that can support first-rate departmental programs for undergraduate experiences as well as interdepartmental and interschool efforts in research and graduate education.

D. Staff

- A concentrated effort will be made to provide leadership training and growth opportunities for staff to develop their careers at UCI and step into the critical leadership roles vacated through retirement and attrition in the coming years.
- Retention of excellent staff will be emphasized even further as an important strategy for mitigating the potentially negative effects of the high number of retirements projected in the next decade.

E. Academic Support: Libraries, Information Technology and Physical Facilities

- The libraries must be strengthened and expanded to support academic growth, including expansion of its staff, physical space, technology and collections, and continued growth of access to online resources. Similar levels of support must be available for other facilities, such as laboratory space to support courses in the physical and life sciences, that are open to a wide range of users but that are not the sole responsibility of any single unit.

- Network and other information technology services and facilities available to support research, education and administration will scale with campus growth objectives and will be comparable in scope and quality to those offered at the best research universities in the country.

- Planning for the physical plant and information technology will continue to reflect pursuit of excellence in academic priorities, including research emphases and needs of educational programs, state-of-the-art learning facilities, and outstanding venues for artistic performance and exhibitions.

- Campus design and construction should reflect the same aspiration for quality and distinction that motivates our academic programs. The expansion associated with growth presents opportunities to increase the architectural distinction of the campus, already widely recognized.

- UCI will develop a comprehensive housing program that can help improve recruitment and retention of all segments of the campus community. Faculty housing is crucial for recruitment and hence should be the highest priority of housing types, followed by graduate and then undergraduate housing. Staff also must have access to housing, and the campus needs to provide residential opportunities for post-doctoral scholars and medical residents.

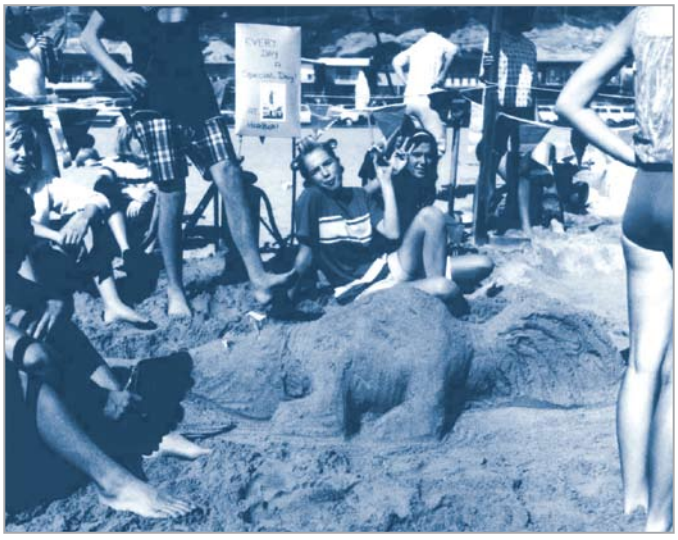
- Growth can be accommodated within current campus boundaries without radically changing the general land-use plans for the campus or the scale and style of campus architecture. However, consistent density discipline must be applied to decisions about land-use if the campus is to build

out faculty and staff housing at present "suburban" densities and at the same time house 50 percent of the graduate and undergraduates, build additional sports fields for recreational and intercollegiate use, and leave parcels undeveloped for unforeseen research opportunities.

F. Campus Life

- The campus will support a stimulating social and cultural life, including artistic performances and exhibitions, intercollegiate and recreational sports, world-class campus visitors, active clubs and student affiliations, exciting student programs for study abroad and international experience, and on-campus entertainment.

- The campus will provide accessible and affordable campus-community services for students, staff and faculty, including counseling and health services, retail services, and career development advising and assistance. In particular, the campus needs to provide more access to high quality child care for faculty, including infant care and pre-school education. The need for child care is approaching crisis proportions with the hiring of many new junior faculty in the last five years, most of whom live in University Hills.



Students make anteater sandcastle at the beach in 1966.

Anteater sculpture in front of Bren Events Center

- Alumnae/i will play a greater role in campus life than they do now, and the campus will maintain its contact with graduates more consistently and substantially.

- Town-gown interaction will be enhanced to attract more members of the community to campus and improve their experience here, and to increase the diversity of our visitors.

G. UCI's Public Role

- We will do a better job of explaining to the public who we are, what distinguishes us from other institutions of higher education, and what we can contribute to the society, culture and economy of the region, state, nation and world. As the campus clarifies and expands its central messages, this effort will entail a more comprehensive and integrated approach to communications and public relations.

- UCI will play an even more prominent and influential role in the educational, economic, cultural and social development of Orange County and all of Southern California. UCI also will extend its interaction with local populations in terms of health care, educational programs for non-traditional students and service to the community.

H. Resources

- To augment state funding, UCI will initiate a major fundraising campaign focused especially on resources necessary to support faculty and students. Another important focus will be necessary to support capital projects for facilities and buildings not funded (or funded only partially) by the state.

- Other sources of revenue will be pursued continually, including overhead from increased extramural funding for contracts and grants, various land-use agreements and other partnerships with the private sector, and systemwide opportunities to increase student fees in academic as well as professional programs to a level closer to the actual cost of a UC education.

III. SPECIFIC GOALS AND STRATEGIES

A. Growth

Goal: Increase enrollment to 32,000 students by 2015-16, with at least 25 percent graduate enrollment.

- Increase majors and academic programs as described below to accommodate more students.

- Expand Summer Session.

Goal: Manage enrollment, including admissions and distribution of students among units, to match strategic plan.

- Expand and focus resources for recruitment at undergraduate and graduate levels.

- Use selective admissions to improve further the general quality of students, increase diversity and reinforce campuswide programmatic objectives.

Classes began Oct. 4, 1965. The students arrived before the landscaping.

- Integrate courses offered in Summer Session more thoroughly into the general curriculum to help accommodate some of the projected growth in enrollments.

Goal: Use some of the faculty FTE generated by enrollment growth for opportunistic investment in excellence.

- Utilize aggressive responses in recruitment and retention that are competitive with the offers from the best universities.
- Expand hiring at very senior levels, including more Distinguished Professors.
- Release multiple FTE across departments and schools to hire groups or "clusters" of faculty working on related topics.

Goal: Continue allocating some of the growth faculty FTE and some turnover positions to reinforce excellence in designated programs.

- At least 25 percent of the faculty FTE vacated for reasons other than denial of tenure will be returned to the EVC and provost for selective reallocation of resources in pursuit of excellence in designated programs.
- FTE will be preferentially allocated to high-quality programs that are now at or near the level of great distinction, especially those that are currently modest in size relative to aspirational peers and/or that have an extraordinary opportunity to advance in quality during the present period of growth. Emerging programs in especially promising new fields will be considered for preferential allocations.
- FTE also will be allocated to maintain the strength and excellence of the core academic disciplines, recognizing that these fields are the intellectual foundation of the university and that no major research university can be considered truly excellent if it does not boast of outstanding programs in these areas.
- While the potential for excellence must be the principal criterion guiding this allocation, relative costs for developing programs in one field vs. another must be considered among other factors guiding such planning.

First graduating class of 1966 with Professor Bernard Gelbaum, left

- FTE will be preferentially allocated to areas of potentially strong growth in research and graduate programs, including new and existing professional programs.
- FTE will be preferentially allocated to areas with a high potential for generating extramural resources, especially where funding is available for centers and multi-investigator awards. Extramural resources include not only grants from governmental and private agencies but also other sources such as foundations and private donors, contributions and grants from business and industry.
- FTE will be allocated to areas of strong growth in undergraduate majors – or potential for such growth through new programs – when those areas also are characterized by strong research and graduate programs.

Goal: In conjunction with the allocation of resources based on excellence in research, some new faculty FTE every year will be allocated to support teaching in departments and programs with exceptionally high workload as measured principally by student-faculty ratios.

Goal: Create greater flexibility in resource utilization by leveraging state-funded FTE with non-state sources, joint hiring with an FTE split between two (or more) units, improved efficiency in curricular offerings, and the development of centers and institutes.

Goal: Consider and if necessary revise the administrative structure of the campus to accommodate growth better in all parts of the university.

Goal: Further diversify faculty, staff and students as UCI grows.

B. Research

Goal: Recruit more outstanding faculty who are leaders in their fields.

- Create approximately 100 more named endowed chairs to complement the 60 chairs already established at UCI (the estimated total cost of the new chairs will be $150 million-$200 million)

Goal: Continue aggressive retention efforts to keep the best faculty here, and mentor younger faculty carefully to accelerate their professional growth.

Goal: Increase levels of grant-supported activity among the faculty, increase support for grant-writing and liaisons with foundations and government agencies. Provide support for large multi-investigator proposals for research and training.

Goal: Facilitate and support interdisciplinary research at a higher level on campus, with special attention to problems with personnel reviews, space, staff support, computing services and other infrastructural issues associated with work that crosses institutional boundaries between departments and schools.

Goal: Balance the emphasis on interdisciplinary programs with attention to the core disciplines, recognizing that many of those core disciplines have themselves been transformed by interdisciplinarity.

Goal: Provide appropriate research support, office and laboratory space for emeritae/i faculty who remain active in their scientific, scholarly and/or artistic careers.

Goal: Develop more research centers and institutes (e.g., a stem cell center, center for international studies, etc.) and support the best of the existing centers and institutes to assure they reach world-class status.

Goal: Expand transfer of innovation from the campus to the community.

- Improve the link between our existing physical, intellectual, cultural and technological resources and the changing needs and emerging economic opportunities in society.
- Identify new institutional mechanisms that can facilitate the connection of innovative research and extramural applications and remove procedural and bureaucratic obstacles to the development of intellectual property on campus and in collaboration with industry.

Goal: Bring more federally supported research institutes to the campus and University Research Park.

- Establish a consortium of campus and community leaders at the highest level, including state and federal leaders.

- Establish a stronger presence in Washington, D.C., to promote the UCI research agenda.

Goal: Attract more research and development-intensive businesses to University Research Park.

C. Academic Programs: Undergraduate, Graduate and Professional Education

Goal: Identify and expand existing programs of high quality that are currently modest in size relative to aspirational peers and that are especially likely to advance in quality during this period. Special attention will be given to the relationship of size to strength in some fields, and to new programs in emerging fields of great promise.

Goal: Provide continued support for smaller programs of high quality.

Goal: Develop new programs related especially to graduate academic and professional fields that enhance the advantage of UCI in realizing its academic vision. Assessment of proposals for new programs should include attention to the following criteria (among others):

- ability of program to enhance the excellence of research in letters, arts and sciences, and in professional fields;

- in fields where appropriate, the potential to increase extramural funding for research and/or instruction;
- UCI's strategic advantage relative to similar programs at other universities;
- need for the program in the region/state/nation;
- cost to the campus and related units.

Goal: Expand curriculum of Summer Session to supplement and enhance programs offered during the fall, winter and spring quarters. See Summer Session Report at http://www.evc.uci.edu/SummerSession

Goal: Develop organizational structures that are flexible enough to accommodate change and that can support first-rate departmental programs for undergraduate experiences and interdepartmental and interschool efforts in research and graduate education. Permitting institutes and centers to offer degrees and take on curricular initiatives may be one means of achieving this end.

Goal: Enhance instructional technology for use in academic, instructional and administrative contexts, including:

- greater technological support for traditional classroom environments;
- further development of technologically enabled distance-learning modes in conjunction with classroom instruction and for fully online courses where appropriate;
- greater coordination with academic support services including student housing, libraries, laboratories, and Network and Academic Computing Services;
- implementation of recommendations of the Work Group on Classroom Environment and Facilities (see http://www.evc.uci.edu/undergrad/facilities_061104.pdf);
- additional attention toward providing course resources online through the Electronic Educational Environment (EEE), including Web sites and evolving technologies.

1. Undergraduate Education

Strategic planning for undergraduate education will aim to create modern, stimulating baccalaureate programs that appeal to a broad range of bright and ambitious students. These programs will be streamlined and flexible enough to be completed in four years while allowing time to explore interests in other fields.

Planning also will include reconsideration of our present breadth requirements in light of the "Goals for Breadth Requirements" developed by the Council on Educational Policy in fall 2005: "Breadth courses introduce students to a range of ideas and intellectual activities that engage UCI scholars, providing both scope and balance to a university degree beyond the study of a specific major. The breadth requirements are intended to help undergraduates place the specialized study undertaken in the major within a broader context. They are designed to cultivate the skills, knowledge and understanding that will make students effective citizens and leaders in matters local, national and global. The breadth requirements should enable UCI undergraduates to apply the abilities developed in their studies to identify significant issues, gather and evaluate available evidence, analyze alternatives, reach conclusions, communicate the results to both academic and general audiences, and take appropriate actions."

