Below is a detailed response to each of the concerns raised in the report of the WASC Visiting Team of March 2008. Each of the concerns is set forth in italics, followed by the campus response to the concern.

> *(1) The visiting team recommends that as UCR moves forward in the reaccreditation process more attention is focused on self-reflection, inquiry and the identification of data that lead to enhanced insight as to how UCR can continue to meet the goals it has set for itself (Team CPR Report, pp. 3-4).*

A number of analyses are presented and discussed in connection with the three special themes that form the foundation of UCR's Educational Effectiveness Review.[1] Additional analyses are presented in Section 5 of the EER Report[2] and in Item (4), below. The current strategic planning process involves additional self-reflection and data identification and analyses.[3] Special efforts to put information into the hands of decision-makers and/or those who are in a position to act on the data are discussed in Item (11).[4]

One of the goals that UCR has set for itself is membership in the American Association of Universities (AAU). Specifically, the campus wants to position itself to have the profile of an AAU institution in ten to fifteen years. It is developing comparable data to measure its progress in achieving that goal. Figures 1-12, below, provide comparison data between UCR and its AAU comparison universities. Specific targets for each metric are still under development, but they have been developed based on metrics at comparable institutions.

Figure 1: Total Enrollment
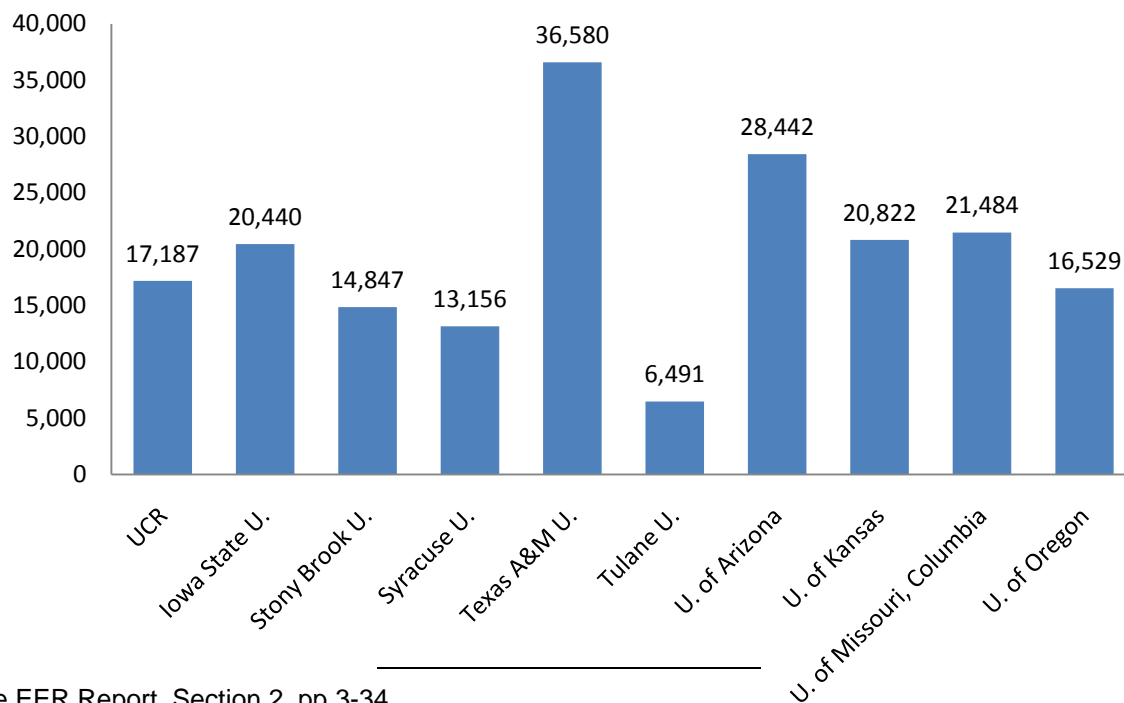
[1] See EER Report, Section 2, pp 3-34.
[2] See pp 37-41
[3] See Item (12) (pp A-19 to A-21).
[4] See pp A-18
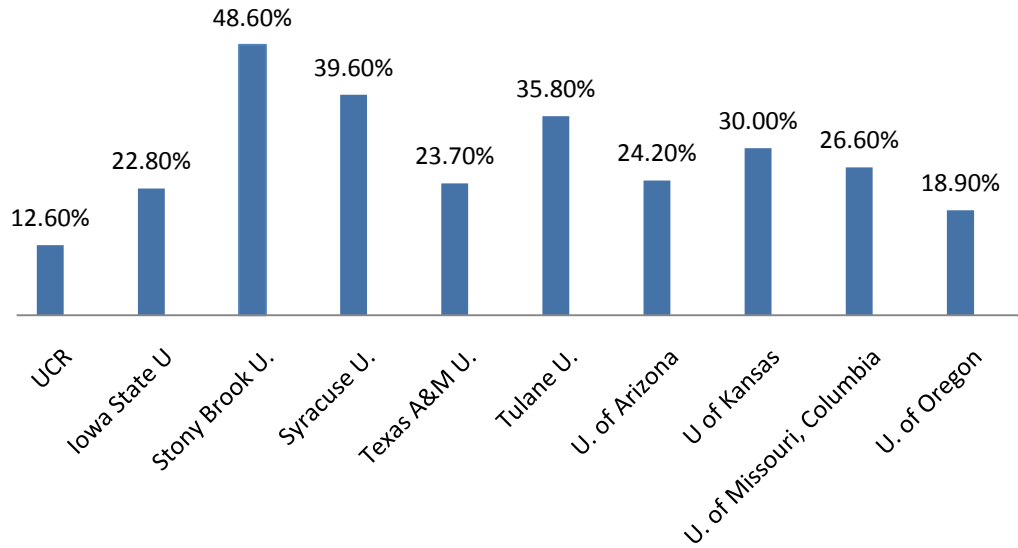
Figure 2: Proportion Graduate

Bar chart showing Proportion Graduate:
- UCR: 12.60%
- Iowa State U: 22.80%
- Stony Brook U.: 48.60%
- Syracuse U.: 39.60%
- Texas A&M U.: 23.70%
- Tulane U.: 35.80%
- U. of Arizona: 24.20%
- U of Kansas: 30.00%
- U. of Missouri, Columbia: 26.60%
- U. of Oregon: 18.90%

Figure 3: Graduate Students/Faculty

Bar chart showing Graduate Students/Faculty:
- UCR: 3.5
- Iowa State U: 3.8
- Stony Brook U.: 11.5
- Syracuse U.: 6.2
- Texas A&M U.: 5.1
- Tulane U.: 5.7
- U. of Arizona: 5.2
- U of Kansas: 5.4
- U. of Missouri, Columbia: 5.2
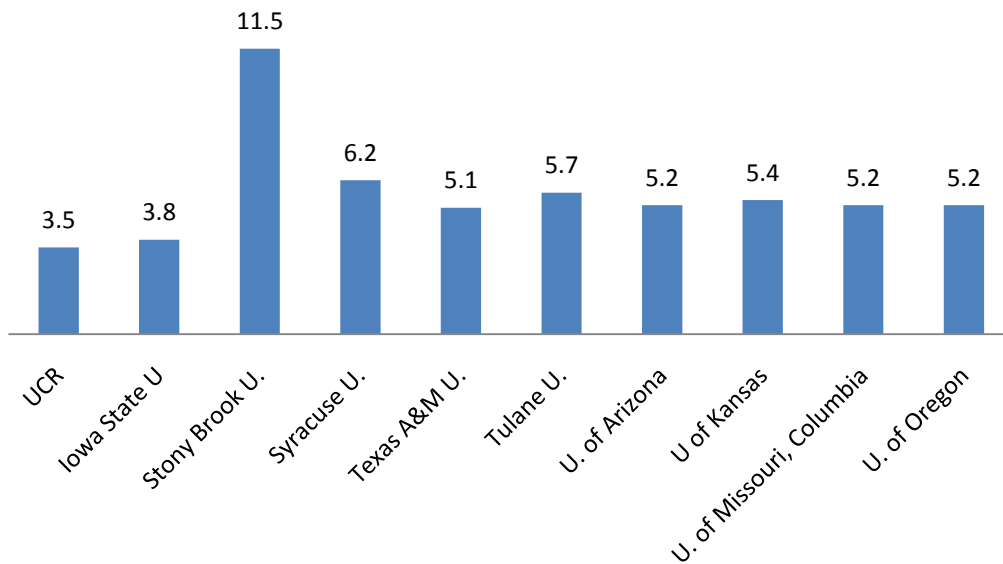- U. of Oregon: 5.2
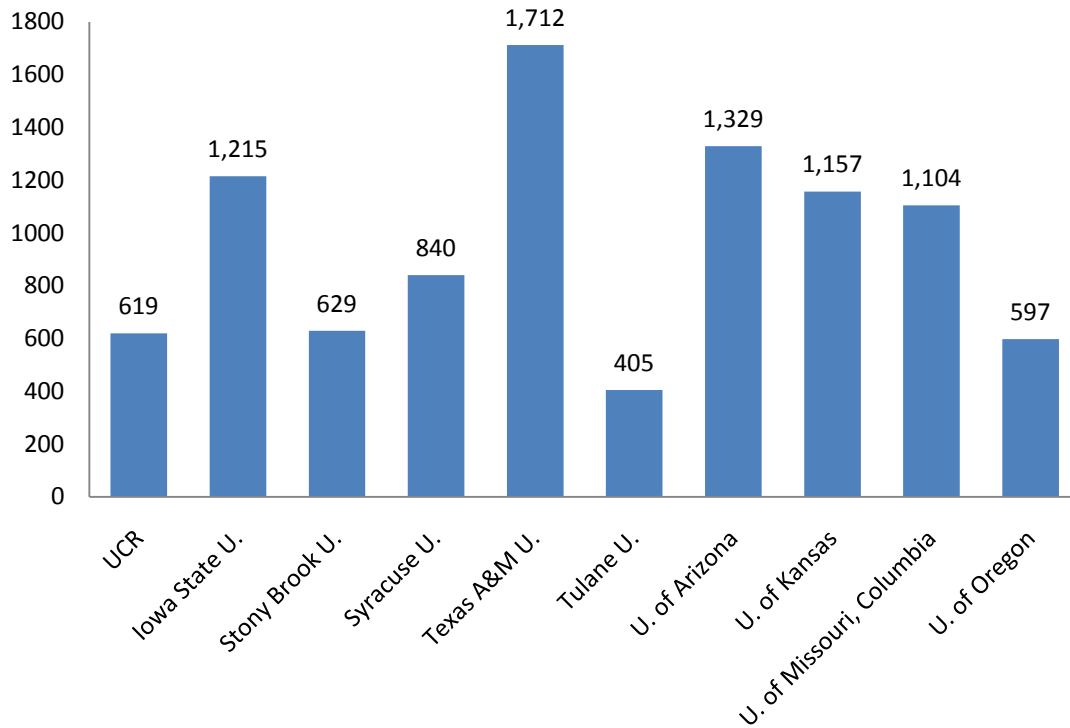
Figure 4: Number of Faculty

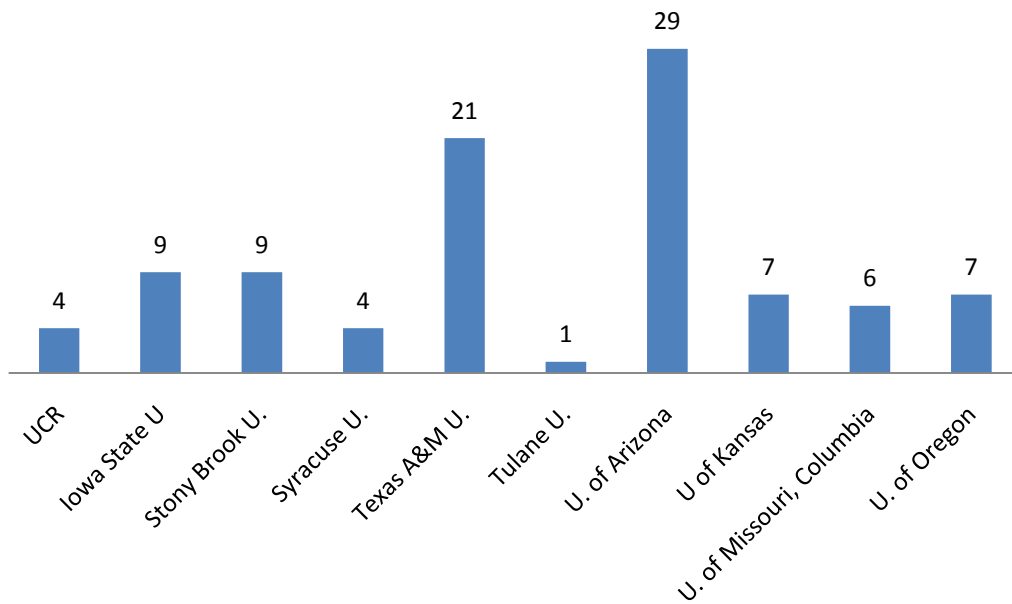## Figure 5: National Academies Members

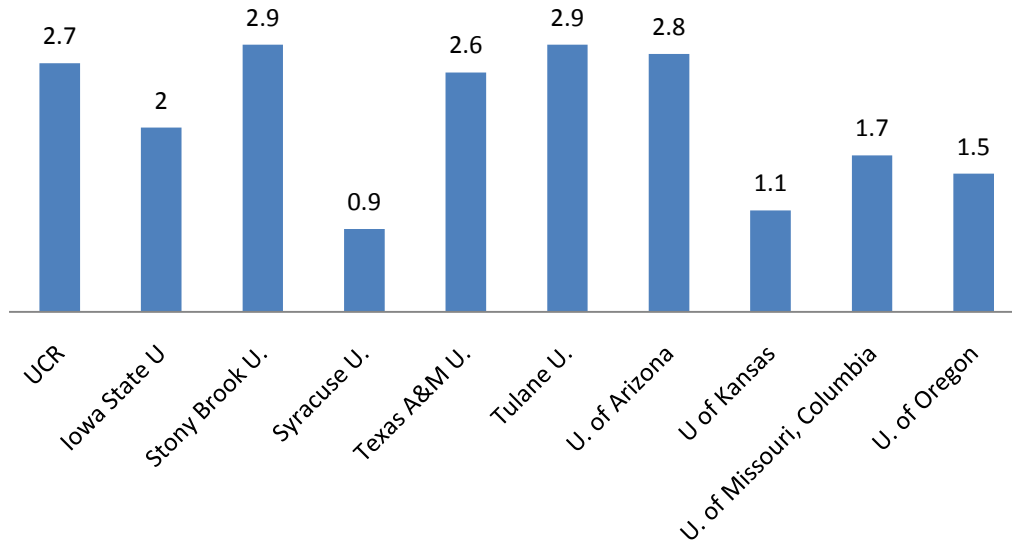**Figure 6: Articles per Non-Medical Faculty**