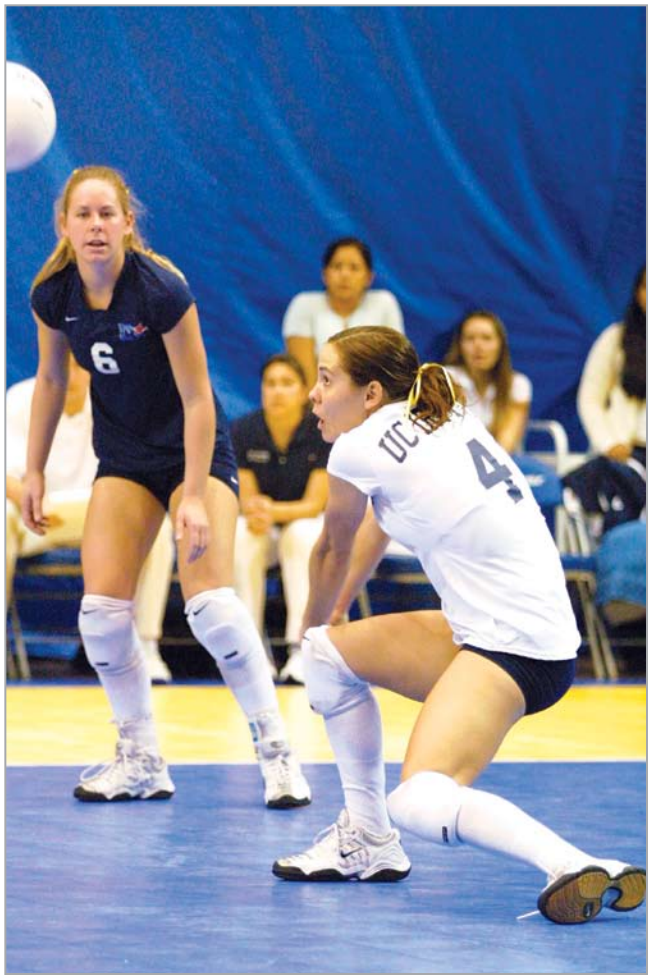
Consideration of these and other objectives for undergraduate education will be closely coordinated with the campus response to the Report of the Task

Force on Undergraduate Education (http://www.evc.uci.edu/undergrad/tfuged_2003-04.pdf). Discussion of that group's recommendations is taking place separately as well as within the general context of the strategic plan. In cases where there is significant disagreement with the task force's recommendations, the campus will have an opportunity to consider alternatives and/or to reject the recommendation in favor of the status quo.

Goal: Consider recommendations from the Task Force on Undergraduate Education, which include but are not limited to the following topics:

- Majors (See report, pp. 3-4.)
    - Encourage more students to postpone declaring a major and enhance the curriculum and advising for students who have not yet declared a major.
    - Increase flexibility and structure of existing majors to accommodate greater flexibility and a broader scope of students' interests.
    - Develop more joint majors between schools and more minors to encourage interdisciplinary and transdisciplinary study.
- Breadth – Revise present breadth requirements simply to require students to take classes outside the school of their majors, but retain requirement of three basic competencies: entry-level writing, American history and institutions, and language other than English. (See report, pp. 11-12.)
    - Points of discussion concerning the task force's recommendations on the breadth requirement:
        - Good pedagogical reasons exist for requiring students to pursue a series of linked courses in a field, rather than letting them choose three unrelated quarters of coursework.
        - Multicultural and international/global requirements are an essential part of contemporary university education and should be included in the breadth requirement.
        - All students need to be exposed to the kind of analysis currently required under the category of "Mathematics and Symbolic Systems." This requirement should be retained in some form.
- Research – Increase the degree of participation by undergraduates in research and creative projects. (See report, pp. 22-23.)

Goal: Increase the number of majors offered at UCI to be consistent with the best public research universities nationally. New majors might be developed in such fields as business, health sciences, area studies, arts programs (particularly those that integrate technology and performance), self-designated majors (per the recommendation of the undergraduate task force), and other interdisciplinary and interschool majors.



Goal: Extend and enhance the continuing success of the Campuswide Honors Program in its role of providing challenging and rewarding education for California's brightest students.

- Enlarge enrollment in the CHP to help accommodate some of the high demand for the program. Enrollment growth in the CHP should roughly keep pace with campuswide undergraduate population growth while maintaining the current standards of the program.
- Broaden the honors curriculum for wider appeal to students.
- Seek endowment funds to provide further honors scholarship support and curricular enrichment funding.
- Re-involve alumnae/i of the growing and lively Campuswide Honors Program via the honors alumnae/i program.

Goal: Increase both the number of joint majors between units and the number of minors.

Goal: Consolidate administrative structures for academic programs or eliminate the programs when justified on qualitative judgment (weak program); on academic grounds (e.g., to avoid substantial repetition between similar majors); on the basis of low enrollments and/or low administrative workload; or as otherwise beneficial to the campus.

Goal: Develop administrative structure to support interdisciplinary, interschool majors.

Winifred Smith Hall

Goal: Sustain commitment to a diverse student body.

Goal: Enhance international and area-studies programs, including their academic support and the residential experience.

- Create an interdisciplinary program, institute, or some other similar organization to coordinate current research and educational programs focused on international or global study, and to encourage an international perspective on the full range of undergraduate education.
- Create an international village in student housing with a 50-50 ratio of international to domestic students.
- Integrate academic and cultural activities around international themes.
- Encourage greater participation in international educational programs including the UC Education Abroad Program and the UCI International Opportunities Program.

Goal: Increase and support access to language instruction and offer more languages.

Goal: Experiment with new forms of teaching and learning in and outside the classrooms.

- Integrate technological support more thoroughly into traditional classes, and explore more uses for distance learning and Web-based instruction, as noted above.
- Promote alliances among education, business and government via internships and other work-study programs.
- Recognize and reward faculty for more practice-based research and creative activities.

Goal: Establish a campus writing center.

Goal: Affirm and expand commitment to K-12 teacher preparation.

- Support development of subject-matter tracks in all relevant disciplines.

- Establish an interdisciplinary major for students seeking a multisubject teaching credential for elementary school (see "Pathway to Elementary Teaching" in the Report of the Task Force on Undergraduate Education).

Goal: Guarantee access to on-campus housing for at least 50 percent of the students, with a priority given to incoming undergraduate, graduate and professional students. This housing will improve recruitment, reinforce intellectual community among the students, and create a more robust social life at UCI.

Goal: Develop instructional facilities capable of supporting all aspects of undergraduate education, including large- and medium-sized lecture halls, smart classrooms, seminar rooms and laboratories. (For further recommendations on this topic, see the report of the Work Group on Classroom Environment and Facilities [http://www.evc.uci.edu/undergrad/facilities_061104.pdf].)

Goal: Develop more systematic procedures for assessment and outcomes measurement of undergraduate programs and faculty instructional activities (see the Report of the Work Group on Accountability [Spring 2004] at http://www.evc.uci.edu/undergrad/accountability_062304.pdf).

- Establish an assessment officer and administrator within the Division of Undergraduate Education.
- Consolidate campuswide data bank within Office of Institutional Research.
- Integrate assessment and measurement with curricular planning and programmatic review and innovation.
- Re-emphasize the necessity for our students to write well by encouraging individual disciplines to incorporate assessment of writing by devices such as a writing portfolio in upper-division courses.

2. Graduate and Professional Education

Goal: Increase the number of graduate and professional students relative to the general student population to reach 25 percent by 2015. This will require highly focused growth at the graduate and graduate-professional levels well above the projected growth rate in undergraduate enrollments.

- Create new and attractive graduate and professional programs, including master's degrees where appropriate for the field.
- Offer multiyear funding via block grants and endowments to make our level of support more competitive nationally.
- Provide incentives for decreasing the use of post-doctoral scholars and increasing number of graduate students where applicable.
- Increase funding to support more research assistants and teaching assistants.
- Support fellowship proposals, grants and other funding projects initiated by graduate students.
- Calibrate growth in graduate and professional programs to reflect the conditions of employment particular to each discipline.

Goal: Find better means of recruiting and funding international students.

- Mitigate expenses associated with such students through strong advocacy for changing the UC policy about out-of-state fees as applied to U.S. and foreign students, which makes it difficult to compete nationally for these students.
- Separate these expenses from more general support for graduate students so departments are not forced to admit fewer students generally in order to fund more expensive foreign students.

Goal: Focus resources on areas of present strength and manage resources more efficiently.

- Target excellent programs that have demonstrable potential for significant improvement with additional resources.
- Apply outcome measures such as doctorates (or master's degrees)/FTE/year and, where applicable, research funding/FTE/year.
- Avoid duplication of existing units and eliminate programs that are no longer viable.

Croul Hall

Goal: Identify missing or underdeveloped programs in key disciplines with significant projected graduate and professional enrollments including health sciences and law, and grow those programs to critical mass.

- Increase the number of graduate-professional programs that are compatible with our strong academic graduate programs.
- Develop more master's programs in areas where that is the terminal degree and/or where there is unmet community need (e.g., nursing), and/or where there is a significant interest in master's-level study for professional development or personal enrichment.

Goal: Use Summer Session where appropriate to supplement and extend graduate training during fall, winter and spring quarters, especially for specific groups of students such as fully employed professionals in various fields or K-12 teachers.

Goal: Establish clear and accessible mechanisms to create and support graduate programs with faculty from multiple units, and evaluate those programs regularly to assess their contribution to the campus according to various outcome measures.

Identify missing or underdeveloped programs in key disciplines with significant projected graduate and professional enrollments including health sciences and law, and grow those programs to critical mass.

- Establish some graduate groups independent of departments to host degrees in areas that are not covered by existing units or that cross institutional boundaries.
- Align more graduate programs with research centers, institutes and interdisciplinary programs.
- Allocate faculty FTE directly to these multidisciplinary groups to be brokered for appointment in departments, and allocate "clusters" of FTE to units designated for fields that cross boundaries among departments and programs.
- Allocate support for graduate students directly to these groups.

Langson Library

D. Staff

Goal: Ensure that appropriate numbers of staff are part of all academic planning to support the specific research and educational goals of existing and new programs. In 2004-05, 23 percent of the UCI staff was eligible for retirement, and as they leave the campus, it will be crucial to minimize the loss of knowledge they take with them and so minimize the impact of these departures on productivity throughout the campus.

Goal: Increase leadership training and growth opportunities.

Goal: Increase retention. (The campus continues to face difficulties retaining new staff. Data from a recent survey indicate that 68 percent of new hires do not stay with UCI beyond five years. This represents a significant cost in recruitments, hiring and job training.)

Goal: Increase university housing available to staff.

E. Academic Support: Library, Information Technology and Physical Facilities

Goal: Strengthen and expand the libraries as an essential academic component of campus growth, undergraduate, graduate and professional education, research, campus life, and community service.

- Increase staffing to provide library services and build collections.
- Plan and construct new library building.
- Upgrade and expand technology facilities and infrastructure.
- Increase funds for electronic and print resources.
- Support expansion of the libraries' public programs, publications and exhibits.

Goal: Develop and support network and other information technology services at a level comparable in scope and quality to those offered at the best research universities in the country, and scale them with campus growth objectives.

Raising the tree in front of the Library, 1965

- Carry out a campus information technology planning exercise to review current technology services and determine how they might be refined or enhanced to meet UCI's academic development goals.
- Research and identify points of leverage to enable growth through innovative services, and process improvements, such as distance learning, network infrastructure, alumnae/i and donor services, digital repository, and process re-engineering.

Goal: Enhance the "cyber infrastructure" supporting UCI's multidisciplinary and other research programs, including investment in:

- grid and high-performance computing;
- large-scale storage arrays and data-preservation/ collaboration services;
- high-speed dedicated optical network circuits;
- visualization facilities and services;
- clusters of hosting and system-administration services;
- a shared pool of professional support staff available to researchers, including scientific-programming, application-software and visualization specialists.

Goal: Expand housing in University Hills and other sites on and off the campus to keep university housing available as a recruiting incentive and retention tool for new faculty and nationally recruited administrators and professional staff.

Goal: Improve housing for graduate students.

- Increase on-campus housing at pricing and quality levels that will be effective in meeting the campus's primary goal of attracting increased graduate enrollment of the highest caliber – up to accommodating 50 percent of state-funded graduate students by 2006 (requires 1,250 new beds).
- Subsidize off-campus housing.

In 1967, Robert Welham, a sophomore at Lowell High School in La Habra, tries to solve a math problem on a digital computer as his teacher, Ben Cushing, looks on. Eight O.C. school districts participated in a computer program financed by a National Science Foundation grant to UCI.

Goal: House 50 percent of undergraduates on campus by 2010, compared to the approximately 32 percent now housed on campus. Facilitate integration of students who live within walking distance into the on-campus student community. (Currently about 2,750 students, or 11 percent, of total enrollments, live in Town Center adjacent to campus.)

Goal: Consider housing in relation to plans to expand Summer Session, including offering housing for students just in the summer or extending leases to 12 months (where possible) to accommodate students who want to take courses in the summer.

Goal: Re-evaluate current land-use practices where greater density discipline may be achieved. (For example, consider redeveloping the Campus Village site for higher density usage and utilizing the north campus more efficiently, including the possible relocation of the Arboretum.)

Goal: Augment state-funded growth in physical facilities for academic and office buildings, and increase development of campus-funded housing for students, post-doctoral scholars, and faculty. Augmentation of state funding will allow for the following:

- Buildings and campus infrastructure will keep pace with projected growth at least to maintain current standards;
- Higher percentages of students and post-doctoral scholars will be housed on campus;
- Faculty housing will continue to keep pace with hiring.

Goal: Expand and enhance other kinds of space and land-use, including:

- Mixed-use and commercial use;
- Artistic performance, exhibitions and other cultural facilities;
- Athletics, recreation and open space, including the Arboretum;
- UCI community support (child care, food services, clinical/surgical centers, student health, etc.);
- Traffic circulation and parking on campus;
- Instructional computing labs, technologically enhanced learning spaces and state-of-the-art data centers.

F. Campus Life and Cocurricular Activities

Goal: Make UCI the place to be.

- Emphasize the high-quality and invigorating academic instruction that motivates and excites students.
- Expand and enhance distinguished and highly visible series of events in arts and public lectures, with significant publicity in the community and expanded opportunities for student-audiences through subsidized tickets and other seating discounts in all campus venues, including the Irvine Barclay Theatre. (This initiative will require dedicated, centralized staff support in addition to local support in the units associated with specific activities.)
- Increase public-oriented exhibits, events and lectures in the libraries and academic units to create an interface between community visitors and the educational programs, research activities and artistic performances of the campus.

- Build and develop strong intercollegiate athletic programs, campus recreational/fitness programs and entertainment programs that bring energy, interest and visibility to the campus.
- Create centers for social gatherings.
- Schedule academic programming to utilize more of each day and the whole week. A full instructional program on Fridays also would help keep students on campus for cultural and social events on the weekends.
- Create expanded parking facilities to welcome campus visitors without impacting the on-campus population.

Goal: Reinforce UCI's commitment to building a diverse community on campus for its students, faculty and staff, including attention to:

- adequate and attractive housing for students, faculty and staff;
- physical spaces for community activities that connect the social and intellectual elements of the university;

Jacques Derrida at the opening of the UCI Libraries' spring 2002 exhibit, Derrida/Translating/Derrida.

From left: Michael Marine, the U.S. Ambassador to Vietnam; Southeast Asian Archive Librarian Anne Frank; and Associate Professor Linda Trinh Vo, Department of Asian American Studies. Ambassador Marine visited the Langson Library's Southeast Asian Archive in October 2005, and spoke on current issues in Vietnam to an overflow student audience at the Cross-Cultural Center.

- social, cultural and intellectual programs that appeal to a broad range of the population.

Goal: Enhance and further emphasize the increasingly international character of our student body and intellectual life in general.

- Create an international village to house students.
- Provide a meeting space for international students.
- Host national meetings of minority graduate and professional organizations.
- Develop structure to support and house international and area studies programs.

Goal: Develop a contemporary campuswide marketing and promotion plan to bring enhanced visibility to the campus.

- Establish a visitor's center.
- Host nationally recognized speakers and forums.
- Enhance UCI's overall presence on the Web.

President Lyndon B. Johnson speaks at campus dedication in 1964.

Goal: Greatly enhance alumnae/i programs and benefits on and off campus.

- Provide UCInetIDs and UCI e-mail accounts for life in order to keep alumnae/i informed about UCI community events.
- Create a formal program that would involve alumnae/i in recruiting top students, similar to programs at other major universities.
- Create programs and activities for alumnae/i that recognize and more directly address different segments of that heterogeneous group with events that reflect those different interests.

Goal: Establish a place on campus that identifies UCI's developing history and traditions, such as the lobby of Langson Library or the main entrance of the Administration Building.

Goal: Generate more interest in university events by expanding and better publicizing lecture series, performances and sporting events.

- Develop a marketing plan to create awareness of UCI activities through print, radio and television media.
- Create formal partnerships with the *Los Angeles Times*, *The Orange County Register*, KOCE, KCET, and classical music and NPR radio stations, in order to get more exposure at reduced cost.

G. UCI'S Public Role

Goal: Increase influence of UCI on research and policy at all levels of the public and private sectors.

- Where consistent with UCI's academic objectives, focus more research and academic programs on international and global issues of importance and interest to the public, and encourage the application of basic research to those issues.
- Increase the level of corporate and foundation support in selected programs through greater engagement with industry and other elements of the private sector.

Goal: Become a cultural center of Orange County.

- Establish a larger and more prominent facility for art exhibitions on campus, and expand venues for performance in drama and music. Explore partnership with the Orange County Museum of Art while building on existing internship programs and collaborative relationships with the Los Angeles County Museum of Art and The Getty Center.
- Expand access to the Irvine Barclay Theatre for programming campus events/performances of great interest to the public, and encourage more student attendance through discounts for seating, rush tickets and other incentives.
- Increase public-oriented programming in the libraries.

Irvine Barclay Theatre

University Extension

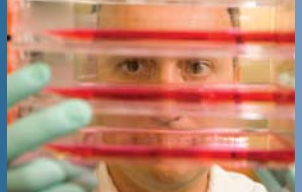
- Coordinate events with an international center on global topics of interest to campus and community.

Goal: Become an educational center of Orange County.

- Create and lead an "Orange County Educational Consortium" to promote and facilitate interactions among different stakeholders in local schools.
- Expand opportunities for life-long learning through University Extension and access to general-campus courses.
- Provide more educational support for local corporations and industry through University Extension.
- Make UCI's scholarly resources, lectures and special events available to the larger community through the Web and the use of online streaming video and related technology.

Goal: Become a health center of Orange County.

- Develop an outpatient center on campus of a size and impact commensurate with the UC Irvine Medical Center.
- Coordinate programs and outreach to aging populations.



- Offer public programs and expertise on health education and disease prevention and management.

Goal: Build a stronger intercollegiate athletics program while emphasizing scholar-athletes and avoiding programs (such as football) that can compromise academic standards and undermine financing for a broad range of other sports programs.

Goal: Emphasize technology-transfer and deeper involvement in technology commercialization and work-force development.

- Produce expertise for the workplace focused on local industry clusters.
- Provide institutional support for start-up companies.
- Articulate and demonstrate more effectively the multiple ways in which UCI contributes to the region's varied economy.

Goal: Create an internal structure to coordinate the main elements of our public roles and make sure those programs are known to the public.

- Create a comprehensive and centralized administrative unit to oversee communications and public relations. This unit should be charged with coordinating and connecting communications across the whole campus to overcome the inevitable inconsistencies and contradictions that arise from separate efforts in isolated units. The unit must be staffed and funded at a level to make such oversight possible.
- Establish a data-driven marketing program on campus aligned with the institutional goals of the strategic plan.
- Develop a multiyear communications plan grounded in target audience research, with specific goals, tactics and benchmarks of success.

Goal: Become an active participant in the planning and implementation of the "Orange County Great Park" Initiative.

"Form No. 2" by UCI sculptor Brian Pellar

IV. STRENGTHS, CHALLENGES AND OPPORTUNITIES

A. Strengths

The principal strength of UCI in planning for the future is the high quality of our faculty, students and academic programs. The fact that we have reached such a level within the first 40 years of our existence proves our capacity to combine rapid growth with the highest standards of quality (see "Where We Are Now," pp.15-23). This achievement is directly attributable to the vision, ambition and determination of our founding faculty, which has been extended and renewed annually in a continuing series of outstanding appointments. It has been greatly facilitated by our membership in the University of California, by sustained support from the state, and by our location in one of the most beautiful, innovative, prosperous and diverse regions in the country.

Orange County and neighboring regions are extraordinarily vigorous in areas of cutting-edge technology, international business, environmental policy, immigration, cultural diversity and population growth – all of which are closely related to the scientific and academic strengths of our campus. The county's gross metro product (GMP) grew faster than any other

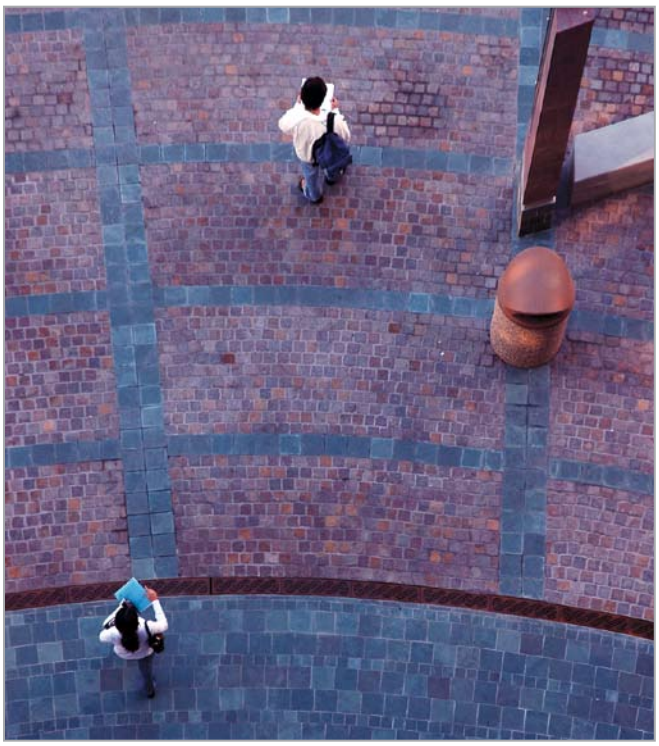
Water polo coach Al Irwin and the team in 1965

among the top-20 metro economies between 2002 and 2003 (latest comparative data available). Its GMP was the 11th-largest in the U.S. in 2003, ahead of San Diego and behind only Los Angeles in California; if Orange County were a country, its GMP would be the 42nd-largest GNP in the world.[13] *Forbes* ranked the county 27th out of 150 metro areas for "best places for business" in 2005, ahead of all other California counties except San Diego.[14] Twelve companies in the *Fortune* 1,000 are based in the county, including Ingram Micro, Fluor, Conexant Systems, Western Digital and Allergan, among others. The county's strengths in international commerce and culture and high-tech industries are ideally matched to UCI's plans to develop new programs in graduate research and professional training that can be directly applied to the social and economic opportunities surrounding the campus.

B. Challenges

The main challenge we face in realizing our ambitious plans for the campus is financial: state funding simply will not get us to where we intend to be 10 years from now. We cannot hire the number and kind of faculty that will be required to fulfill our plans solely with state resources, nor will we be able to compete against more prominent universities in the country for the best and most diverse range of students at the graduate and undergraduate levels. Furthermore, even if we could bring those people to campus, we would have no place to put them because state-funded capital plans will not produce enough offices, classrooms, housing, and laboratory and performance space. Not only is the level of state funding declining as a percentage of our general budget, that funding arrives only after the students have enrolled, which means that infrastructure – especially space for offices and classrooms – inevitably lags behind the need. It is therefore imperative that we initiate new and innovative programs to generate more extramural funding for the campus, specifically (though not entirely) through increased philanthropic and alumni giving.

Compounding these financial challenges are structural and procedural pressures associated with rapid growth at a relatively young university. In addition, UCI still has a relatively small number of degree programs for graduate and undergraduate students, and fewer professional



13. U.S. Conference of Mayors, U.S. Metro Economies, October 2004 (www.usmayors.org/metroeconomies/); cited in *Orange County Community Indicators 2006* (http://www.oc.ca.gov/pdf/2006%20Cip%20report.pdf), p. 6. Orange County Community Indicators Project, www.oc.ca.gov/ceocommunity.asp. Abbreviated as OCCI2006.