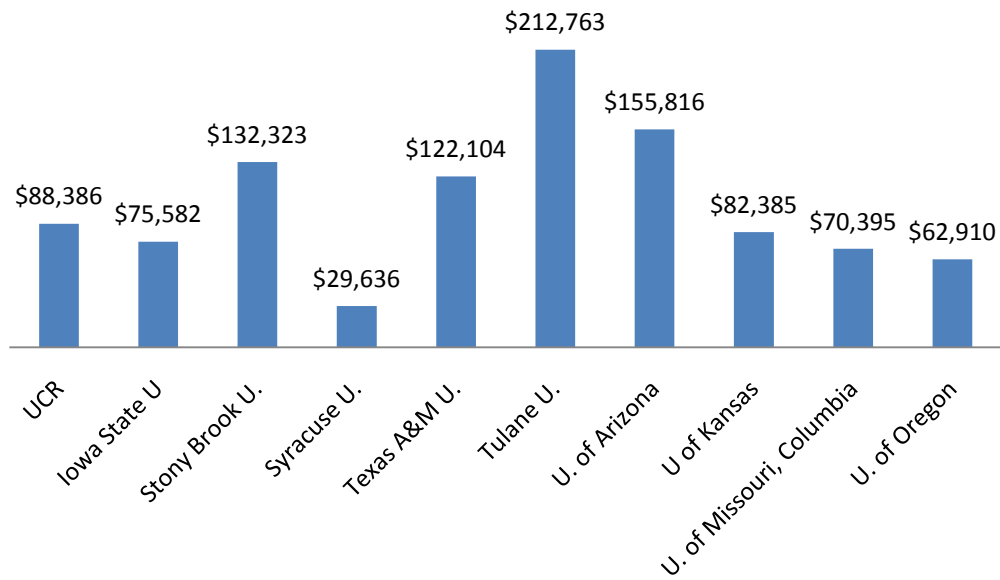**Figure 7: Federal Research Expenditures per Faculty**
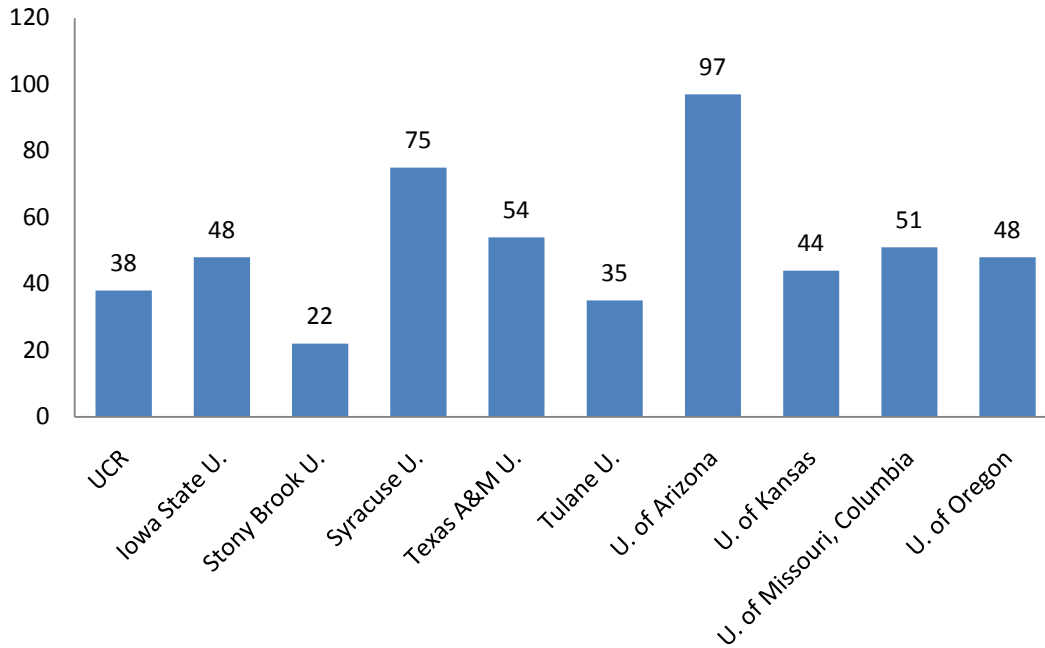
Figure 8: Faculty Awards (Sum: 2002-2006)

Figure 9: SAT Scores, 25th Percentile
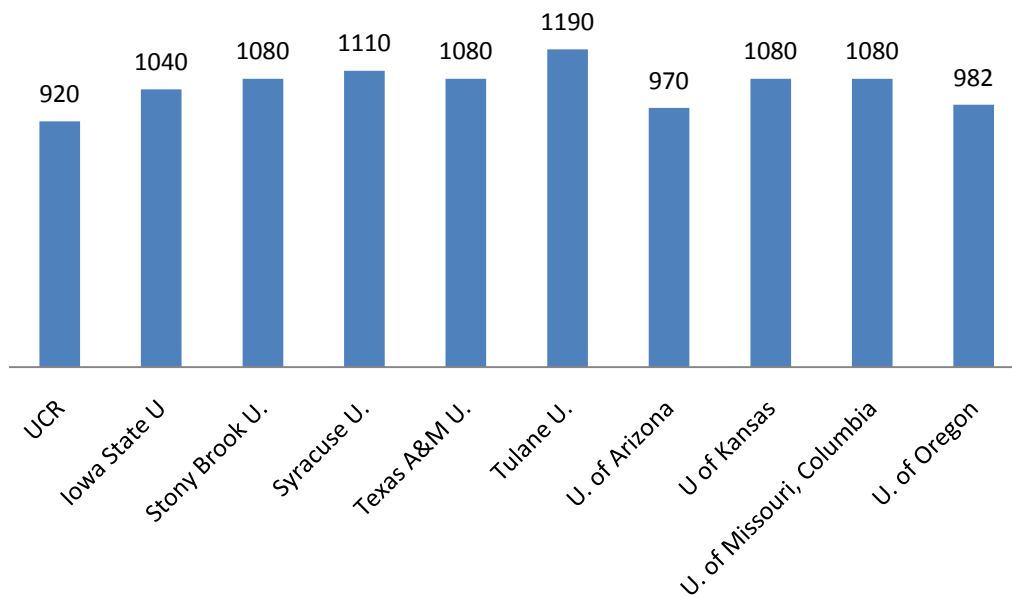
Figure 10: SAT Scores, 75th Percentile

The following data shows SAT Scores at the 75th percentile:

- UCR: 1170
- Iowa State U: 1240
- Stony Brook U.: 1280
- Syracuse U.: 1330
- Texas A&M U.: 1300
- Tulane U.: 1370
- U. of Arizona: 1220
- U of Kansas: 1320
- U. of Missouri, Columbia: 1280
- U. of Oregon: 1217

Figure 11: Six-Year Graduation Rate

The following data shows Six-Year Graduation Rate:

- UCR: 66%
- Iowa State U: 66%
- Stony Brook U.: 59%
- Syracuse U.: 82%
- Texas A&M U.: 78%
- Tulane U.: 76%
- U. of Arizona: 56%
- U of Kansas: 60%
- U. of Missouri, Columbia: 67%
- U. of Oregon: 65%

Figure 12: Undergraduate Student Diversity Index

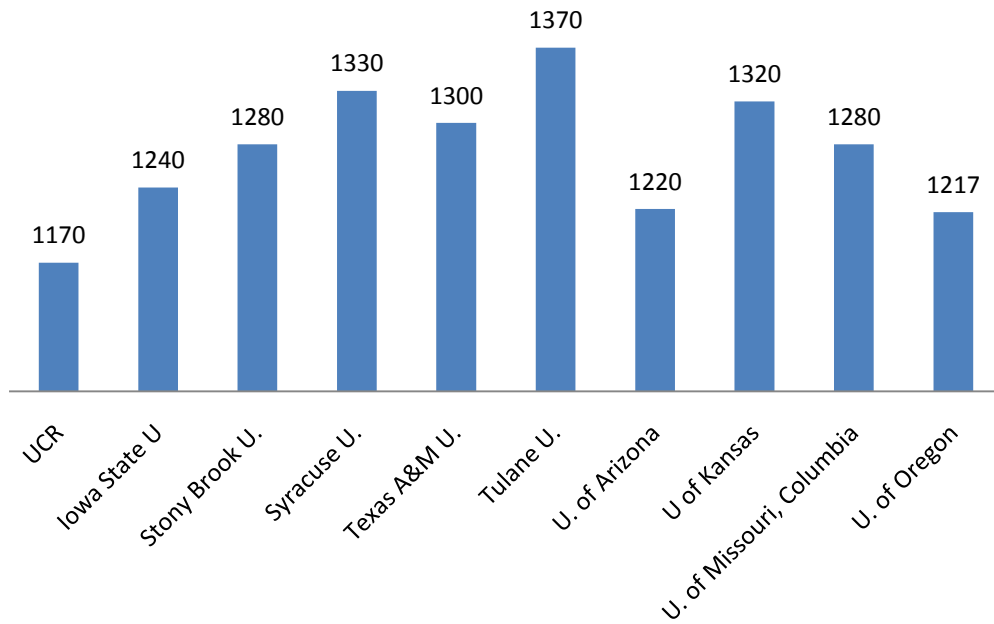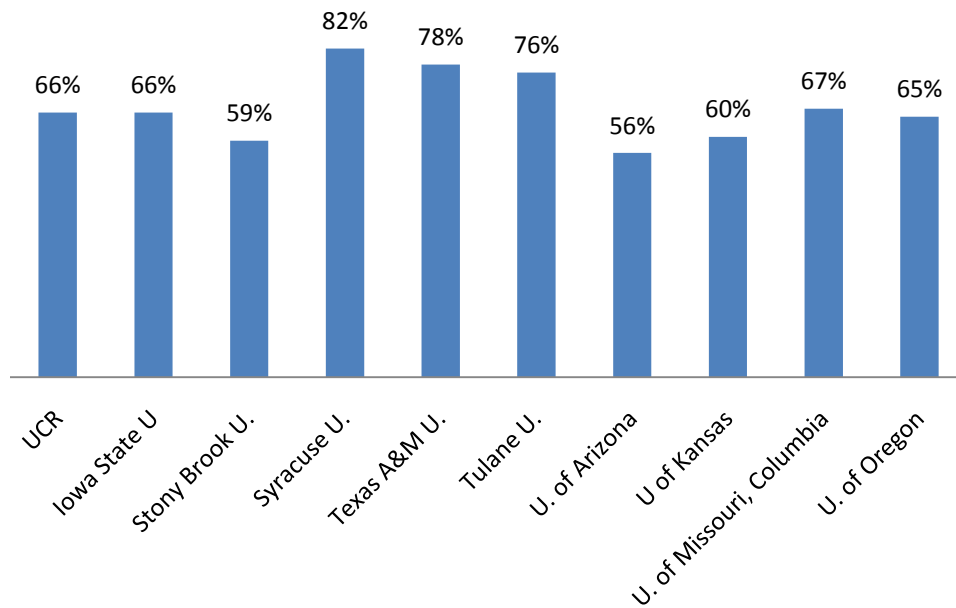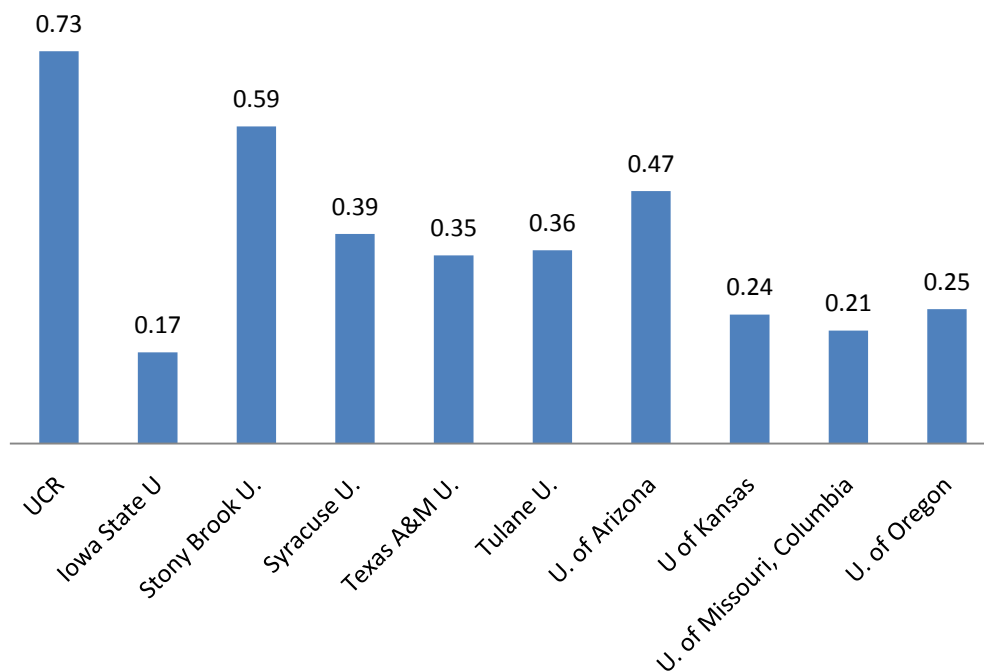> *(2) The visiting team suggests that the institution consider drafting a campus-specific mission statement to guide future strategic planning processes (Team CPR Report, p. 5).*

In connection with UC Riverside's strategic planning retreat in fall 2008, the campus leaders reviewed and reaffirmed the following mission statement:

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

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

This mission statement has been disseminated broadly across campus.[5] It might be modified as the strategic planning process develops further.

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[5] See the UCR Website: http://www.ucr.edu/about/mission.html

> *(3) The team strongly encourages the leadership of these programs [MFA and MBA at the Palm Desert Graduate Center] to clarify the courses offered in the programs taught at the Palm Desert campus, what faculty teach those courses and are available to students, and to advertise this information accurately (Team CPR Report, p. 6).*

The A. Gary Anderson Graduate School of Management (AGSM) is replacing the current MBA delivery with a different delivery, Executive Master's of Business Administration (EMBA), which targets more experienced students and meets on weekends. The EMBA is scheduled to begin Fall Quarter 2009. AGSM is suspending admissions to the current program in Palm Desert indefinitely. However, AGSM is working with current students to assure that they are able to complete their studies. AGSM has designed a course schedule for the 08-09 academic year that will allow all full time students (except one) to complete the program by June of 2009 by taking course work that is offered in Palm Desert. A class schedule for the EMBA has already been prepared.

MFA issues are no longer a problem and have been completely rectified. The students have a year's worth of courses and faculty outlined clearly for them well ahead of time (they are all on the MFA website), and the students are receiving regular advisement from faculty.

> *(4) The team urges UCR to assure that retention and graduation rates for both undergraduates and graduate students continue to receive close attention (Team CPR Report, p. 9)*

Undergraduate

Undergraduate Education has expended significant energy over the past couple of years exploring the determinants of undergraduate retention at UCR. This began with a detailed look at the role of student *demographic* characteristics – e.g., gender, race, ethnicity as well as first-generation status, high school grade point average, SAT scores, and low-income status – on retention probabilities. The results of this analysis highlighted the important role of high-school GPA in determining attrition from UCR. In an attempt to uncover the role of student *behavioral* characteristics, the campus augmented this analysis with survey data from the Cooperative Institutional Research Program (CIRP) and the University of California Undergraduate Experience Survey (UCUES). A number of important insights emerged from this analysis, including the important role of extra-curricular activities in influencing the likelihood of retention – participation in clubs and sports having a positive impact and paid employment having a negative impact.[6]

These insights have been useful in recent efforts to target for recruitment freshmen who are most likely to be successful and retained at UCR.[7] As the campus moves toward more

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[6] See http://irue.ucr.edu/DeterminantsofRetentionReport2005and2006.pdf
[7] See discussion in EER Report, Section 2, Undergraduate Theme, pp 18-19*.*

comprehensive review of applications in coming years, some of the behavioral correlates with success/retention may also become factors in campus admissions and recruitment decisions.

In addition to exploring the determinants of retention, the campus has continued past efforts to analyze the impact of specific programs on student retention. The campus is happy to report that for two years now, Learning Communities at UCR have been associated with positive and statistically significant effects on student retention.[8] Controlling for a host of student characteristics, we estimate that freshmen who are involved in learning communities have retention rates that are roughly three percentage points higher than those who do not participate in such communities.[9]

When broken out by college, the results have helped the campus to fine tune programmatic features of the learning communities. For example, the campus found after the first year of analysis that the impact of College of Natural and Agricultural Sciences (CNAS) Learning Communities on retention was statistically insignificant. This led CNAS to engage in a substantive change to its programming, revising the academic advising class (NASC 93) by adding a one-hour-per-week discussion session led by a professional academic advisor; this increased the unit load from 1 unit to 2 units. The change allowed advisors to build relationships with students during their first term; to teach students skills required for college level success; and to provide increased accessibility to advisors for students who have questions about degree requirements and campus resources, policies, and regulations. The stronger relationship with academic advisors encourages students to contact them at the first sign of trouble, not after academic damage has already been done. The most recent analysis of the impact of CNAS Learning Communities on student retention indicates much improved results.

Finally, the campus has embarked on a comparison of retention rates for a group of comparison institutions (selected by the Institutional Research Coordinating Group on campus), and the results suggest that retention rates at UCR are average. (The comparison institutions are: Iowa State University, Stony Brook University, Syracuse University, Texas A&M University, Tulane University, University of Arizona, University of Kansas, University of Missouri-Columbia, and University of Oregon.) However, when comparison is made to select institutions – such as the University of Texas, El Paso – with a student population that is more similar to UCR's – e.g., a sizeable Hispanic population, low income, and first generation – the campus retention rate looks quite impressive. A second study the campus has undertaken is an analysis of the dramatic increase in retention rates at a sister campus, UC-Santa Barbara, from 1995-1999. The analysis suggests that admitting a more talented student population played an important role in this accomplishment, but that retention rates also increased over these years for student groups of similar ability (e.g., high-school GPA and SAT scores), suggesting that programs on campus were also part of the success story.

The campus is currently at work on a study of the determinants of graduation rates at UCR. After accounting for the role of retention in graduation rates, there remains largely the issue of progress toward degree, which is influenced by such things as good academic advising, an early choice of major, course availability, and financial ability. The campus has made

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[8] See discussion in the EER Report, Section 2, Undergraduate Theme, p 14, and Section 5, p. 38.
[9] See http://irue.ucr.edu/Fall%202006%20Learning%20Communities%20Evaluation.pdf.

significant advancements in the area of academic advising,[10] and three years ago passed a "Minimum Progress Requirement" in an attempt to instill in students a culture of full-time attendance. Discussions are currently underway in the Enrollment Management Task Force to develop a better plan for course availability by, for example, giving students prescribed pathways through their majors, and then utilizing information embedded in student records regarding the student population's location in these pathways as a planning tool for course offerings.

As indicated in Figure 13, below, UCR's first to second year retention is roughly 84%, much higher than the nationwide average of 72.9% for public research/doctoral level institutions. However, six year graduation rates hover around the national average of 65% for public research universities. Importantly though, and definitely a point of pride for UCR, is that retention and graduation rates are relatively equal across race and ethnicity categories – a sign of the strong campus commitment to diversity – with African Americans the only group showing a statistically higher retention rate and graduation rate than other racial and ethnic groups.

Figure 13: Fall 2002 UCR Entering Freshmen First Year Retention and 6-Year Graduate Rates
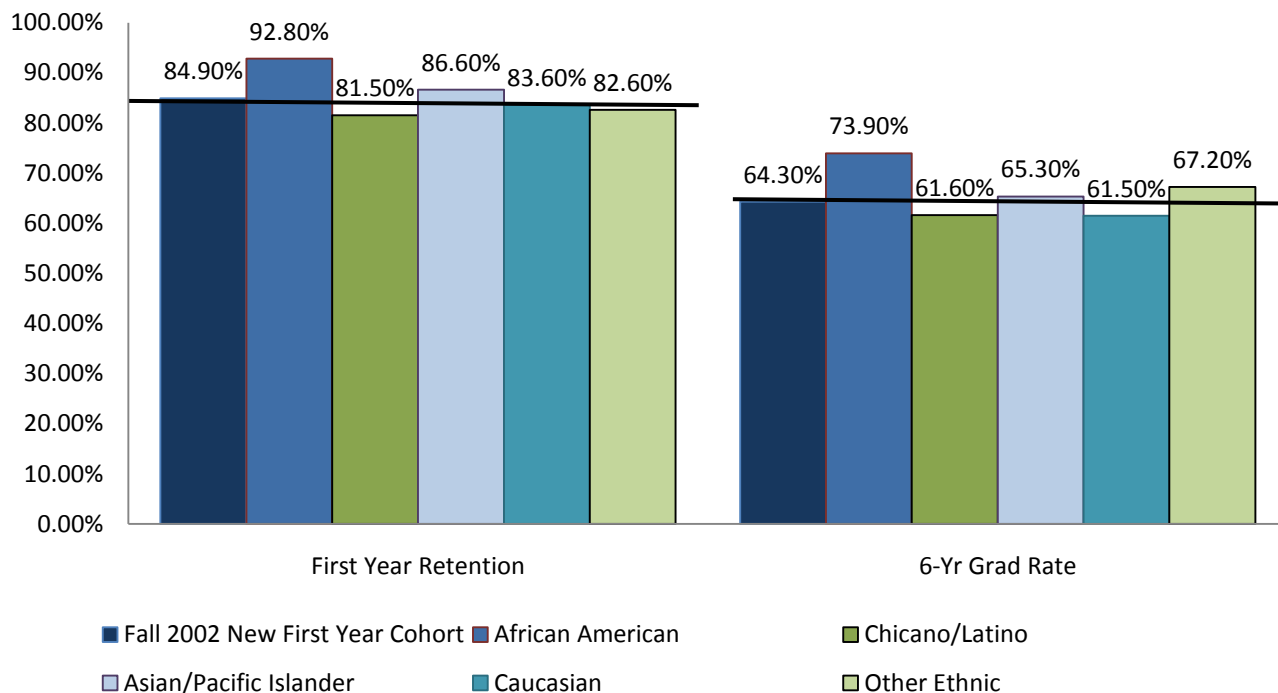
Graduate

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[10] See EER Report, Section 2, Undergraduate Theme, pp 17-18.

The Graduate Division oversees graduate student status and progress. It is committed to encouraging best practices among departments and programs that lead to timely completion of degree. Among these practices are:

- Assigning a Major Professor (or a temporary adviser) at the start of 1st quarter.
- Performing an annual evaluation of student progress in collaboration with the Major Professor.
- Addressing a student's particular difficulties early in his or her graduate career, with departmental/program follow-up as he or she progresses.
- Clarifying all funding policies that limit student support (e.g., reduced non-resident tuition).
- Publishing timelines for program completion and monitoring student progress against these milestones.

The Graduate Division is also committed to providing continuation funds for later years in a student's career in the form of dissertation funding. This funding enables those students who are supported primarily through campus employment, either as Research Associates or as Teaching Assistants, to focus on the completion of the research and writing. The number of fellowships for full or partial year funding in the last phases of the completion of the dissertation has been growing over the past several years; this year more than $1.5 million was committed to such fellowships, and the central administration increased its overall yearly commitment to dissertation funding by 33%.

Further, the Graduate Division, in concert with the schools and colleges, is in the process of creating competitive retention fellowships for retention purposes. These fellowships will be earmarked for students who are making good progress toward their degrees, but may need extra funding in order to finish in a timely manner and to do their best work.

It is also campus contention that money alone does not solve retention and time to degree issues at the graduate level. Consequently, the Graduate Division is in the process of developing a new program for Graduate Professional Education and Placement. This program, which is designed to work with departments, schools and colleges and the Office of Research, focuses on providing supplementary instruction and guidance on topics that are crucial to the success of the student both in graduate school and after. Among these are improving writing skills, learning to successfully apply for external funding, training in research ethics, training in advanced pedagogy, the creation of a supportive and vibrant intellectual community within and across disciplines (especially for underrepresented minority students), as well as preparation for seeking employment in the academy (and beyond it), and communicating to students the expectations of new faculty, so they are prepared when indeed they move on to the next level.

> *(5) The team believes that the program review process already in place offers an important opportunity to integrate student learning objectives into a systematic, credible, and faculty-owned process, one with a strong feedback loop to programs and the expectation that findings will be acted upon. Because evidence of student learning would greatly enrich program reviews, the Senate should consider adding this component to program reviews (Team CPR Report, p. 10).*

Undergraduate

The Academic Senate Committee on Educational Policy (CEP) is the committee charged with conducting undergraduate program reviews. The reviews are done in partnership with the Vice Provost for Undergraduate Education. In agreement with WASC Visiting Team recommendation #5, the CEP incorporated assessment of learning outcomes into the review procedures in November, 2008.[11] Attention is directed especially to the following portions of the current review procedures.

Under "Self-Study Materials Required of Undergraduate Programs in the Initial Phase of the Review Process":

III.) Learning Outcomes and Assessment Measures – Departments/programs should provide each of the following:
- **List specific learning outcomes for departmental major(s). What should your majors know upon graduation?**
- **Measures used to assess whether these outcomes were attained. (For example: capstone course, portfolio, exit exam, survey of majors).**
- **Results of recent assessment and examples of curricular or other reforms that have followed from this assessment.**

Under "Extramural Team Guidelines, Questions to be Considered by the Team":

1. **Are the department goals and learning outcomes clear and explicit in regard to what students should be learning in the major?**

2. **Do the assessment results suggest that students are successfully attaining these outcomes?**

3. **Is there evidence that the department has reflected on these assessment results and engaged in curricular or other reforms in response to the results?**

The CEP is conducting four program reviews in the 2008-2009 academic year.

Fall quarter 2008:

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11 For a full statement of the current procedures, see
http://senate.ucr.edu/Committees/EdPolicy/UPR%20procedures%20Nov%202008.pdf.

1. Comparative Literature and Foreign Languages

Winter quarter 2009:
2. Music

Spring quarter 2009:
3. Mathematics (April)
4. Psychology (May)

The Mathematics and Psychology Departments' learning outcomes and assessment statements were provided to the Mathematics and Psychology extramural review teams along with the other self-study materials. In the future, assessment results and actions taken in response to these results will also be phased into program reviews as mandated by the current CEP guidelines.

Graduate

The campus has not yet developed explicit learning outcomes and assessment measures for graduate programs outside of engineering and business; these will be developed in the next two years. In accordance with the suggestion of the WASC visiting team, the campus has placed most of its energy these past couple of years on establishing learning outcomes and assessment measures at the undergraduate level. The campus has been enormously successful in that regard, but did not wish to overburden departments and programs so soon to conduct a similar, lengthy exercise for their graduate programs. The campus also felt that expected outcomes and their measurement are currently clearer for the graduate programs. Most graduate programs expect their students to achieve comprehensive knowledge of the field, demonstrated ability to conduct independent research or creative activity, and (where appropriate) evidence of teaching ability. These expectations are measured in comprehensive examinations; theses, dissertations or artistic performance or shows; and service as a Teaching Assistant, respectively. External evaluation teams associated with the graduate program review process review these materials and comment on the degree to which students are achieving what is expected of them.

The campus is in the process of implementing a mid-term review by the Graduate Dean, the Dean of the College and the EVC/P to evaluate the progress that a program has made toward meeting the findings and recommendations of the Graduate Council. Since the typical time between program reviews is seven to ten years, the group would review a program in year three or four to assess its progress.