14. *Forbes Magazine*, May 5, 2005; cited in OCCI2006, p. 14.

schools and programs than the best public research universities. While not unexpected for such a young institution, the restricted number of academic options places us at a disadvantage compared to comparable universities, and fewer professional schools means fewer UCI graduates occupying places of power and influence in the state. While neither of these factors compromises the quality of the programs that we do offer, they limit the visibility and influence of the university in society at large. As a result, although we attract many more applications at the undergraduate level than we can accept, we are not always the first choice among the very best of those applicants. Furthermore, demand for our graduate programs is uneven across the campus, and with relatively few options available our ability to expand graduate enrollment is limited in many areas of the campus.

Murray Krieger Hall

The development of new programs and academic units is a sign of our vitality as an academic institution, but new programs – especially of the scale associated with our initiatives in law and health sciences – inevitably require an inordinate amount of time and energy to establish appropriate management and oversight. Curriculum reform and innovation is an inherently slow process, especially when designing genuinely new and unique programs. New programs also often require fundamental revision of institutional structures that house them. At times, as in the case of health sciences and our plans for law, the new academic programs require the creation of large-scale schools and colleges that must be accommodated not only by our own campus but also within the entire array of professional schools in the UC system. These intercampus relations can further complicate planning and implementation of new programs. To meet these challenges, the campus must continually assess its procedures for development and management of new programs to avoid unnecessary obstacles and ensure adequate support and oversight for existing programs.

C. Opportunities

The most significant opportunities facing UCI derive directly from our strengths coupled with continued growth over the next decade. The high quality of our faculty and students will make it easier to recruit strong

candidates in the future, and the quality of our research programs provides an excellent foundation from which we can extend our role in the discovery and dissemination of new knowledge in a wide range of fields. Continuing enrollment growth, fully funded by the state and accommodated by the extensive area of the campus itself, will support the creation of innovative new programs without undermining the strength and development of existing programs.

In addition to state-funded growth in enrollment, the constantly expanding economic strength of our region should make it possible to increase the number of partnerships between the university and local corporations and businesses, and to expand the base of philanthropic support for UCI. At present, philanthropic support comes from a relatively small number of exceptionally generous members of our community, and only a small percentage of our alumnae/i contribute financially to the university. Though these numbers of active supporters are growing annually, they remain modest for a university of our stature. We clearly need to convince more people in the community of the importance of private funds to a state-supported university, and we must work harder to instill the sense of institutional loyalty and affection that will keep more of our alumnae/i connected to the university after their time on campus. If we can do that, we should be able to increase the level of giving among our friends and graduates significantly over the next 10 years to match the level of support enjoyed by other major research universities across the country.

UCI's location in a highly desirable area of exceptional racial, ethnic and economic diversity also presents extraordinary opportunities for growth with the highest standards of quality. Orange County has a large population of people in groups currently underrepresented in higher education, and within that underrepresented population there is an unusually high number of people who have completed four years of college and/or hold bachelor's degrees. These factors combine to create an exceptionally broad range of people with high educational aspirations who are prepared to take advantage of the full range of opportunities offered by UCI's graduate and professional programs.[15]

Continuing efforts to enhance students' academic preparation at underperforming schools should increase the pipeline of students qualified for and interested in admission to UCI. Increasing numbers of high school graduates will increase the applicant pool from such schools even if the graduation rates remain low. Moreover, our proximity to the extraordinary range of cultures and international communities in Southern California facilitates recruitment of faculty from around the world. It also enhances the quality and range of educational experience available to our students through interactions with their peers in classes, extracurricular activities, and opportunities off campus to engage in community service and cultural enrichment.

Chao Family Comprehensive Cancer Center

15. For population figures, see U.S. Census Bureau, Census 2000 Redistricting Data (Public Law 94-171) Summary File, Matrices PL1 and PL2; see http://factfinder.census.gov/servlet/GCTTable?_bm=n&_lang=en&mt_name=DEC_2000_PL_U_GCTPL_ST2&format=ST-2&_box_head_nbr=GCT-PL&ds_name=DEC_2000_PL_U&geo_id=04000US06). On population by educational attainment, see Race by Educational Attainment, http://countingcalifornia.cdlib.org/sas-bin/broker?_program=prd.calcube.sas&study=stf3&file=stfp050%20stfp060%20stfp040%20stfp155&varMtx=P058stf3&dtbl=P58.

RESOURCES

I. Funding Past and Present

II. Future Resource Needs

Much will be required in the way of increased campus infrastructure, including library holdings, information access, maintenance of space, campus life and cocurricular activities.

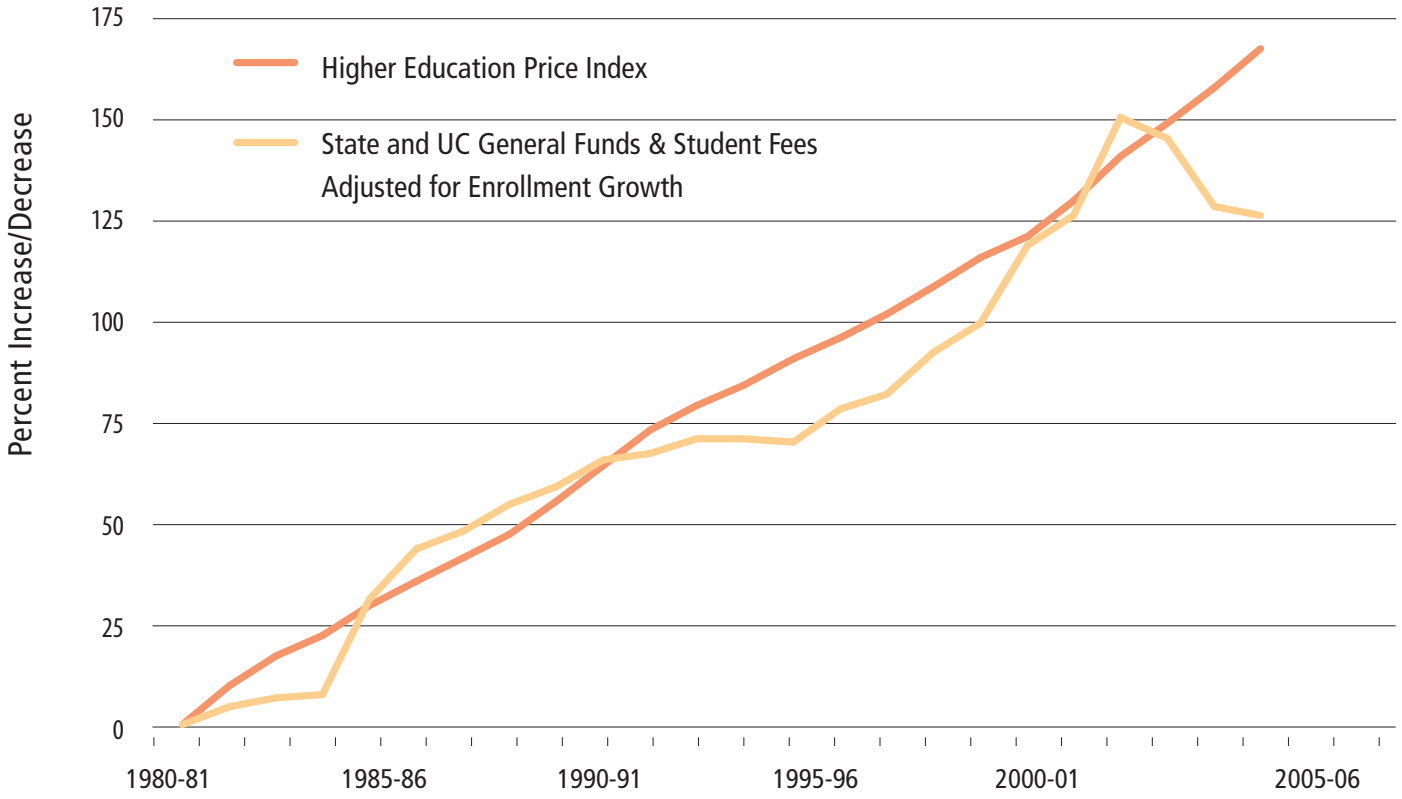
I. FUNDING PAST AND PRESENT

A. Funding Trends in Public Higher Education

In the 1990s, state funding for higher education increased significantly across the country, but in most states the share of the budget going to higher education declined, even as the amount of public funding increased. Between 1972 and 2001, the average share of state general funds in the U.S. going to public education fell by almost five percentage points from 39.9 percent in 1972 to 35 percent in 1993, and it recovered only to 36.1 percent for the balance of the decade. Between 1977 and 2001, the average share of that public education budget going to higher (post-secondary) education fell by six percentage points, from 22.6 percent to 16.4 percent.[1] In California, the percentage of general funds going to higher education declined from nearly 18 percent in 1978 to slightly more than 12 percent in 1998,[2] and from 1970-71 to 2004-05, the portion of California's general fund going to UC shrank from 7 percent to 3.5 percent.[3] From 2000 to 2004, while enrollment increased 16 percent, state funding for UC declined 16 percent.[4] For 2004-05, after four consecutive years of drastic budget cuts, the final 2004-05 state budget resulted in an accumulated funding shortfall for UC of $1.5 billion per year.[5]

1. Michael J. Rizzo, "A (Less Than) Zero Sum Game? State Funding for Public Education: How Public Higher Education Institutions Have Lost," *Cornell Higher Education Research Institute Report*, September 2003), pp. 3-5.
2. David W. Breneman, "The Challenges Facing California Higher Education: A Memorandum to the Next Governor of California" (The National Center for Public Policy and Higher Education, September 1998), p. 7, Figure 8.
3. Vice President Larry Hershman, 2005-06 Budget Presentation Regents meeting, November 2004.
4. President Robert C. Dynes, *San Francisco Chronicle*, April 16, 2004; see http://www.universityofcalifornia.edu/president/speeches/041604sfchronicleoped.pdf.
5. President Dynes to Senate Budget and Fiscal Review, Feb. 28, 2005, p. 14.

The structural shortfall in spending for higher education nationally is unlikely to be rectified soon, especially in California.[6] While most states increased their appropriations for higher education in 2004-05, California reduced its spending for four-year institutions, including a 6-percent cut to the UC budget.[7] This shortfall is even worse than the figures suggest because it continues a decline in real funding for the University of California that has grown dramatically worse since 2000, as shown in the following chart:[8]



Sources: UCOP Budget Office

6. On the structural shortfall nationally, see Harold Hovey, *State Spending for Higher Education in the Next Decade: The Battle to Sustain Current Support* (Washington, D.C.: National Center for Public Policy and Higher Education, 1999), p. 10. See also Dennis Jones, "State Shortfalls Projected Throughout the Decade," *Policy Alert*, February 2003, The National Center for Public Policy and Higher Education (http://www.highereducation.org/pa_0203/).

7. "Of the 44 states that had completed work on their 2004-5 budgets and responded to a survey by the State Higher Education Executive Officers, only seven states froze or cut higher-education spending. By comparison, about half the states reduced college funds in 2003-4. Of the 37 states that raised their higher-education budgets, 28 increased them by more than 2 percent." *The Chronicle of Higher Education, 2004-05 Almanac*: A Brighter Financial Picture for Colleges, "The Nation" (http://chronicle.com/free/almanac/2004/nation/nation.htm).

   The University of California received a total of $2.72 billion from the state in 2004-05, which represents a 6-percent cut to the general budget of the university. See *The Chronicle of Higher Education, 2004-05 Almanac*, "California: Overview" (http://chronicle.com/prm/weekly/almanac/2004/States/ca.htm).

8. Regents Budget for 2005-06, Display 8.

Every aspect of the university has suffered in this situation, as President Dynes reported in his Senate Budget and Fiscal Review, March 8, 2004: "Faculty salaries are more than 10 percent below market; health benefit costs are skyrocketing; energy costs are continuing to increase; maintenance backlogs continue to grow; no funding provided for maintenance of new space; non-salary price increase (inflation costs for equipment, library materials, etc.) is not funded."[9] The issue of faculty salaries is particularly troubling because it represents a steady erosion of faculty salaries in public vs. private universities. In 1978-79, full professors at public doctorate-granting universities earned about 91 percent of their counterparts at private universities, but in 2003-04, that percentage had declined to 71 percent.[10] This difference in salary makes it increasingly difficult for public universities to compete with privates for the best faculty, and if allowed to continue it will inevitably lead to a qualitative decline that will undermine 150 years of state and federal commitment to public higher education in the U.S.