> *(6) The team recommends that UCR move more aggressively and systematically to: (a) establish Student Learning Objectives at the program level; (b) assess the extent to which the learning objectives are being achieved using direct methods of assessment; and (c) demonstrate that results are then applied in a cyclical process of institutional self-assessment and self-improvement (Team CPR Report, p. 12).*

The process by which UCR has established student learning outcomes at the program level is discussed in detail in the EER Report.[12] By the end of 2008-09, 55 of 56 degree programs in CHASS had developed and loaded learning outcomes into the On-line Assessment Tracking System (OATS) database, as had 12 of 14 degree programs in CNAS. Associated assessment mechanisms were developed for the learning outcomes in all but one of the majors in each college, and 2/3 of majors have multi-year assessment plans. As these learning outcomes and assessment mechanisms were loaded into OATS, a team of learning outcomes assessment specialists on the campus reviewed the documents and provided feedback on the practical aspects of assessment. On-line access to the full contents of the OATS database will be made available to the WASC review team.[13]

A Learning Outcomes Assessment Advisory Committee (composed of a dean, an Academic Senate officer, three department chairs, and another faculty member) also reviewed the documents and generally recommended that each program add a curriculum map (curriculum alignment matrix) or other course listing to indicate in which courses each learning outcome is addressed. Each program was also asked to submit a multi-year assessment plan that schedules which learning outcomes are to be accessed each year. In most degree programs, the first assessments are scheduled to take place in 2009-10. However, the Art Department assessed its learning outcomes last year and modified its capstone experience accordingly for 2008-09. The multi-year assessment plans assure that assessment will be an ongoing and productive process throughout the colleges.

At start-up of the OATS at UCR, the focus was on undergraduate majors in the College of Humanities, Arts and Social Sciences and the College of Natural and Agricultural Sciences. The Bourns College of Engineering has a well-established cycle of learning outcomes-assessment-adjustment due to its successful evaluation by ABET (formerly known as Accreditation Board for Engineering and Technology). The Anderson Graduate School of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Some of the AACSB standards concern assurance of learning standards, including defining learning goals and measuring achievement of learning goals.

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[12] See Section 2, Undergraduate Theme, pp 4-7.

[13] The learning outcomes, associated assessment mechanisms, curricular mappings to learning outcomes, and multi-year assessment plans for the majors in OATS are listed OATS Report 2008-09, which is a complete listing of the content of OATS at the end of the 2008-09 academic year. It is an attachment to Table 7.1 of file 4 of the backup electronic materials for the essay section of this EER Report.

> *(7) The visiting team recommends that the UCR leadership and faculty examine how these [student/faculty] ratios are calculated so that important numbers can be compared fairly from one campus to another and to assure the sufficiency of the faculty to serve the growing size of the student body, and the increasing array of programs (Team CPR Report, pp. 15-16).*

Student / Faculty Ratios

A University-wide student-to-faculty ratio is used for the allocation of faculty resources (lines) to the campus. Based on system-wide agreements (and this corresponds to UC's agreements with the State legislature and governor, and the UC President's Office and the campuses), UCR is allocated, or "budgeted," one (1) new faculty Instruction and Research (I&R) FTE for each additional 18.7 student FTE. That is, for every additional 18.7 student FTE, the campus receives 1.0 ladder rank faculty FTE. The 18.7 to 1 ratio is basis for the allocation of new faculty FTE to the campus.

At UCR, a series of student to faculty ratios is calculated. In all methods, the "student" side is based on the calculation of student-workload FTE. One undergraduate FTE is based on 15 quarter units (45 for the academic year), while 12 quarter units (36 for the academic year) is the basis for one graduate student FTE. These student FTE can be calculated in two ways, "unadjusted" and "adjusted." The "unadjusted" student-workload FTE is based on the department/college offering the course, while the "adjusted" student-workload is assigned to the department that funds the salary of the faculty member teaching the course.

The faculty part of the ratio can be based on either budgeted-faculty I&R [Instruction and Research] FTE or actual-faculty I&R FTE. [The campus also has OR {Organized Research} FTE]. Budgeted-faculty FTE is the number of faculty FTE allocated to a college or department. It is the number of faculty lines. Not all these faculty lines are filled with a faculty member. Some lines could be open do to anticipated or ongoing recruitments, or left vacant so the resources associated with unfilled lines could be used for other instructional needs such as visiting faculty or lecturers. Thus, "actual-faculty" FTE is the FTE lines that are filled with a faculty member. However, one faculty FTE could be used to hire more than one part-time faculty member.

To calculate the student-to-faculty ratios, the sum of undergraduate and graduate student workload FTE (unweighted or weighted) is divided by either "actual" and "budgeted" faculty FTE. Academic Planning and Budget publishes a set of the student-to-faculty ratios on its website.[14] These different ways of calculating the student-faculty ratio sometimes lead to confusion when more than one number appears in different contexts.

Periodically, Strategic Academic Research and Analysis (formerly Academic Planning and Budget) reviews the calculation of the campus's student-to-faculty ratios with the staff and faculty of UCR's colleges and schools. Those reviews occurred during the spring 2009 quarter. Subsequently, college and school comments and suggestions are reviewed and organized by the campus' Institutional Research Coordinating Group (IRCG), which

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[14] http://apb.ucr.edu/inst_plan/studfacratios/FacAnnualSum.html

forms recommendations for changes to the calculation of the student-to-faculty ratios. Any recommendations are forwarded to the senior management for consideration.

> *(8) UCR should consider ways to secure external input through advisory boards.*
> *It is important for the campus to remain fully engaged with the region and through that engagement determine how best to respond to regional needs (Team CPR Report, p. 18)*

The Graduate School of Education (GSOE) is one example of a UCR school with a new but active advisory board. GSOE Dean's Advisory Board includes leading members of the community, such as the recent past president of the UCR Alumni Association, former local school district superintendents, the chair of the Concerned Citizens Advisory Group, and a representative from the Chancellor's Chicano/Latino Advisory Committee. This board meets 2-3 times per year, and the dean communicates with board members monthly.

A second example of an active board is found in the College of Natural and Agricultural Sciences (CNAS). This board is comprised mostly of UCR alumni who are involved in science and technology-related industries.[15] To coincide with the April 2009 board meeting, CNAS launched a very successful Science Circle Lecture Series.[16] Yet another example is the Bourns College of Engineering, which hosted a highly successful advisory board meeting in June 2009.

UCR maintains robust engagement with community stakeholders in the Inland Southern California region, including a variety of active advisory boards convened by the colleges, schools and programs, some of which are new since the last visit of the WASC visiting team. With the arrival of Peter Hayashida in July 2009, UCR's new permanent Vice Chancellor for University Advancement, UC Riverside expects increased success in engaging with its community in the months and years to come. The Chancellor has made this a priority.

UCR is an active partner in shaping the future economic development of the Inland Southern California region, which has a long-term growth trajectory despite the current recession. The campus has given priority to three areas of university engagement: economic development, education, and the arts.

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

UCR and the Community Foundation have formed the Educational Leadership Federation of Riverside and San Bernardino counties, comprised of college presidents, school superintendents, business CEOs, civic organization leaders, and faith-based organization leaders. The mission is to improve student learning and increase college-going rates, targeting students

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[15] See http://cnas.ucr.edu/boards/board_of_advisors.html
[16] See http://cnas.ucr.edu/news_and_events/sciencelectures.html

from low-income and traditionally non college-going families. This action is intended to improve the college-going eligibility rates of the region.

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

> *(9) The team believes that it will be important to include more faculty members and department chairs in the planning and decision-making process, particularly as the campus moves forward toward developing and refining student learning objectives and assessment processes (Team CPR Report, p. 18)*

As can be seen from the discussion in the EER Report,[17] the campus has taken very seriously this recommendation from the WASC visiting CPR team report. The campus has embarked, almost immediately after receiving the report, on an effort to bring the Chair of the Academic Senate and College Deans into the movement to establish learning outcomes and assessment metrics at the department level at UCR. Senate Chair Anthony Norman and Dean Stephen Cullenberg, CHASS, agreed to serve as co-chairs of a campus-wide committee to oversee these developments. Planning discussions began in various Academic Senate committees and at college department chairs meetings, held by the college deans. A group of ten faculty and administrators attended a WASC conference on learning outcomes and assessment in Emeryville, CA, in September, 2008, during which plans were formulated for achieving the goal of having every department submit learning outcomes and assessment measures by spring, 2009. Seven UCR department chairs or faculty – from Chemistry, Biology, English, Psychology, and Theatre – attended a retreat at UC, Irvine, in fall, 2008, to discuss the specifics of learning outcomes in their majors. These five department chairs then served as break-out discussion leaders at a Department Chairs Retreat at UCR, held in December, 2008, for all department chairs in CHASS and CNAS. (BCOE and AGSM have independent accreditation processes which require learning outcomes and assessment measures.) Department chairs at the retreat agreed to lead the assessment movement within their own departments. The campus is happy to report that the faculty has been fully engaged in this process and the results, thus far, have exceeded expectations.

> *(10) The team was unanimous it recommending that this planning process start immediately and not wait for a new chancellor to arrive (Team CPR Report, p. 19).*

Under the direction of Acting Chancellor Grey, the heads of major campus units prepared self-assessments of their units to serve as points of departure for the strategic planning process that Chancellor White would initiate when he arrived in the summer. See Item (12), below, for a discussion of the strategic planning activities that are taking place under Chancellor White.

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[17] See EER Report, Section 2, Undergraduate Theme, pp 4-7.

> *(11) Perhaps the most important challenge facing the campus with regard to assessment and research is to put information into the hands of decision-makers and/or those who are in a position to act on the data (Team CPR Report, p. 22)*

UCR, like many organizations, relies on information from different data sources to make decisions. Some of this information resides in central enterprise systems, while other systems may be spreadsheet based, custom built databases, or off-the-shelf solutions maintained by different departments. The campus has found that the variety of data sources and lack of integration present challenges to efficiently producing useful reports.

Thus, an effort is underway to develop a Management Data System (MDS) that will provide decision makers throughout the campus with actionable information. A steering committee, in collaboration with key stakeholders, has reviewed the current state of information and the associated systems critical for making decisions related to teaching, research, and the overall administration of the campus. The committee agreed on priorities and developed a project plan to implement solutions. The priorities include streamlining the data verification process, improving and connecting disparate systems, and implementing a reporting solution.

Streamlining the data verification and report development process will allow management, faculty, and staff to devote more time to analyzing information and making better decisions. The current data reporting process relies heavily on analysts to produce management level reports. Some of the data sources used to create reports contain inconsistent data, which require staff to spend significant amounts of time resolving issues prior to producing reports. Improvements in this area will lead to the use of official, verified and consistent data to produce standard reports that management can easily access from the campus portal.

The integration of disparate systems will lay the foundation for a reporting mechanism that spans across systems. Combining information from several data sources will provide a more comprehensive view of the performance of the University. The reporting tool will include business intelligence capabilities, allowing management and staff to view and analyze data from summary levels to detailed views in both graphical and tabular formats. Additionally, the proposed reporting solution will have the capability to run *ad hoc* queries and perform "what if" analyses. Lastly, management, faculty, and staff will be able to perform trend analysis with this tool to acquire a perspective on performance over time.

The overarching goal of providing meaningful information to decision makers through a Management Data System (MDS) will undoubtedly require resources and a commitment from the University. The availability of resources is a major challenge in the current economic environment. The MDS steering committee is in the process of developing innovative solutions to address the resource challenge and meet the ultimate goal of delivering a system that will support efficient and effective decision making. In the meantime, staff will continue to provide information to management, the planning and budget steering committee, and other stakeholders through the existing process and systems.

> *(12) Major Recommendation 1. Strategic Planning: There is a need for the inclusive and comprehensive strategic planning process that has already begun. This planning process should build on the quality planning that led to the proposal for the medical school and should incorporate the ways that this new initiative will complement existing programs (Team CPR Report, p.24).*

In the period since the WASC team visited UCR in March 2008, strategic planning has crystallized as an important priority for UCR and for the University of California as a whole. At the systemwide level, Mark Yudof became President of the University in July 2008. A few months ago President Yudof requested that all ten Chancellors provide the Board of Regents' Committee on Educational Policy with a comprehensive presentation of the strategic plan for their respective campus. The purpose of such presentations is to provide the members of the Board with information about each campus that will allow for more informed discussion in subsequent deliberations by the Regents. Chancellor White is scheduled to present UCR's strategic plan at the March 2010 meeting of the UC Board of Regents. This report will be followed by an additional UCR strategic planning presentation in 2012 (i.e., UCR and other campuses are on a two-year cycle).[18]

Since joining UCR in July 2008, Chancellor White has publicly committed to a transparent and participatory strategic planning process. Moreover, the Chancellor has led strategic planning efforts at other universities where he has been in senior leadership positions.[19]

In October 2008, UCR hosted a one-and-a-half day Strategic Planning Retreat at its Palm Desert Graduate Center. The Chancellor and the Executive Vice Chancellor/Provost convened a group of over three-dozen stakeholders from across the campus, including deans, vice chancellors, vice provosts, Academic Senate leaders, program directors and student body presidents (undergraduate and graduate).

After a series of presentations and breakout sessions at UCR's strategic planning retreat, the campus distilled key principles that would guide the strategic planning process. A partial listing includes the following principles:

- Participants will bring the perspective of the units they represent, yet act on behalf of the greater good of the campus as a whole;

- Maintain adherence to core UCR values such as achieving excellence through diversity;

- The importance of fully evaluating and considering alternatives;

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[18] The most recent example is UC Berkeley, with Chancellor Birgeneau giving a strategic planning presentation at the March 2009 Board of Regents meeting. Background information and PowerPoint *available at* http://www.universityofcalifornia.edu/regents/regmeet/mar09/e1.pdf.

[19] *See* The University of Idaho 2005-2010 Strategic Plan, *available at* http://www.provost.uidaho.edu/documents/StrategicPlan2-14-06.pdf?pid=86519&doc=1. When Idaho's new President was announced this summer, the prior strategic plan established by Timothy White was highlighted as a strength as that university moves forward: Associated Press. *New UI president prepares for first day,* July 1, 2009, *available at* http://www.ktvb.com/news/localnews/stories/ktvbn-jul0109-nellis_ui_president.259f6994.html. See also Oregon State Strategic Plan archive *available at* http://oregonstate.edu/leadership/strategicplan/2004/.

- Engaging multiple sectors of the campus and surrounding community, including faculty, students, staff, administrators, alumni, elected officials and business and community leaders;

- Inclusion of an implementation strategy and identification of necessary resources;

- Commitment to transparency in the strategic planning process;

Retreat participants also reviewed prior strategic planning efforts on the UCR campus – such as the "Vision 2010" process led by Executive Vice Chancellor/Provost Warren a decade ago – as well as the recent strategic plans of other campuses including UC Irvine and UC Davis.[20] The review process at the retreat and subsequent meetings in December 2008 and January 2009 led to the following seven planning subcommittees, each with a defined area of focus that will be part of the strategic plan:

1. **Academic Breadth:** To focus on relationships of programs, departments, schools, colleges and centers. To recommend appropriate organizational structure. To explore and recommend new opportunities and programs.

2. **Campus Community:** To review and make recommendations of the culture of the campus, intellectual and social climate and creating a sense of community. To consider issues related to diversity. To recommend avenues for improved communications among students, faculty and staff.

3. **Campus Infrastructure:** To examine the effectiveness and efficiency of the campus infrastructure, including administrative structure, business affairs, facilities, and services in support of the teaching and research missions.

4. **Community Engagement:** To focus on community outreach and external relationships, including alumni, parents, donors, business and community leaders, elected officials and industry. To review and make recommendations on how UCR can contribute to the community in athletics, the arts and economic development.

5. **The Undergraduate Experience:** To focus on undergraduate education and programs, including service learning. To make recommendations on enhancing student life.

6. **Research & Graduate Education:** To focus on research, graduate education, and programs. To conduct reviews of existing graduate programs.

7. **Resources, Budget Planning and Management:** To consider and make recommendations on economic models, resource generation and cost structure.

UCR's strategic planning efforts are being managed by Dallas Rabenstein, who became Executive Vice Chancellor/Provost in February 2009. Based on additional consultation, EVC/P Rabenstein is making modest adjustments to the names and charges of these groups (UCR will likely end up with eight). The Academic Senate has been requested to provide nominees to serve in this endeavor to ensure proper shared governance between the faculty and administration in UCR's strategic planning efforts. The strategic planning groups will be overseen by a steering

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[20] UC Irvine, A Focus on Excellence: A Strategy for Academic Development at UCI through 2015 (2006), *available at* http://www.universityofcalifornia.edu/regents/regmeet/feb09/e1attach.pdf.

committee with representatives from each subcommittee. UCR's timeline is to have an outline of the strategic plan by October/November 2009 and a well-developed draft by February 2010 that incorporates input from the campus vetting process, followed by the March 2010 presentation to the Board of Regents and the completion of the strategic plan by the end of Spring Quarter 2010.

California's budget crisis is having an impact on all areas of the University, and strategic planning is no exception. Last winter UCR put out a request for proposals for a strategic planning consulting firm, and received many promising proposals. In February the Chancellor and EVC/Provost made the decision that in light of our difficult State budget situation, UCR would no longer contract with an outside strategic planning consultant, in favor of utilizing UCR faculty and administrators in this process. Nonetheless, the campus is very confident that UCR's final product and the decision-making process will be successful, given the reservoir of existing strategic planning expertise on campus (both in terms of operationalizing strategic plans at the college and school level and utilizing faculty research).

UC Riverside is facing approximately a 20% cut in State funding for 2009-10. Part of the loss of revenue will be addressed through UC systemwide policies like salary cuts or furloughs, but most cuts will involve campus discretionary decisions. As our campus faces the prospect of managing a budgetary crisis that is not likely to abate in 2010-11, our strategic plan will be critical in providing guidance for the painful choices that must be made and in optimizing the health of our campus when our state comes out of this recession.

The Chancellor and EVC/P, consistent with campus strategic planning deliberations up to now, have emphasized that attaining the profile of an Association of American Universities (AAU) member should serve as a polestar in Riverside's strategic planning process. Several UC campuses attained AAU status in the 1990s (Davis, Irvine and Santa Barbara) and the campus believes it is now poised to move from being a prominent to a pre-eminent research university. Pursuing the characteristics of an AAU institution is an ambitious goal for the campus (e.g., competitive federal research support; membership in the National Academies) but it is also a catalyst for clarifying what will become UCR's strategic priorities in the years to come. The campus has developed a set of success metrics for UCR vis-à-vis a group of relevant AAU comparison institutions (see Item (1), Figures 1-12, above)

> *(13) Major Recommendation 2. Student Learning and Assessment: The time between now and the Educational Effectiveness review is critical in developing student learning outcomes and educating faculty about "best practices" in assessing learning. Most programs will have to show that they are engaging in assessment and the team will expect to see that a number of departments are assessing student learning and making informed judgments based on that information. The institution must move beyond the planning stage with regards to assessment to the implementation phase (Team CPR Report, p. 24)*

An early step toward developing student learning outcomes broadly was the Forum on Student Learning held at UCR on May 31, 2007. This half-day event was supported and organized by the Office of the Vice Provost for Undergraduate Education and included four breakout sessions. The session "Creating an Organization Committed to Learning and Improvement" was focused on setting learning outcomes, assessment, and feedback to improve

instruction. During the next year, further opportunities for faculty to progress in their thinking came through certain presentations in the Scholarship of Teaching Seminar series, also organized and supported through the Office of the Vice Provost for Undergraduate Education. "Developing Assessment Tools to Measure Student Learning" was presented on May 3, 2007, by Eric Barr, Robert Gill, Thomas Payne, and Eric Rolland (all of UCR). "Establishing Measures of Student Learning Outcomes: A Debate on Methods" was presented on October 10, 2007, by Mark Appelbaum (University of California at San Diego), Stephen Klein (Council for Aid to Education's Collegiate Learning Assessment), and Robert Rosenthal (UCR). "Strategies for Establishing Educational Goals and Evaluation Procedures for All Undergraduate Programs: The UC Berkeley Experience" was presented on January 23, 2008, by Robert Schlick (ETS Educational Technology and University of California at Berkeley). "Assessing Learning Outcomes: Are Our Students Learning to the Level that We Expect?" was presented on February 21, 2008, by Akula Venkatram (UCR). "Assessment for Improvement versus Assessment for Accountability" was presented as an on-line seminar on April 9, 2008, by Trudy Banta (Indiana University-Purdue University, Indianapolis).

Attendance at two events away from Riverside provided additional experience and training for core groups of faculty who could then facilitate progress in learning outcomes and assessment on campus. The Executive Vice Chancellor/Provost provided support for ten UCR faculty to attend the WASC Retreat on Student Learning and Assessment held September 25-27, 2008, at Emeryville, CA. The attendees were John C. Briggs, Director of the Writing Program; Richard Cardullo, Chair of the Department of Biology; Walter Clark, Chair of the Department of Music; Stephen E. Cullenberg, Dean of the College of Humanities and Social Sciences and Professor of Economics; David Fairris, Vice Provost for Undergraduate Education and Professor of Economics; Kimberly Hammond, Professor of Biology; Anthony Norman, Chair of the UCR Division of the Academic Senate and Distinguished Professor of Biochemistry and Biomedical Science; Eugene Nothnagel, Professor of Plant Physiology; Robert Patch, Chair of the Department of History, and Yat-Sun Poon, Professor of Mathematics. The large group of ten made UCR one of the best represented institutions at the retreat. Amy Driscoll, formerly of the California State University at Monterey Bay, was assigned by WASC to be facilitator for the UCR group at the retreat. An important outcome of the retreat for the UCR group was groundwork planning for a summit on learning outcomes and assessment to be held at UCR later in the fall. Further experience was gained by UCR faculty from biology (three representatives), chemistry, English, psychology, and theatre who attended a Workshop on Learning Assessment in Biology, Chemistry, English, Psychology and Theatre held at the University of California, Irvine on November 7, 2008.

Following these various preparatory activities, a Summit on Learning Outcomes and Assessment was the call to action on learning outcomes and assessment for the College of Humanities and Social Sciences and the College of Natural and Agricultural Sciences. This half-day event was held on campus on November 19, 2008, and was attended by 82 individuals including 27 department and program chairs, 27 other faculty, 11 administrators, and 17 other staff. Attendees at the summit were provided specific examples of learning outcomes for their disciplines and an Assessment Guide developed by the University of Virginia. Vice Provost Christina Maslach of UC Berkeley was a keynote speaker and provided useful information from the Berkeley experience in developing learning outcomes and assessment mechanisms. The

group then divided into five discipline-specific breakout sessions including biological and agricultural sciences, social sciences, humanities, arts, and physical sciences, which included mathematics and statistics. Each breakout session was led by a faculty member who attended the WASC retreat at Emeryville, or the workshop at UC Irvine, or both. The wrap-up session following the breakouts was moderated by CNAS Dean Thomas Baldwin; the calendar of due dates for developing learning outcomes and assessment mechanisms was presented by CHASS Dean Steve Cullenberg; and the anticipated involvement of the Academic Senate in the overall process was outlined by Professor Anthony Norman, Chair of Riverside Division of Academic Senate. The summit ended with the endorsement of Executive Vice Chancellor and Provost Ellen Wartella and her aim to find finances as needed to support the effort.

Further endorsement and support for developing learning outcomes and assessment mechanisms came from the UCR Academy of Distinguished Teachers. Led by its Chair, Professor Perry Link, in meetings on November 13 and December 23, 2008, the Academy of Distinguished Teachers endorsed the development of learning outcomes and assessment mechanisms as tools for achieving goals for both instructors and students, thereby facilitating greater effectiveness in classroom instruction. The Academy of Distinguished Teachers coupled their endorsement with an offer, sent out to all departments, to help in the development process. Because the Academy felt that only faculty working in special fields are qualified to identify the learning objectives of the field, its offer of help was focused on ways in which to do assessment. When departments requested this assistance in developing assessment mechanisms, one or two Academy members met with the department to assist as they could. Faculty associated with a dozen majors were assisted by Academy members.

An important component of developing learning outcomes and assessment mechanisms for the College of Humanities and Social Sciences and the College of Natural and Agricultural Sciences was the generation of an accessible database of the resulting information. In deciding on a format for this database, UCR contracted with The Advisory Board Company, a research organization that conducts best-practices research on various topics of educational interest. In this case, the request was to look into best practices and approaches in the area of learning outcomes. Christine Enyeart of The Advisory Board Company conducted the research and reported her findings in a campus meeting with senior administration and Academic Senate leadership on October 8, 2008. She recommended that the campus use the Online Assessment Tracking System (OATS) to record and organize learning outcomes and assessment methods. The OATS was developed at the Georgia Institute of Technology and has been adopted successfully by a number of other institutions. The UCR Computing and Communications Department set up a special task force to evaluate OATS and similar competing products. The task force concurred that OATs was the best system for UCR. After Executive Vice Chancellor/ Provost Ellen Wartella provided funds to obtain OATS, the task force brought up OATS for use on the campus computer system.

By the end of 2008-09, 55 of 56 degree programs in CHASS had developed and loaded learning outcomes into the OATS database, as had 12 of 14 degree programs in CNAS. Associated assessment mechanisms were developed for the learning outcomes in all but one of the majors in each college. A team of learning outcomes assessment specialists on campus reviewed the learning outcomes and assessment mechanisms as they were submitted to OATS

and provided feedback on the practical aspects of assessment. A Learning Outcomes Assessment Advisory Committee (composed of a dean, an officer of the Academic Senate, three department chairs, and one other faculty member) also reviewed the documents and generally recommended that each program add a curriculum map (curriculum alignment matrix) to indicate in which courses each learning outcome is introduced, practiced or demonstrated. Each program was also asked to submit a multi-year assessment plan that schedules which learning outcomes are to be accessed each year; 2/3 of majors have multi-year assessment plans. In most degree programs, the first assessments are scheduled to take place in 2009-2010. However, the Art Department assessed its learning outcomes last year and modified its capstone experience accordingly for 2008-09. The multi-year assessment plans assure that assessment will be an ongoing and productive process throughout the colleges. On-line access to the full contents of the OATS database will be made available to the WASC review team. The data portfolio file includes OATS Report 2008-09, which is a complete listing of the content of OATS at the end of the 2008-09 academic year.

The learning outcome/OATS process began with the focus on undergraduate majors in CHASS and CNAS. Graduate programs are expected to adopt formal learning outcomes and assessment measures in the next two years. Most graduate programs possess implicit if not explicit learning outcome goals for graduate student training. All have a capstone experience that assesses the crucial learning outcomes of an original scholarly contribution to the field, or, in the case some Masters programs, a comprehensive examination.

> *(14) **Major Recommendation 3. Diversity:** The team urges the University to continue to support efforts to diversify the faculty and monitor the hiring of faculty in all disciplines and at all ranks. The team further recommends that the University set benchmarks for achieving a faculty that more closely reflects the student body both in terms of ethnicity and gender. The University should be able to demonstrate concrete steps being undertaken to achieve the goals that have been set (Team CPR Report, pp. 24-25).*

UCR has a strong commitment to faculty diversity, as illustrated by the creation of the position of Associate Vice Provost for Faculty Equity and Diversity (AVPFED) in 2005. This office, along with the Office of Faculty and Staff Affirmative Action and the Associate Vice Chancellor for Diversity, Excellence & Equity, works to support the following goal from the most recent campus plan:

- **Nurture and promote faculty diversity and excellence at UCR**

As benchmarks, the University uses data on national availability of women and underrepresented minorities (UMRs) for each discipline, obtained from the National Opinion Research Center and based on data collected in the National Science Foundation Survey of Earned Doctorates. The diversity of the faculty should broadly reflect the availability of people with Ph.D. degrees in a given field.

UCR is making steady progress toward achieving this correspondence between the faculty hired and these availability pools. The Science, Technology, Engineering, and

Mathematics (STEM) and the social science fields present the greatest challenge in achieving diversity, although UCR made significant progress in increasing faculty diversity in these fields. Since the position of Associate Vice Provost for Faculty Equity and Diversity was created in 2005, the proportion of women faculty rose campuswide, particularly in STEM fields, and the proportion of under-represented minority (URM) faculty increased modestly in the College of Natural and Agricultural Sciences (CNAS). There was an increase in the proportion of tenured URM faculty and a decrease in the proportion of untenured URM faculty in CHASS, but both proportions were above availability.[21] The number of women in STEM and social sciences fields rose between 2006 and 2008, particularly in the life and physical sciences.[22]

The effort is assisted by the Partnership for Adaptation, Implementation and Dissemination – National Science Foundation (PAID-NSF) Grant to provide diversity leadership training for department chairs. The goal of the program is to provide department chairs with the understanding of how to handle conflicts, promote an inclusive departmental environment and retain diverse faculty.[23]

UCR is now leading the other southern California UC campuses in the number of non-tenured women (see Table 3, below) and tenured URM faculty in STEM and social sciences (see Table 4, below); in addition, in a single year, UCR moved from 6th place in the proportion of URM faculty among the 10 campuses to 3rd (see Table 5, below).