B. The Higher Education Compact: Future Partnership with the State

To mitigate some effects of this disturbing trend, in May 2004 the Regents of the University of California and the governor agreed to the Higher Education Compact.[11] The Higher Education Compact addresses problems stemming from several years of declining support from the state, which have undermined the capacity of the University of California to fulfill its mission. The Compact is designed to halt that decline and provide a stable minimum level of state funding on which the university can base its planning at least for the period 2005-06 to 2010-11.

The principal points of agreement between the university and the state related to strategic planning are:

- State-funded annual enrollment increases of roughly 2.5 percent, i.e., about 5,000 students per year for UC (p. 2).[12]
- General fund increases of 3 percent to prior year's base for 2005-06 and 2006-07, and then annual 4-percent increases 2007-08 to 2010-11 (p. 2).
- Priority to restoring funding for competitive salaries for faculty, staff and graduate students, and for ... libraries, instructional technology, instructional equipment and building maintenance" (p. 8).
- Increase in undergraduate fees averaging 10 percent per year over the next three years, and graduate fees of 20 percent in 2004-05 and 10 percent per year for the next two years. Of the new fee revenue, 20 percent to 33 percent will be reserved for financial aid (p. 4).
- State support for bond measures to fund "a viable building program," and continuing permission for UC to use institutional resources to supplement state-funded capital projects (p. 5).
- Continuing commitment by UC to improve the quality of K-12 education by increasing the number and quality of science and math teachers in the State of California (p. 7).
- Development of UC "Student and Institutional Outcomes" measures that will make accountability "highly visible and public" (p. 8).

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9. President Dynes to Senate Budget and Fiscal Review, March 8, 2004, p. 8.
10. Ronald G. Ehrenberg, "Financial Prospects for American Higher Education in the first Decade of the 21st Century," Paper presented at the ACE Annual Meeting, March 20, 2000, p. 5. Figures for 2003-04 are from *The Chronicle of Higher Education, 2004-05 Almanac*).
11. See http://budget.ucop.edu/2005-11compactagreement.pdf.
12. UC agrees to continue providing access to the top 12.5 percent of graduating high school seniors and to provide access for transfer students per the Master Plan (p. 6). In addition, "The highest priority for the UC and CSU should be to ensure that students have access to the classes they need to graduate in a timely manner," i.e., in four years or fewer (p. 8).

    Projected growth includes state funding for summer enrollments: "As funds are provided for normal enrollment growth, the UC and CSU will continue their efforts to achieve on all general campuses a goal of state-supported summer instruction and off-campus enrollment at least equal to 40 percent of the average of fall/winter/spring enrollment by 2010-11" (p. 6).

Social Science Plaza

C. Other Resources

The new Compact renews California's extraordinary record of commitment to public funding for higher education and to the support of the University of California as a premier research university. State appropriations for higher education in California are almost twice what they are in any other state and constitute 14 percent of total state appropriations for the whole United States.[13] In addition to support from the governor's office, California voters have repeatedly approved generous bond measures to fund building and research in the UC system. Nevertheless, in California as elsewhere in the U.S., increasing demands on state budgets, coupled with the increasing complexity and scope of research at public universities, have steadily eroded the percentage of universities' budgets that are funded by the state, and that trend is unlikely to change. To compensate for this structural shortfall in one of their primary funding sources, public universities will have to further diversify their sources of income.[14] Fees and tuition have risen and will continue to rise nationally, as they have in California: for 2004-05, undergraduate fees increased 14 percent, and graduate fees increased 20 percent.[15] However, concomitant increases in financial aid, coupled with increases in merit-based aid necessary to remain competitive for the best students, significantly offset the revenue derived from higher fees. For 2004-05, for example, tuition and fee increases offset only about one-quarter of the total $1.5 billion shortfall in the UC budget, and even the increases authorized in the Compact will barely keep up with rising expenses.[16]

Fundraising from private donors is another important source of money for public as well as private universities, as evinced by the number of public universities among the 25 universities that have announced billion-dollar campaigns.[17] However, such fundraising is notoriously more difficult for most public universities than for privates, and any benefits of increased fees or fundraising are often limited by further cuts to state funding. As a result, strategies to ameliorate the effect of shrinking state appropriations for public higher education often seem to exacerbate the problem, which in turn limits the benefits of increased philanthropic support.[18]

Research universities have an important additional source of revenue unique to their research functions, of course: extramural funding for research from state and federal agencies and private industry. Such funding is not immune from the vagaries of budget fluctuations at the state and federal level, however. For example, during the California state budget crisis of the early 1990s, state-supported research in UC was cut by 20 percent and never fully restored. Then, at the beginning of 2002-03, all state-funded research programs in the University of California were cut across-the-board by 10 percent, for a total of $32 million, and in December of that year several university

13. For 2004-05, California's appropriation was $8,561,100,000; the next highest state is Texas at $4,850,213,000. Total U.S. state expenditures were $60,293,002,000. See *The Chronicle of Higher Education, 2004-05 Almanac* (http://chronicle.com/weekly/almanac/2004/nation/0101201_s8.htm).

14. Ehrenberg, p. 6.

15. *The Chronicle of Higher Education, 2004-05 Almanac*, "California" (http://chronicle.com/prm/weekly/almanac/2004/States/ca.htm).

16. President Dynes to Senate Budget and Fiscal Review, March 8, 2004, p. 8.

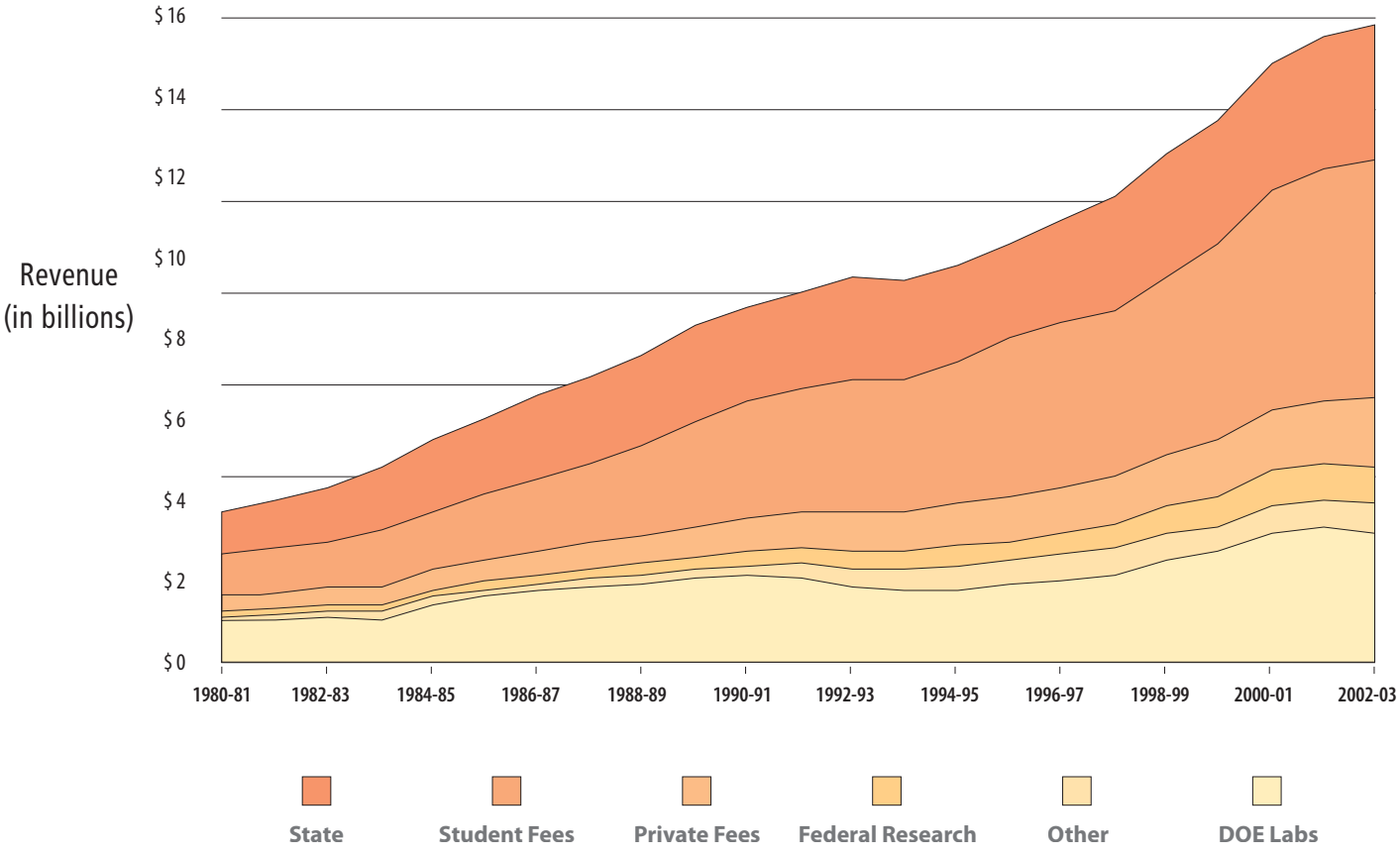
17. See "Updates on Billion-Dollar Campaigns at 25 Universities," *The Chronicle of Higher Education*, July 8, 2005 (http://chronicle.com/prm/daily/2005/07/2005070806n.htm).

18. "There is substantial evidence that the discretionary nature of higher education spending and its ability to independently raise revenues have caused its decline" (Rizzo, p. 59).

research programs were targeted for additional one-time cuts of $18 million. The following year that same budget was cut another 10 percent, or $28 million.[19]

After the state general fund, federally funded research is the most important source of income for colleges and universities in California, which received $2,949,032,000 in federal funds in fiscal 2002 – about twice as much as any other state.[20] The University of California is highly competitive for these funds, which accounted for 55 percent of all research expenditures for the university in 2002-03. Much of that federal funding – 76 percent of total federal awards in 2002 – comes from the Department of Health and Human Services and the National Science Foundation, with much of remainder coming from the Department of Defense, the National Aeronautics and Space Administration, and the Department of Energy. Like state funding, however, federal funding for research is sensitive to fluctuations in the economic health of the country, so even this resource is highly variable from year to year.[21]

Thus, as shown below, total funding for the University of California consists of several different sources.[22]



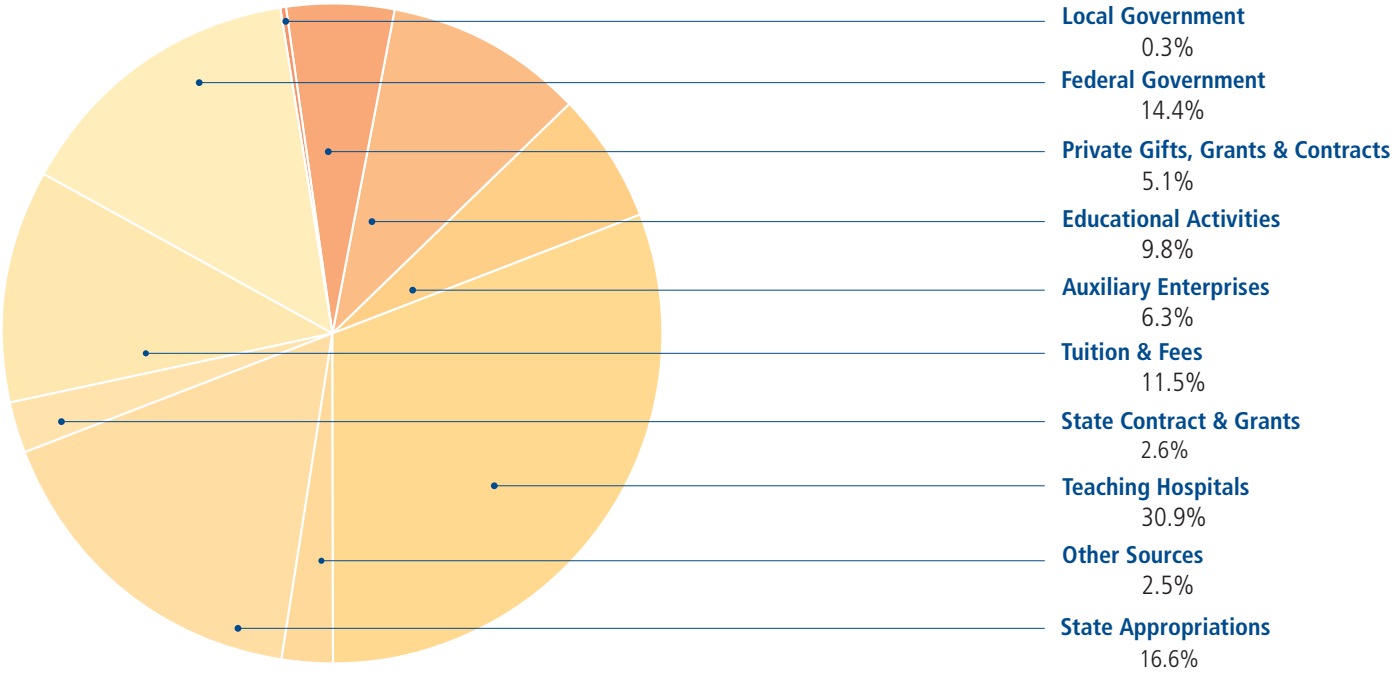
Sources: Campus Financial Schedules

19. UCOP Budget Office, 2003-04 Budget for Current Operations, p. 103.
20. *The Chronicle of Higher Education, 2004-05 Almanac*, p. 12. Texas received the next highest amount, $1,682,187,000.
21. UCOP Budget Office, 2003-04 Budget for Current Operations, pp. 107-08.
22. *UC Regents Long Range Planning: Maintaining Excellence During a Period of Exceptional Growth*. September 2002, Notes for slide 65.