Steps we are taking to ensure that this progress continues include: education of search committees and other faculty and administrators associated with the recruitment process; sponsorship of speaker series and other campus activities that raise the profile of faculty diversity; support of the UC Presidential Postdoctoral Program; and participation in inter-campus efforts such as the "Leading Through Diversity" program for the five southern California UC campuses.[24]

Beginning on the following page, is a series of charts and tables that illustrate the progress the campus has achieved. The following abbreviations are used in these charts:

AGSM = A. Gary Anderson Graduate School of Management
BCOE = Bourns College of Engineering
CHASS = College of Humanities, Arts and Social Sciences
CNAS = College of Natural and Agricultural Sciences
GSOE = Graduate School of Education
URM = Underrepresented Minority

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[21] See Figures 14-27 (pp A-25 to A-33).
[22] See Table 2 (p A-34).
[23] For more discussion of the grant, see the EER Report, Section 2, Diversity Theme, p 32.
[24] See the EER Report, Section 2, Diversity Theme, pp 32-33 for further discussion of efforts to diversify the faculty.
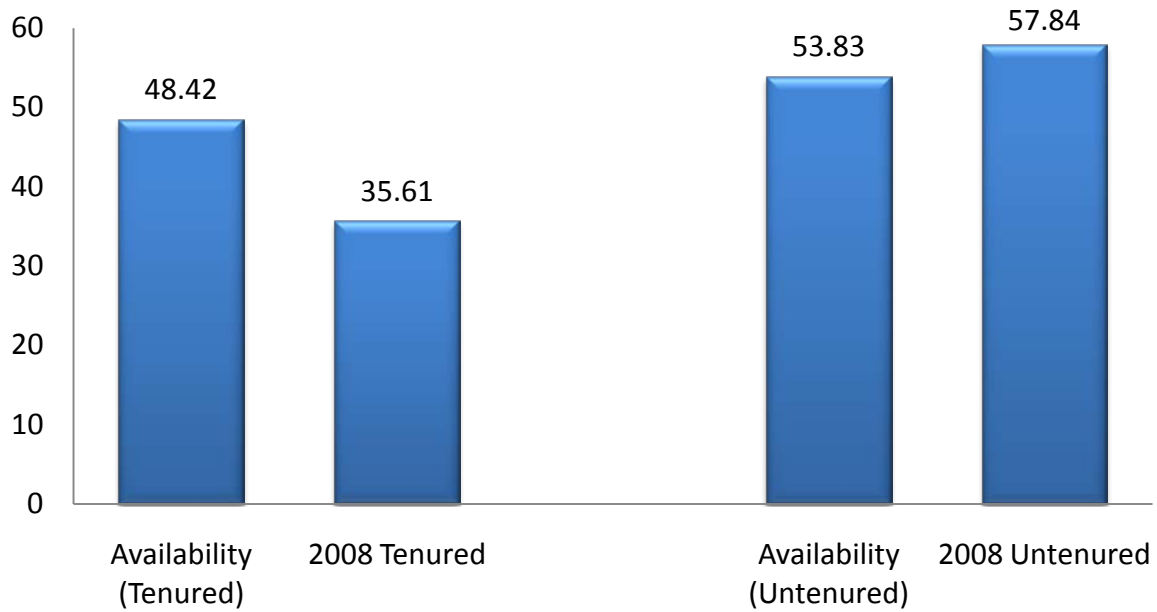
Figure 14: CHASS Women Faculty

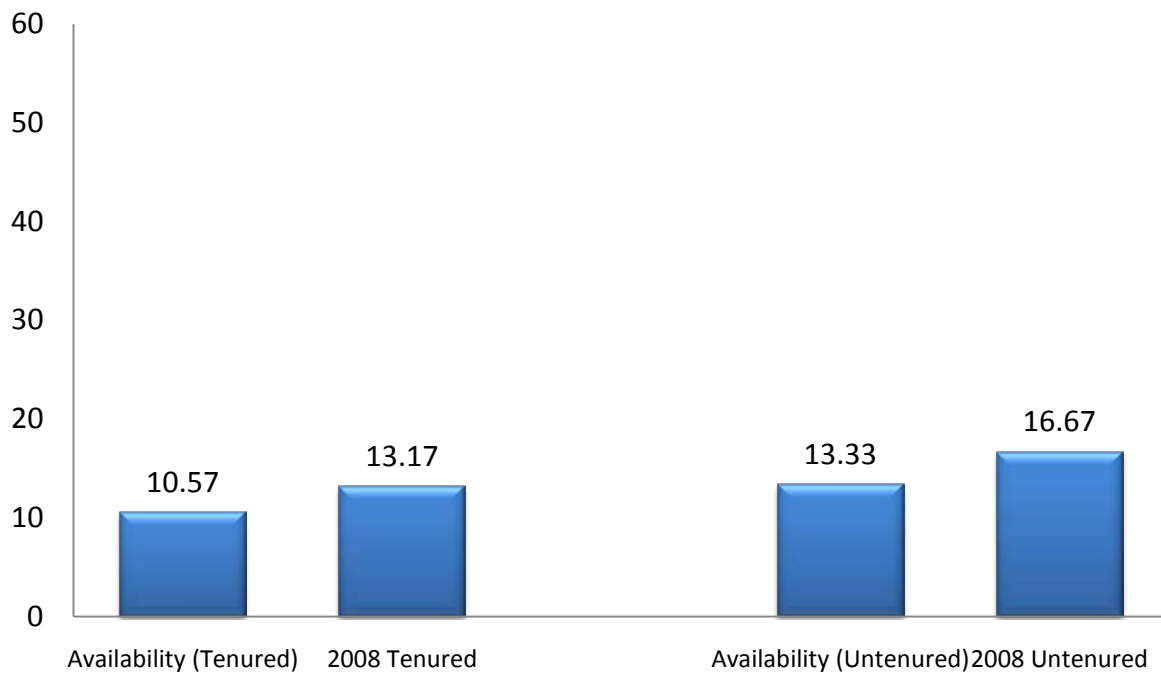## Figure 15: CHASS Underrepresented Minority (URM) Faculty
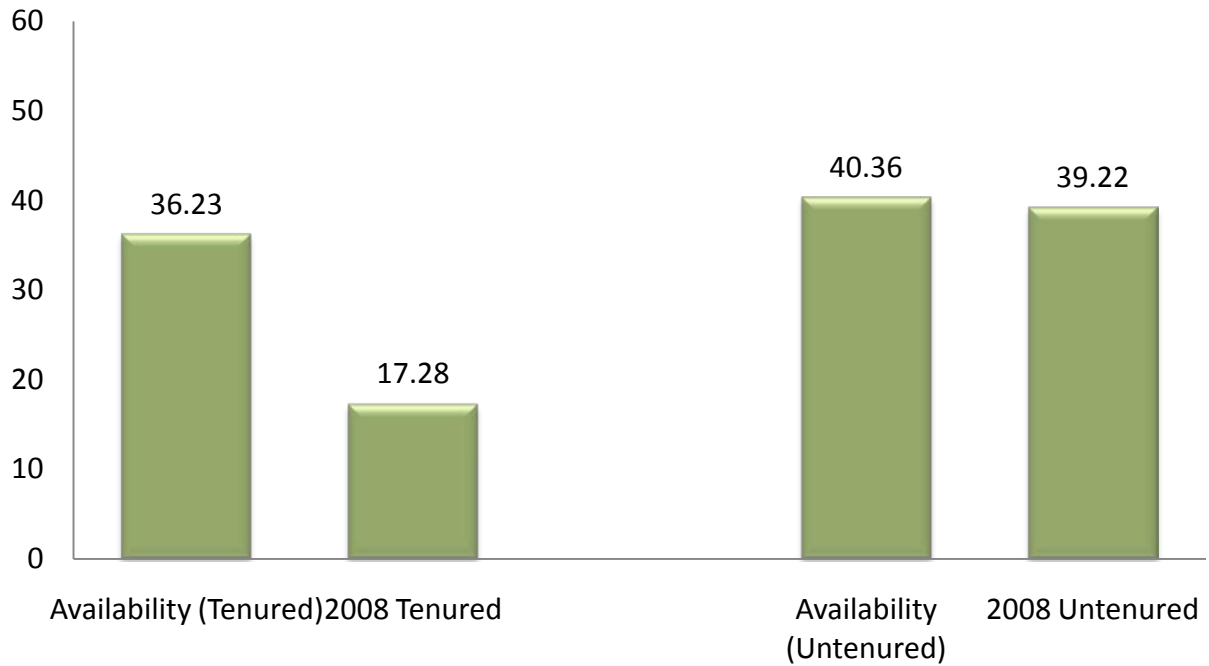
Figure 16: CNAS Women Faculty

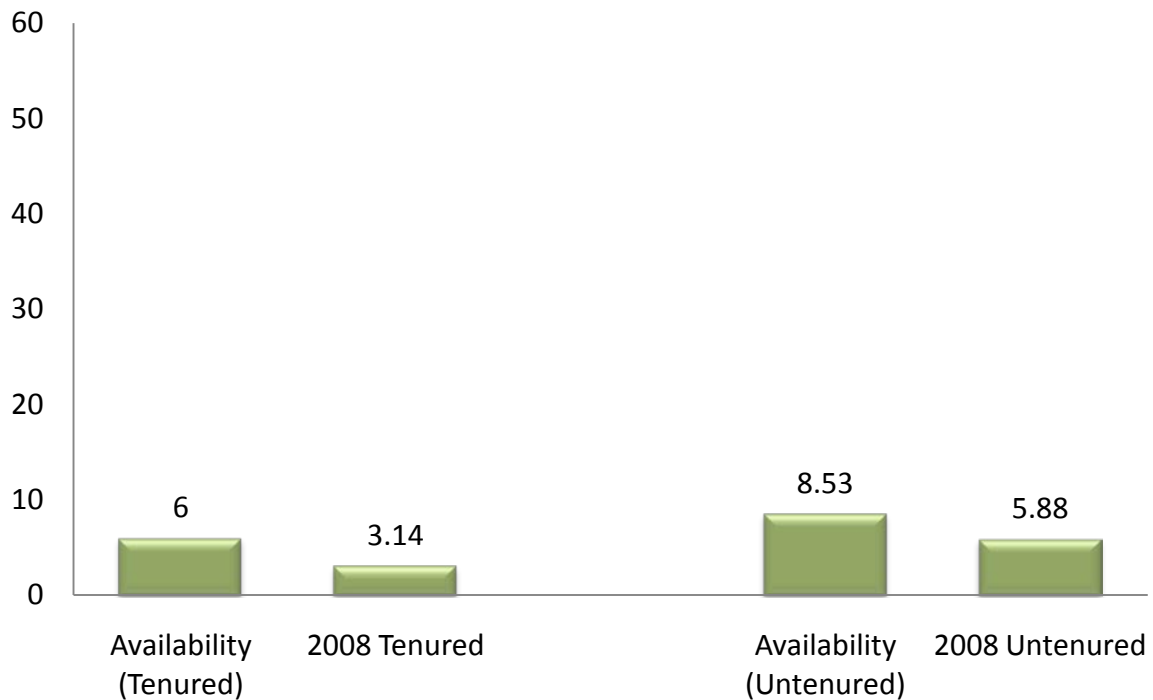
Figure 17: CNAS Underrepresented Minority (URM) Faculty

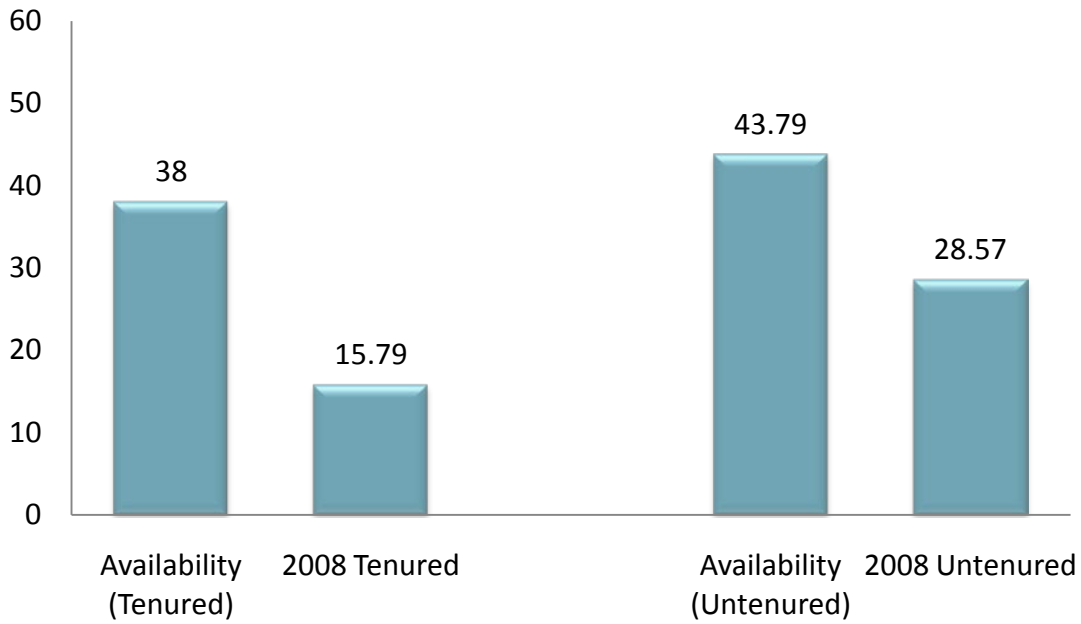**Figure 18: AGSM Women Faculty**

Figure 19: AGSM Underrepresented Minority (URM) Faculty
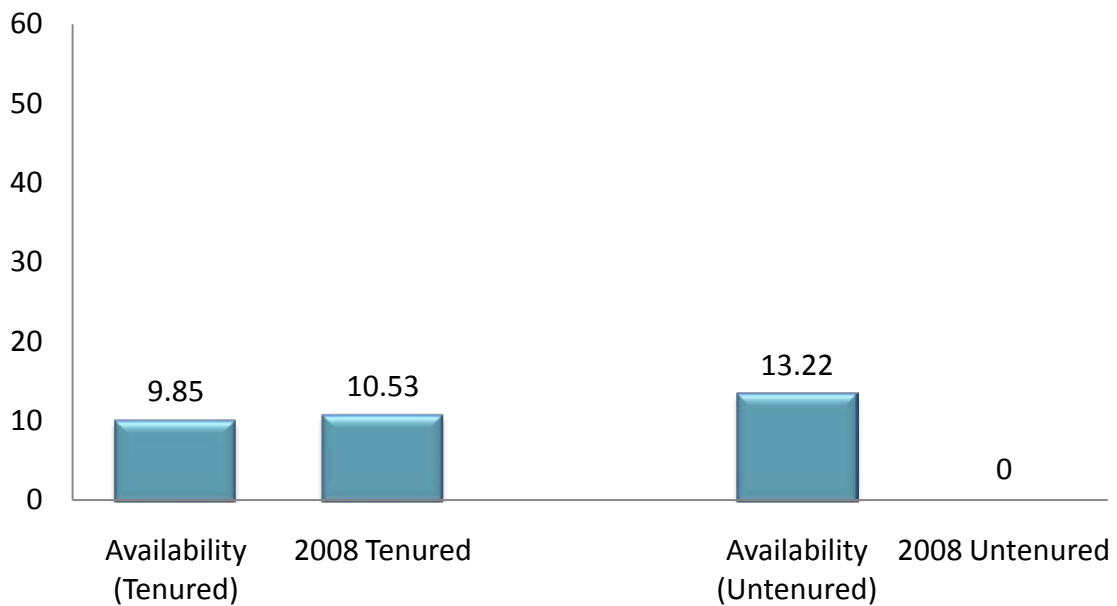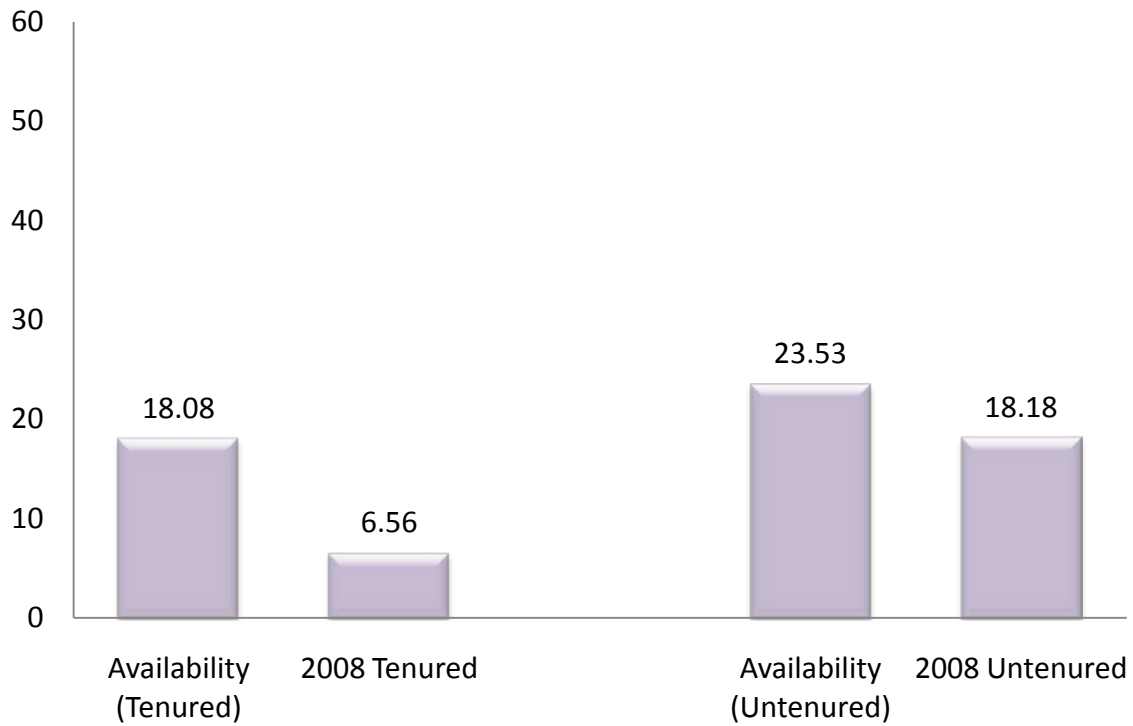
Figure 20: BCOE Women Faculty

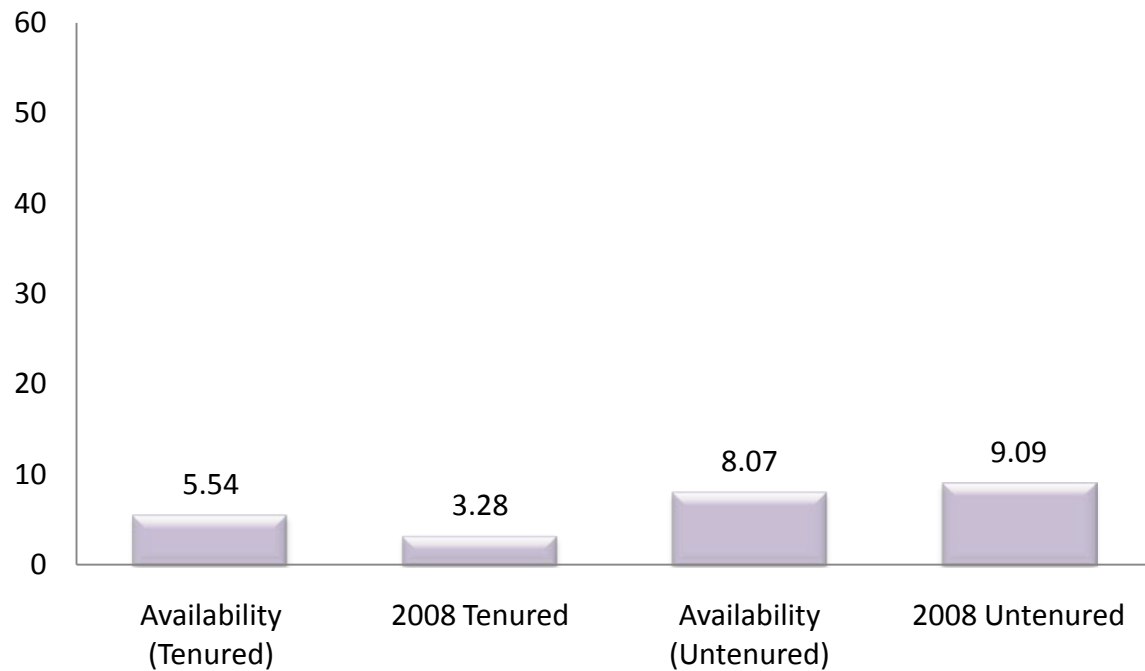

Figure 21: BCOE Underrpresented Minority (URM) Faculty

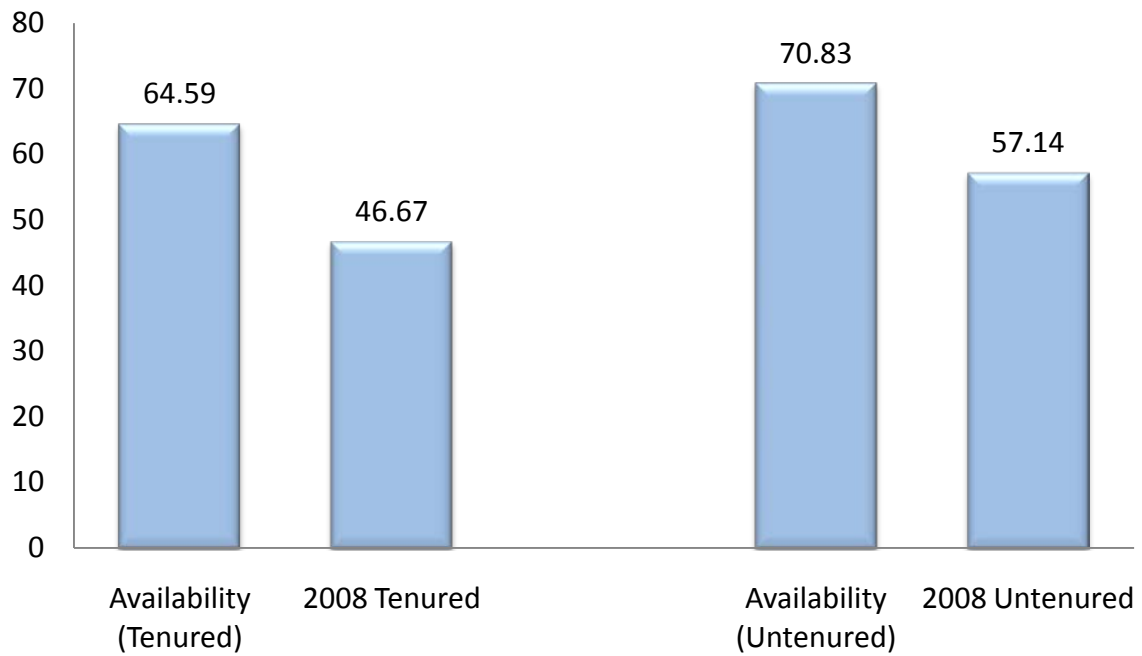**Figure 22: GSOE Women Faculty**

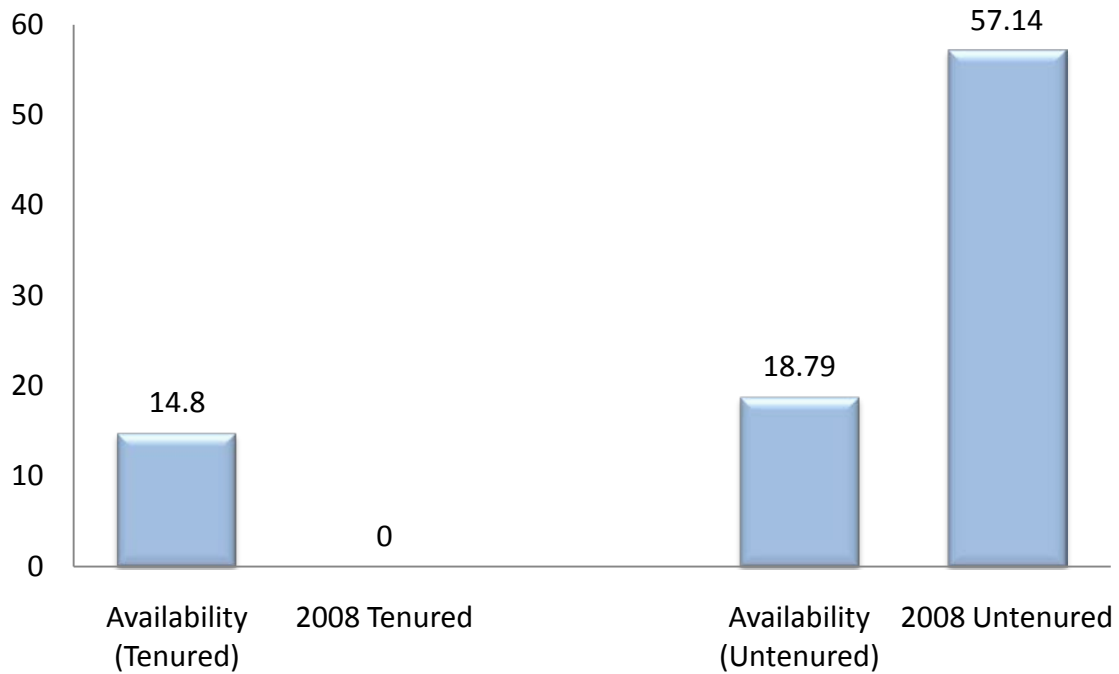**Figure 23: GSOE Underrepresented Minority (URM) Faculty**

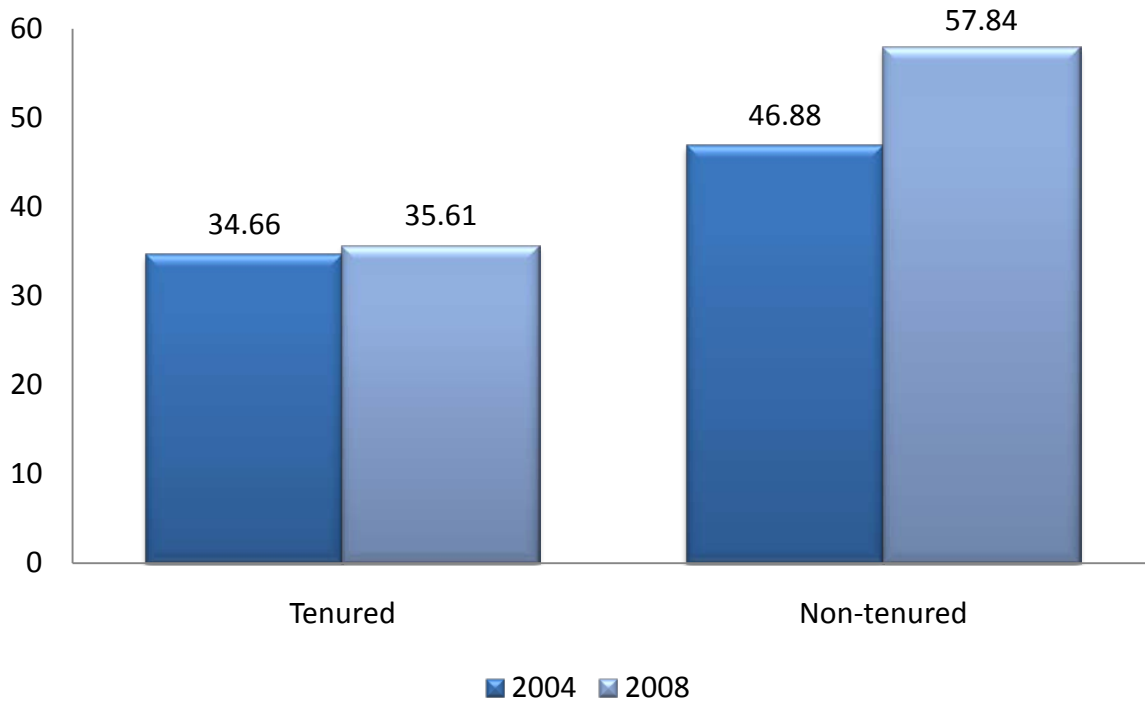**Figure 24: CHASS Women Faculty: 2004 and 2008**