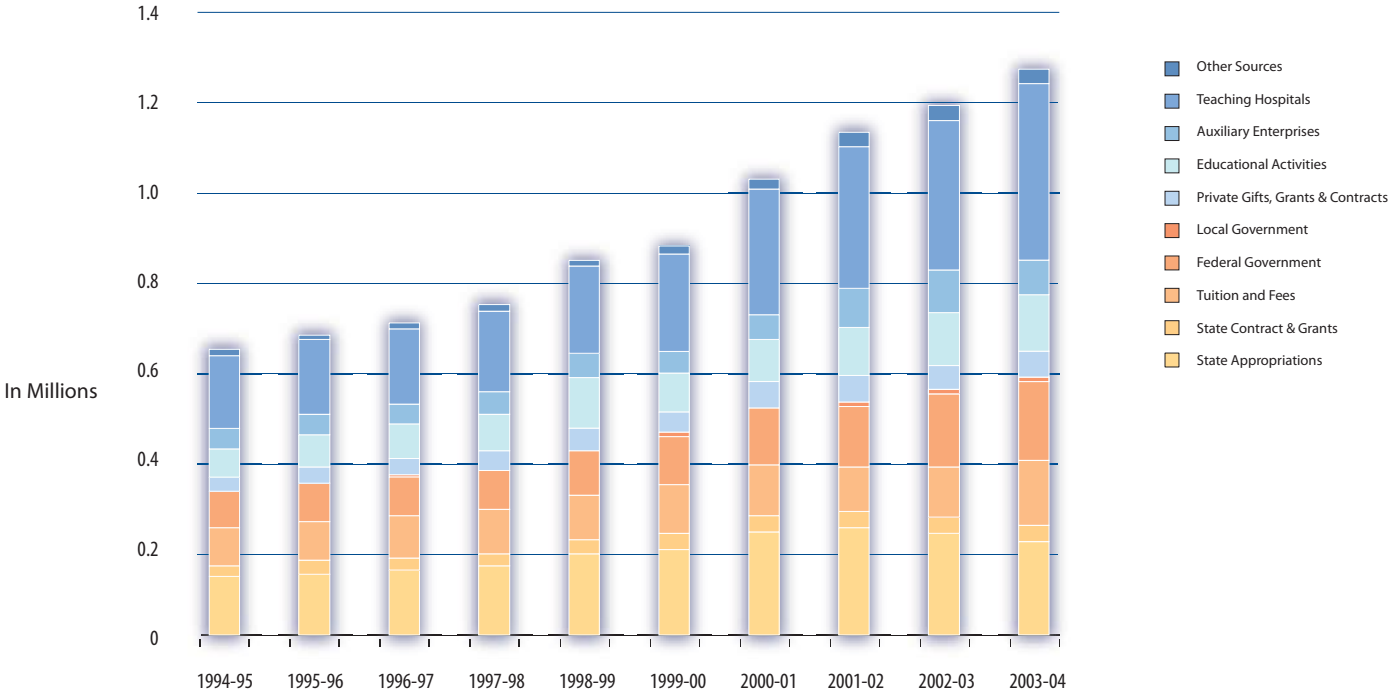
D. State Funding for UCI

The various sources of funding for UCI reflect the range for the University of California as a whole. For fiscal year 2003-04, the total funds received by UCI were just under $1.3 billion. State appropriations totaled $213 million, federal funds $183 million, and the rest came from other contracts and grants, student fees, and private dollars, for a total of $644 million. UCI's teaching hospital, auxiliary enterprises and other sources generated another $637 million in revenue.

State Funding for UCI



UCI total receipts have almost doubled since 1994-95. However, as receipts from federal government and our teaching hospital have increased, funding from the state, as a percentage of total receipts, has dropped from almost 21 percent to less than 17 percent of the university's budget, even though the dollar amount of state appropriations has increased by 52 percent over this time period. While student fees have been increasing significantly in recent years, their contribution to total receipts has decreased from 13 percent to less than 12 percent. These changes are indicated in the following table:

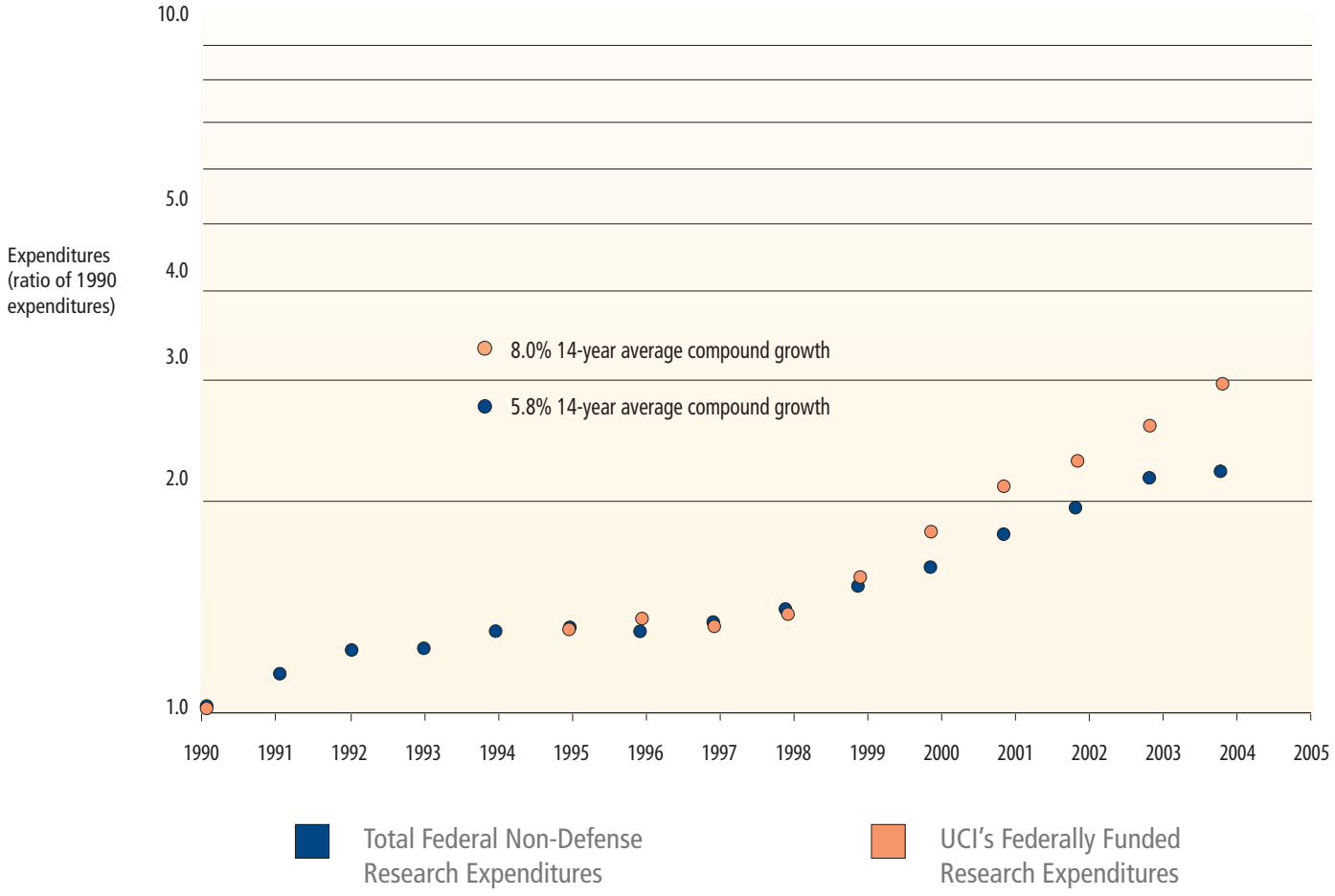


E. Extramural Funding at UCI

Extramural funding at UCI is approximately $250 million per year. Below is a chart of extramural awards to UCI over the past decade which displays an annualized growth rate of 9 percent. The next few years will probably see a slower growth rate in extramural awards since the federal deficit will constrain federal investment in science and technology research. It is likely that UCI can continue to grow its research activities even as the availability of federal funds declines if UCI continues to hire faculty who can write competitive proposals. As indicated in the following graph, in the past five years federal funding at UCI has significantly outpaced the growth in federal funding generally, which suggests an increasing "market share" of that funding coming to the campus.[23]

23. Comparison graph is by Vice Chancellor of Administrative and Business Services Wendell Brase.

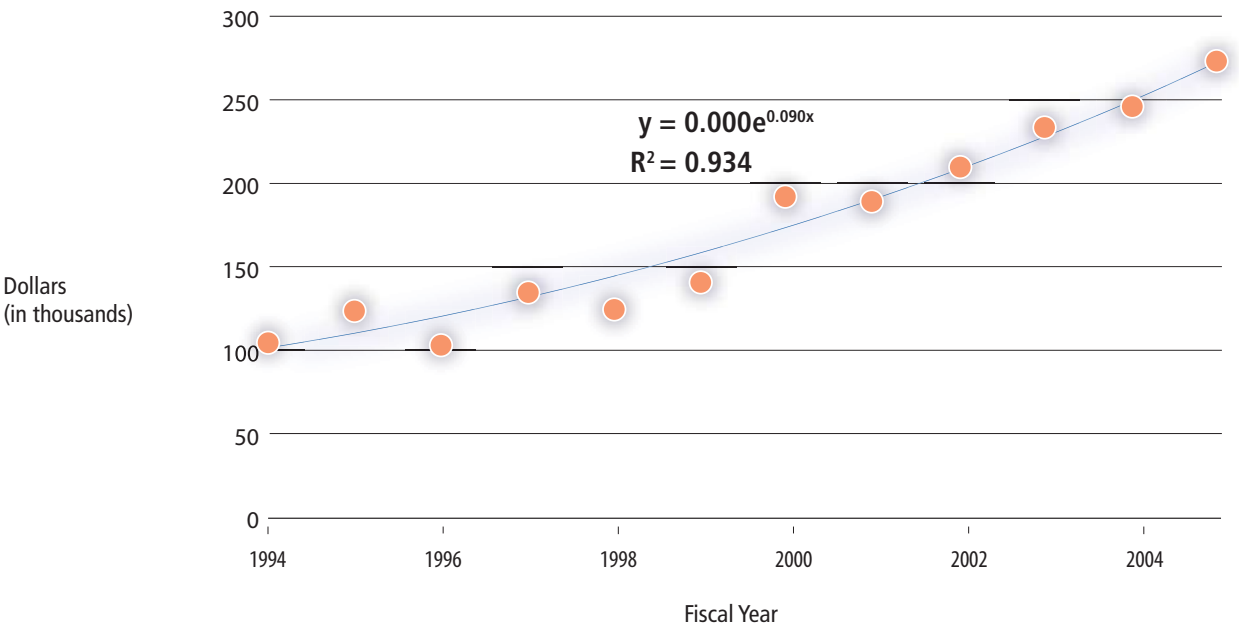
UCI vs. Federal Research Expenditure Trends