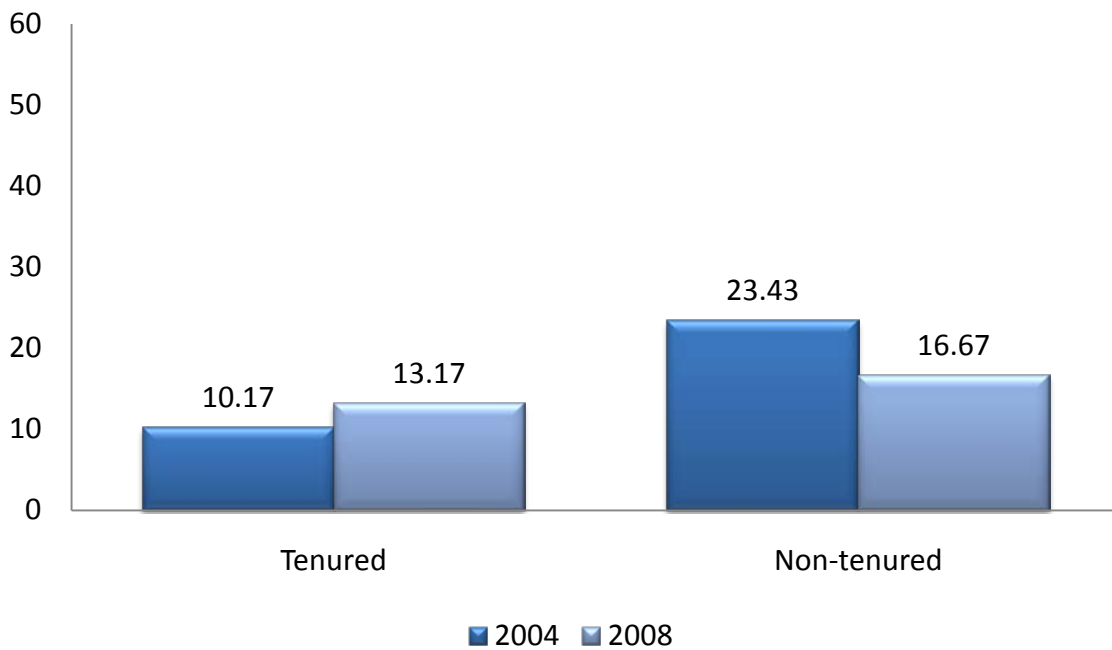**Figure 25: CHASS Underrepresented Minority (URM) Faculty: 2004 and 2008**
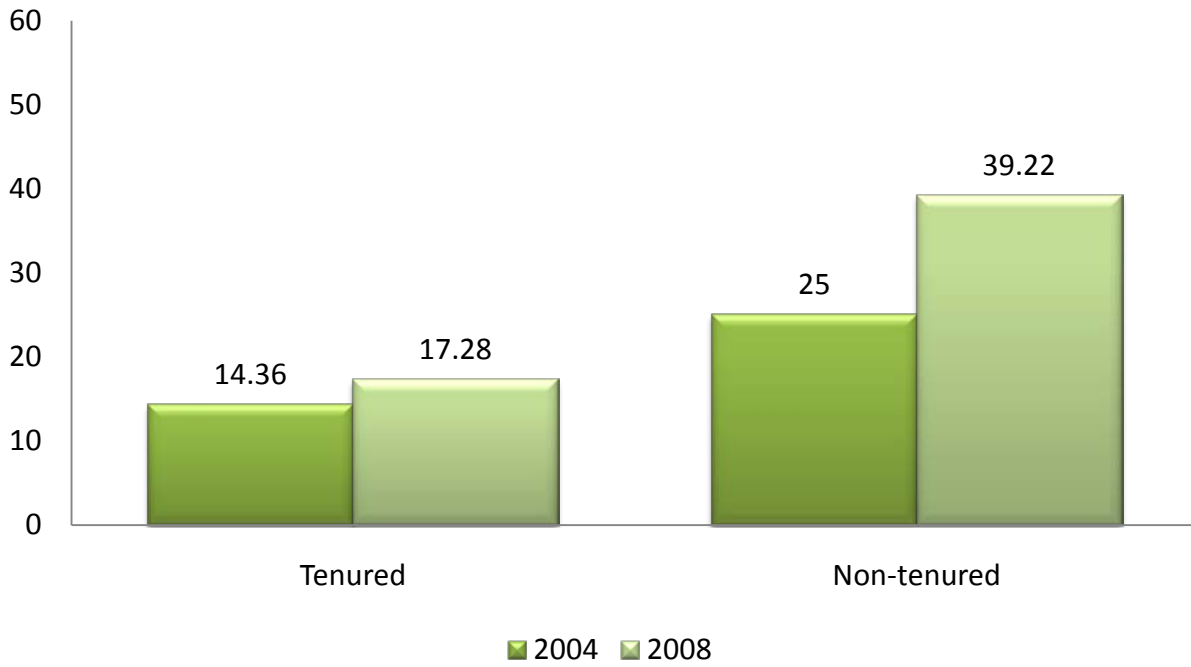
Figure 26: CNAS Women Faculty: 2004 and 2008

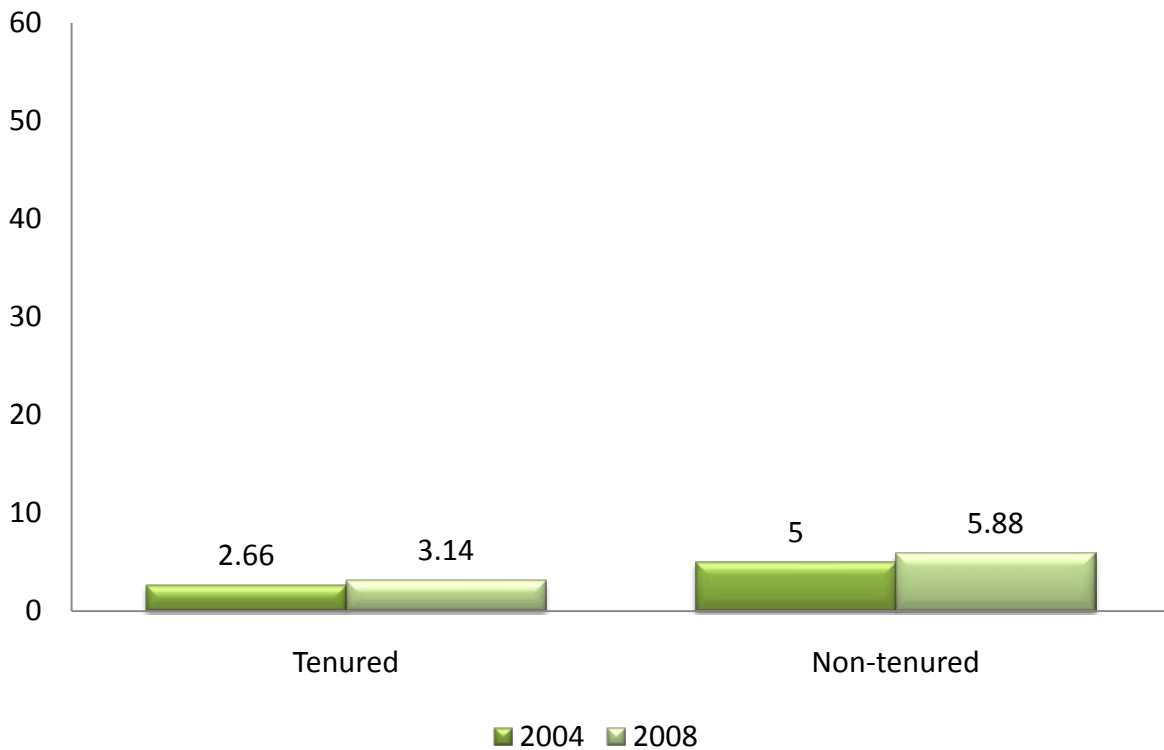**Figure 27: CNAS Underrepresented Minority (URM) Faculty: 2004 and 2008**

Table 2: Number and Percentage of Ladder Ranked Women in Specific STEM and Social Science Fields in 2006 and 2008

UC Riverside	2006	2008
Life Sciences		
Number Tenured Ladder Faculty	127	106
Percent Female	21.3%	30.2%
Number Non-Tenure Ladder Faculty	28	26
Percent Female	25.0%	50.0%
Engineering, Mathematics & Computer Science		
Number Tenured Ladder Faculty	79	77
Percent Female	5.1%	7.8%
Number Non-Tenure Ladder Faculty	28	28
Percent Female	21.4%	21.4%
Physical Sciences		
Number Tenured Ladder Faculty	49	67
Percent Female	8.2%	11.9%
Number Non-Tenure Ladder Faculty	12	21
Percent Female	41.7%	47.6%
Social Sciences		
Number Tenured Ladder Faculty	59	50
Percent Female	28.8%	24.0%
Number Non-Tenure Ladder Faculty	34	22
Percent Female	61.8%	59.1%

Table 3: Percentage of Women Faculty in STEM and Social Sciences at Southern UC Campuses

	UCI	UCLA	UCR	UCSD	UCSB
STEM and Social Science Total					
Number Tenured Ladder Faculty	540	597	300	509	464
Percent Female	22.4%	18.6%	19.3%	16.0%	21.2%
Number Non-Tenure Ladder Faculty	168	124	105	142	84
Percent Female	38.7%	35.5%	40.0%	32.0%	32.7%

Table 4: Percentage of Underrepresented Minority Faculty in STEM and Social Sciences at Southern UC Campuses

	UCI	UCLA	UCR	UCSD	UCSB
STEM and Social Science Total					
Number Tenured Ladder Faculty	540	597	300	509	464
Percent Under-Represented Minority	5.8%	5.0%	6.3%	6.0%	5.8%
Number Non-Tenure Ladder Faculty	168	124	105	142	84
Percent Under-Represented Minority	7.8%	8.1%	10.5%	11.0%	13.3%

Table 5: Percentage of Underrepresented Minority Faculty by UC Campus

	2005		2006	
Campus	% URM	Rank	% URM	Rank
UC Berkeley	6.7%	9	7.3%	7
UC Davis	6.8%	7 (tie)	6.5%	9
UC Irvine	8.1%	5	8.0%	6
UC Los Angeles	8.7%	3 (tie)	8.8%	4
UC Merced	20.5%	1	18.8%	1
UC Riverside	7.9%	6	9.0%	3
UC San Diego	6.8%	7 (tie)	6.7%	8
UC Santa Barbara	8.7%	3 (tie)	8.3%	5
UC Santa Cruz	13.0%	2	12.0%	2

> **(15) *Major recommendation 4. Expanding Graduate Programs:* *To ensure success of the goal to expand graduate and professional programs, the team recommends that the University carefully align expectations with an analysis of current resources and explore supplemental funding. The team recommends setting fundraising goals, providing support to meet those goals and ensuring that the campus continues to grow its advancement activity. Finally, the team recommends that the goals set by advancement closely reflect the goals being identified through the strategic planning process (Team CPR Report, p. 25).***

It is UCR's ambition to increase the number of and size of its graduate programs.   In the nascent stages of implementation are a School of Medicine and School of Public Policy. Chancellor White presented these proposals to UC's Board of Regents in July and September of last year, respectively, and the Regents approved both proposals.[25] UCR also obtained the concurrence of the California Postsecondary Education Commission for the Medical School and Public Policy School proposals. However, the initial start-up funding from the State of California for the School of Medicine is in limbo given the ongoing (and worsening) budget crisis in California, and this will probably delay the goal of enrolling students in the School of Medicine by 2012. UCR has secured a $10 million commitment from the Kaiser Foundation for the Medical School, but this is contingent on State matching funds. The School of Public Policy is also on hold in light of California's fiscal crisis.

A new Ph.D. degree and Executive M.B.A. program in the A. Gary Anderson Graduate School of Management were approved recently. A Fully-Employed M.B.A. program will be proposed, as will a new Ph.D. program in Women's Studies and a Master's of Science in Engineering.   Currently, a M.S./Ph.D. program in Materials Science and Engineering and a joint-degree Ph.D. program with San Diego State University in Evolutionary Biology are awaiting (expected) approval at the system-wide level. ***[check status before finalizing report]***

The size of the graduate population at UCR has grown significantly in the past ten years. The total number of graduate students has increased from 1,480 in Fall 1999 to 2,371 in Fall 2008, an increase of 60%. Similarly, UC Riverside has also experienced significant growth in graduate degrees conferred over the past decade (with the above enrollment figures suggesting that additional growth may be expected). The number of Master's degrees (M.A., M.S., M.B.A., and M.Ed.) awarded at UCR grew from 229 in 1997-98 to 371 last year (62% increase), and the number of Doctorate degrees awarded increased from 123 in 1997-98 to 224 last year (82% increase).   In order to maintain this growth it is essential that graduate support be earmarked as a priority of University development and advancement.

Toward that end, the Graduate Division and the Graduate Dean have been working to create stronger ties with the Development Office.   Already a great deal of planning is being done by the Development Office on behalf of the new School of Medicine.   The School of Public Policy also creates a good development opportunity, as its curriculum will address many needs specific to the Inland Empire of Southern California.

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[25] See July 2008 UC Regents Item E6 available at http://www.universityofcalifornia.edu/regents/regmeet/july08/e6.pdf and September 2008 UC Regents Item E3 available at http://www.universityofcalifornia.edu/regents/regmeet/sept08/e3.pdf.

As the campus moves forward in the strategic planning process, the Graduate Division will be advocating for a development officer dedicated to seeking external funds particular to financial exigencies of graduate education. This, together with the efforts of school and college deans to increase their own development activities, characterizes the growing prominence of graduate education in the University's newly forming capital campaign.