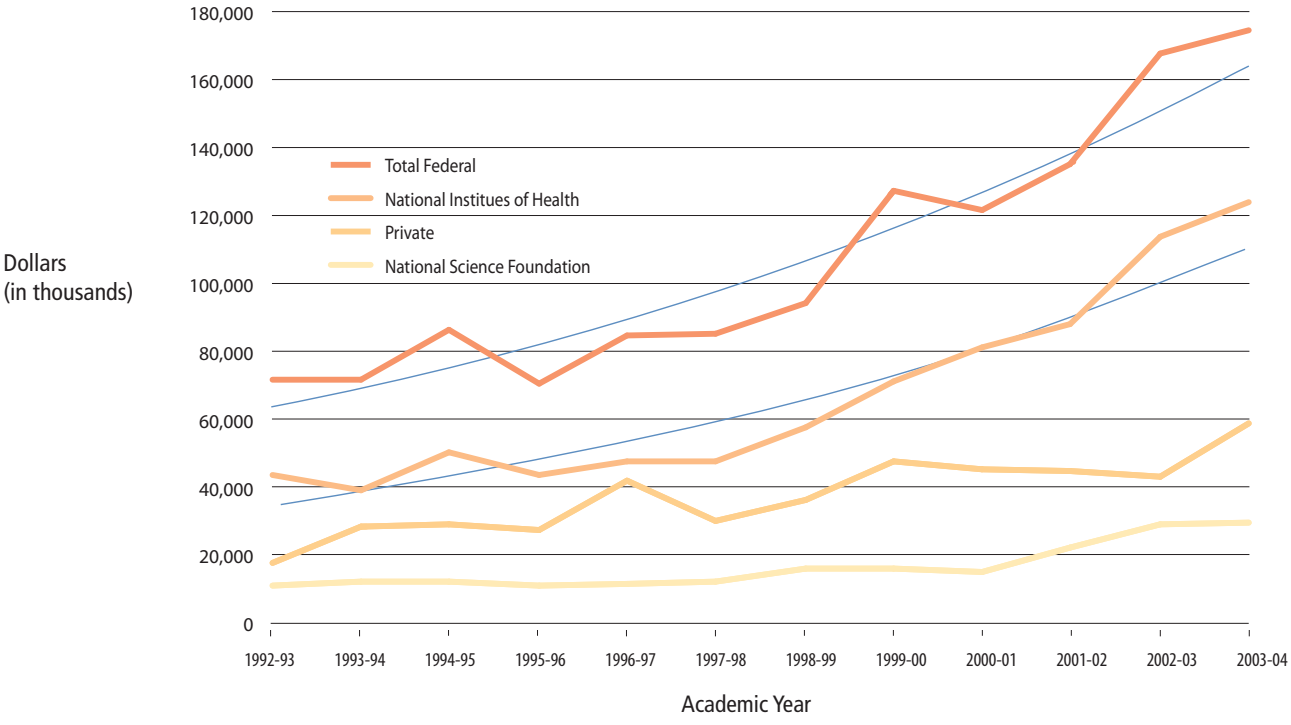
Since federal agencies provide slightly more than two-thirds of the extramural awards, it is unlikely that increases in corporate sponsors or not-for-profit sponsors could fully compensate for any short-term decline in federal funding. Nevertheless, it is reasonable to expect that UCI could continue to increase its non-federal support of research even in the presence of a decline of federal support.

Music and Media Building

Contract and Grant Awards

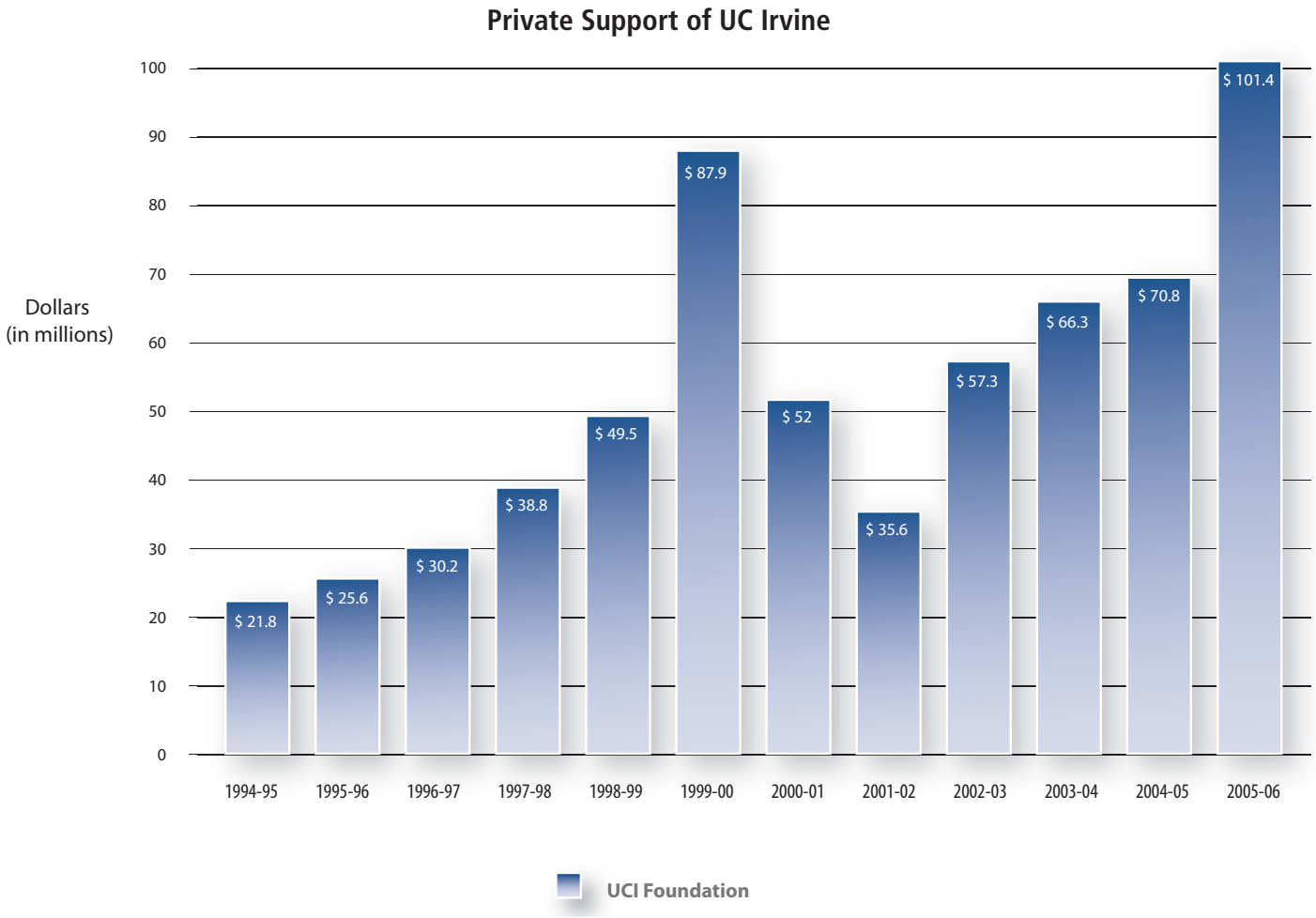


Funds by Source



F. Fundraising at UCI

In an era of declining state support to the University of California, private support is essential to maintain and enhance the quality of UCI's schools and programs and to achieve the goals set forth in the strategic plan. The Office of University Advancement, in conjunction with The UCI Foundation, raises private funds from individuals (alumnae/i and friends), corporations and foundations. UCI's development program works hand-in-hand with UCI schools and programs to secure major gifts to support faculty priorities; assists donors through gift planning who wish to include UCI in their estate plans; and secures a large number of annual gifts through the Chancellor's Club and the Annual Fund. In addition, numerous support groups offer affiliation with academic units, athletics and student programs. Private support for UCI has risen steadily over the past decade to a current total of approximately $100 million.



As indicated in the preceding chart, our highest annual total was $101.4 million in 2005-06. The number of individual gifts increased from 14,295 in 1997-98 to 25,053 in 2005-06; this trend should lead to future fundraising success. Private funds – for student financial aid, research, libraries, endowments and facilities – are essential as UCI continues to enhance its capabilities and stature. Community friends, The UCI Foundation, the Chancellor's Club, the CEO Roundtable, area businesses, support groups and our alumnae/i deserve our thanks.

UCI will be considering a major comprehensive fundraising campaign to coincide with the next period of growth for the campus.

Much of UCI's future development will depend on the generosity of such people. As noted in "Where We Are Now," naming gifts for The Henry Samueli School of Engineering (1999), Claire Trevor School of the Arts (2000), Jack Langson Library (2003), Donald Bren School of Information and Computer Sciences (2004), and The Paul Merage School of Business (2005) are providing endowment support for the students and faculties of those schools. The International Center for Writing and Translation (2001) also is being funded largely by a UCI alumnus.

Higher Education Campaigns with $1B+ Goals Completed

Institution	Goal (billions)
Columbia University	$2.2
Cornell University	$1.3
Duke University	$2
Georgetown University	$1
Harvard University	$2.1
Johns Hopkins University	$1.2
New York University	$1
Northwestern University	$1.4
Ohio State University	$1
Stanford University	$1.1
Pennsylvania State University System	$1.3
University of California, Berkeley	$1.1
University of Colorado System	$1
University of Illinois System	$1.5
University of Michigan, Ann Arbor	$1
University of Minnesota	$1.3
University of Pennsylvania	$1
University of Southern California	$2
University of Virginia	$1
Yale University	$1.5

Campaign for the Future

In the near future, UCI will be considering a major comprehensive fundraising campaign to coincide with the next period of growth for the campus. The campaign will augment state funding and other forms of support and will focus primarily on faculty and students as well as capital projects. Many of our peer institutions across the U.S. have undertaken multiyear fundraising campaigns of $1 billion or more. Twenty of these universities have successfully completed their $1 billion-plus campaigns.

Another 25 universities have $1 billion-plus campaigns in progress.

Higher Education Campaigns with $1B+ Goals in Progress	
Institution	Goal (billions)
California Institute of Technology	$1.4
John Hopkins University	$2
MIT	$2
Michigan State University	$1.2
New York University	$2.5
Purdue University	$1.3
Rensselaer Polytechnic Institute	$1
Stanford University	$1
Texas A&M University	$1
University of Arizona	$1
UCLA	$2.4
UCSD	$1
UCSF	$1.4
University of Chicago	$2
University of Iowa	$1
University of Kentucky	$1
University of Miami	$1
University of Michigan	$2.5
University of North Carolina, Chapel Hill	$1.8
University of Pittsburgh	$1
University of Texas at Austin	$1
University of Washington	$2
University of Wisconsin, Madison	$1.5
Vanderbilt University	$1.25
Washington University in St. Louis	$1.3

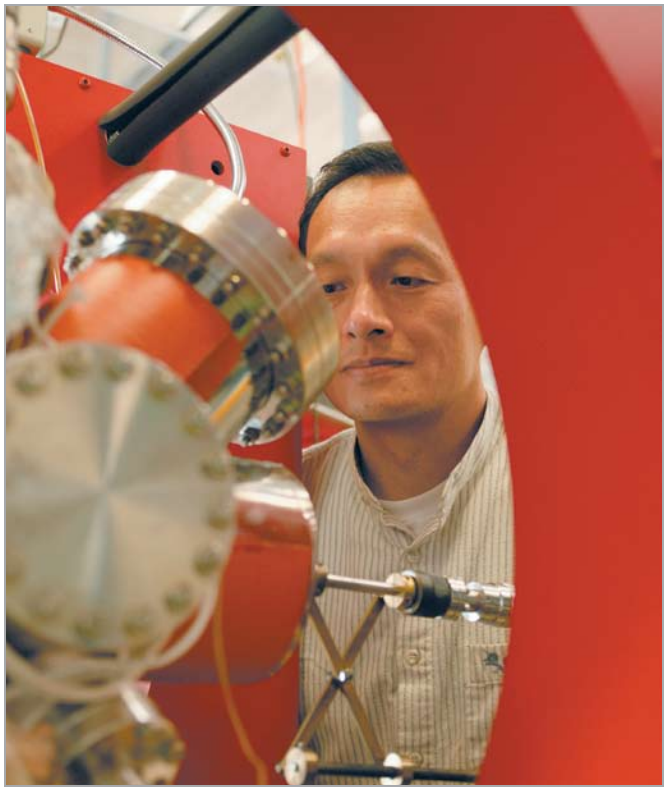
Four University of California campuses are either planning, in the midst of, or have completed $1 billion-plus campaigns; the other campuses are engaged in campaigns on a smaller scale.

Name of Campaign	Goal (in dollars)	Duration
LOS ANGELES Campaign UCLA	2.4 billion	1995-2005
SAN FRANCISCO The Campaign for UCSF	1.4 billion	1995-2005
BERKELEY (Planning $2.5B campaign)	1.1 billion	1996-2001
SAN DIEGO The Campaign for UCSD: Imagine What's Next	1 billion	2000-2007
DAVIS (Planning $900M campaign)	900 million (estimate)	
SANTA BARBARA The Campaign for UC Santa Barbara	350 million	2000-2007
SANTA CRUZ Cornerstone Campaign University Center, Chancellor's Office Center for Ocean Health	 50 million 400,000 7.3 million	 2003-2005 1999-2004 2000-2006
IRVINE New Hospital Campaign	50 million	2003-2008
RIVERSIDE Evolutions: The 50th Anniversary Campaign	50 million	2003-2005
MERCED Ernest and Julio Gallo School of Management Endowment Endowed Chair Campaign Gymnasium Expansion Campaign	 10 million 5 million 16.5 million	 2002-2007 2002-2006 2004-2006

In order for UCI to further strengthen its position among the nation's top universities, we must consider a campaign of similar scale. Though ambitious, such a goal would be realistic. In 40 short years (short by university standards), UCI has achieved great success and is currently ranked among the top 2 percent of universities nationwide. At least five of our graduate programs and specialties are ranked in the top 10 nationally and more than 40 other graduate programs/specialties are ranked in the top 50 by *U.S. News & World Report*. These accomplishments and the many others described above in "Where We Are Now" demonstrate UCI's legacy of rapid growth at an

extraordinarily high level of excellence across the whole campus, and they favorably position the campus to reach even higher levels of achievement in an even shorter time with the generous help of the equally accomplished and ambitious community of supporters in our region.

UCI is located in one of the nation's wealthiest areas and counts among its supporters some of the most successful executives and innovative entrepreneurs in the country. We have been encouraged by this community's interest in partnering with UCI on a universitywide comprehensive campaign. Evidence of that support has been increasingly dramatic. During the last four years, UCI has benefited from a 189-percent increase in private support (from $35 million in 2001-02 to $101 million in 2005-06). This increase in annual giving has been accompanied by a similar growth in our endowment during the same period, from approximately $118 million in 2002-03 to almost $195 million in 2005-06. This growth is impressive, but it must continue if UCI is to develop an endowment that is comparable to that of the best public research universities and that is capable of supporting the ambitious academic objectives of the strategic plan.



Fiscal Year	Funds Raised by UCI (dollars)	No. of Gifts	Endowment Market Value (dollars)
2005-06	101,421,837	25,053	194,817,000
2004-05	70,817,059	20,319	159,457,000
2003-04	66,346,728	18,398	124,463,000
2002-03	57,311,207	17,887	117,872,000
2001-02	35,626,363	17,088	126,281,000

As a first step toward a fundraising initiative of the scale undertaken at comparable universities, this strategic plan clarifies our vision for the future and clearly establishes priorities that could help inform an ambitious fundraising campaign. As we begin to consider that campaign, a plan for support will be developed and a feasibility study conducted to determine fundraising capacity.

Another critical component of planning for a campaign of this scale will be to determine the infrastructure required to support such an effort. Established national standards suggest that the cost-per-dollar range of a campaign effort might be $0.10-$0.15. At that rate, an aggressive large-scale campaign may require additional investments, as much as or more than two times the current level. UCI

also will need to consider how to further strengthen its University Advancement organizational structure to support a large campaign. In order to leverage the strengths of the schools and units and maximize efficiency, an interdependent model could centralize a variety of functions that would be cost prohibitive to duplicate in each school and unit. Additionally, an interdependent model promotes a shared approach to planning that is consistent with the integrated objectives and planning processes proposed in this strategic plan.

II. FUTURE RESOURCE NEEDS

Numerous costs are associated with UCI's goal to enhance its standing among the best comprehensive research universities in the country by 2015. Faculty of the highest quality will be required to provide the research and teaching that constitute UCI's outstanding educational programs. Additional staff to support research and teaching will be needed in increasing numbers.

UCI Common's Garden produce stand in front of the Main Library, date unknown

Much will be required in the way of increased campus infrastructure, including library holdings, information access, maintenance of space, campus life and cocurricular activities. In order to attract the number and quality of undergraduate, graduate and graduate professional students in UCI's vision, significant funding will be required to provide fellowships, scholarships and other student support. Funding for research start-up packages will be required to attract the large number of faculty who will provide cutting-edge research. The establishment of additional endowed chairs also will serve to attract the faculty that will enhance the intellectual excitement of the campus. The best faculty and students will be attracted to UCI because the campus will provide state-of-the-art facilities for living and working.

Revenues from a variety of funding sources will be required to support the ambitious goals of the campus. State funds will be provided to support enrollment growth. Student fee income will be generated from the increased enrollment. Other core support funds will be necessary to support the maintenance of new space, start-up packages, improvements to the student-to-faculty ratio, instructional technology, instructional equipment, library collections and ongoing building maintenance. A continued agreement between the state and the University of California relative to improved levels of funding will be required to support the needs of the campus. Government and private organizations will continue to fund research at an increasing rate. Increased funding will be available from various extramural sources to provide increased graduate student support. Reimbursement for costs incurred in carrying out the campus's research activities (overhead recovery) will provide funding to support a wide variety of needs. Self-supporting program revenues will be generated in sufficient amounts to cover operating costs and the addition of a variety of facilities to support a quality of life unequaled at other top-ranked universities. Funding needed to support the total capital plan is estimated to be approximately $2.8 billion.

A significant portion of the capital needed to support the teaching and research functions of the campus will be provided through the normal state-funded capital improvement program. These funds will be received

over a period of five years beyond 2015-16, consistent with the usual delay between enrollment and capital funding. Additional funding for capital needs will come from federal and campus sources and through access to external financing. A major fundraising campaign could help cover the expected shortfall in general revenues and would augment other forms of support from the state and other sources described here.

Summary of Resources Needed for the Strategic Plan

Estimated Future Resource Needs	
Create new faculty positions	$ 41,500,000
Increase research, academic and technical support staff	40,500,000
Increase library holdings, information access, academic program support and maintenance of new space	53,300,000
Provide fellowships, scholarships and student support	71,100,000
Provide start-up packages for research	291,500,000
Add 100 new endowed chairs	200,000,000
Renovate existing research, instructional, cocurricular space	114,500,000
Build new research, instructional, cocurricular space	$ 2,831,000,000
	$ 3,643,400,000
Estimated Revenue	
State funds for enrollment growth	$ 49,800,000
Student fee income	57,200,000
Other core support	77,400,000
Increased extramural graduate student support	18,300,000
Overhead recovery	33,100,000
Self-supporting program revenues	50,600,000
State funds for capital needs	681,000,000
Federal and campus funds for capital needs	85,000,000
External financing for capital needs	1,424,000,000
	$ 2,476,400,000
Estimated Additional Revenues Needed	**$ 1,167,000,000**

ORIGINAL PLANNING COMMITTEES

The process that resulted in this strategic plan (see p. 10) began in spring 2004 with six committees convened under the auspices of the Chancellor's Advisory Council.

ACADEMIC BREADTH

CHAIR **Susan Bryant**
Dean, Biological Sciences and Professor, Developmental and Cell Biology

Rudi Berkelhamer
Chair, Academic Senate Council on Educational Policy and Lecturer, Ecology and Evolutionary Biology

Thomas Carew
Bren Professor and Professor and Chair, Neurobiology and Behavior

Michael Clark
Associate Executive Vice Chancellor – Academic Planning and Professor, English and Comparative Literature

Barbara Dosher
Dean, Social Sciences and Professor, Cognitive Sciences

Derek Dunn-Rankin
Member, Academic Senate Council on Planning and Budget and Professor, Mechancial and Aerospace Engineering

Fawzi Hermes
Assistant Dean, Division of Undergraduate Education

Herbert Killackey
Associate Executive Vice Chancellor – Academic Personnel and Professor, Neurobiology and Behavior

Abel Klein
Chair, Academic Senate and Professor, Mathematics

Petrina Long
Senior Associate Athletic Director and Senior Women's Administrator, Intercollegiate Athletics

Steven Macleod
Head, Library Reference, Jack Langson Library, UCI Libraries

Roger McWilliams
Director, Campuswide Honors Program, Division of Undergraduate Education and Professor, Physics and Astronomy

Robert Moeller
Associate Dean, Humanities and Professor, History

Robert Rude
Chief Financial Officer, University Extension

Donald Saari
UCI Distinguished Professor, Economics and Mathematics; Director, Institute for Mathematical Behavioral Sciences; and Director, Center for Decision Analysis

Suzanne Sandmeyer
Professor and Chair, Biological Chemistry

Dan Stokols
Professor, Planning, Policy and Design

CAMPUS LIFE

CHAIR **Meredith Lee**
Dean, Division of Undergraduate Education and Professor, German

Jorge Ancona
Assistant Vice Chancellor – Alumni Relations, University Advancement

Yong Chen
Associate Professor, History

Robert Chichester
Director, Intercollegiate Athletics and Campus Recreation

Barbara Davidson
Assistant Chancellor

Manuel Gómez
Vice Chancellor, Student Affairs

Douglas Haynes
Chair, Academic Senate Council on Faculty Welfare and Associate Professor, History

James Herbert
Professor, Art History

Janice Holstein
Assistant Dean – Planning and Administration, Henry Samueli School of Engineering

Ronald Huff
Dean, Social Ecology and Professor, Criminology, Law and Society

Jennifer Kwon
ASUCI Representative and Undergraduate Student

David Leinen
Assistant Dean, Social Sciences

Jone Pearce
Interim Dean, Graduate School of Management and Professor, Organization and Strategy

Marie Perezcasteneda
Assistant Director, Business Services, Network and Academic Computing Services

Sally Peterson
Assistant Vice Chancellor, Student Affairs and Dean of Students

Ralph Purdy
Co-chair, Academic Senate Council on Student Experience and Professor, Pharmacology

Karen Rook
Member, Academic Senate Council on Planning and Budget and Professor, Psychology and Social Behavior

Jill Schindele
Director, Campus Recreation

David Tomcheck
Associate Vice Chancellor, Administrative and Business Services

PHYSICAL FACILITIES

CHAIR **Jay Gargus**
Chair, Academic Senate Council on Planning and Budget and Professor, Physiology and Biophysics

Wendell Brase
Vice Chancellor, Administrative and Business Services

Ralph Cygan
Chief Executive Officer, UCI Medical Center and Professor, Internal Medicine

Joseph DiMento
Chair Elect – Secretary, Academic Senate and Professor, Criminology, Law and Society and Planning, Policy and Design

Katherine Gallardo
Interim Assistant Dean, Graduate School of Management

Katherine Haines
Assistant Dean, Humanities

Barbara Hamkalo
Associate Executive Vice Chancellor – Space and Enrollment Management and Professor, Molecular Biology and Biochemistry

Chuck Hayward
President, Irvine Campus Housing Authority

James Hicks
Member, Academic Senate Council on Planning and Budget and Professor, Ecology and Evolutionary Biology

Gerald Munoff
University Librarian, UCI Libraries

Lynn Rahn
Director, Business and Financial Operations, University Advancement

Eugene Spiritus
Senior Medical Director, UC Irvine Medical Center

Maureen Zehntner
Chief Operating Officer, UC Irvine Medical Center

William Zeller
Assistant Vice Chancellor, Student Housing

PUBLIC MISSION AND EXPECTATIONS

CHAIR **Ralph Cicerone**
Chancellor

Robert Ameele
Executive Director, Undergraduate Housing

Barbara Davidson
Assistant Chancellor

Nohema Fernández
Dean, Claire Trevor School of the Arts and Professor, Music

Michael House
Associate Vice Chancellor, University Advancement

Gary Matkin
Dean, Continuing Education, University Extension

Susan Menning
Assistant Vice Chancellor, University Communications

Spencer Olin
Professor Emeritus, History

Ronald Stern
Dean, Physical Sciences and Professor, Mathematics

Elizabeth Toomey
Director, Community and State Governmental Relations, University Advancement

Edward Wagner
Member, Academic Senate Council on Planning and Budget and Professor, Molecular Biology and Biochemistry

Mark Warner
Assistant Vice Chancellor, Research and Graduate Studies

Christian Werner
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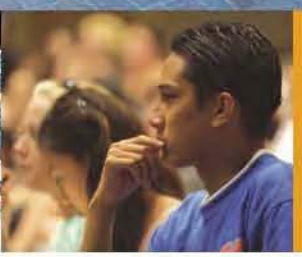

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