

THE UC CAMPUSES | Selected Points of Comparison

OVERVIEW

Each of the 10 University of California campuses, working together as a system and as individual institutions of higher education, exists to support the fundamental mission of the University: teaching, research and public service. However, each carries out the mission in ways that reflect its individual and distinct qualities shaped by origins, age and history, location, primary populations served (both students and surrounding communities), and academic aspirations.

The purpose of this summary is to illustrate the distinctive contributions made by each campus, setting the context for the larger discussion on balancing campus aspirations within systemwide needs and fiscal constraints.



COMMON PURPOSE

Each of the UC campuses aspires to excellence in the following:

Teaching – Campuses educate students at all levels, from undergraduate to the most advanced graduate level. Undergraduate programs are available to all eligible (top 12.5%) California high school graduates and community college transfer students who wish to attend the University of California.

Research – UC is one of the leading performers of research in the United States. UC researchers conduct over \$3.5 billion of research each year: searching for cures, developing technologies, creating new knowledge and training the next generation of innovative thinkers. UC's research has been vital in the establishment of the Internet and in the development of the semiconductor, software and biotechnology industries in California, making substantial economic and social contributions to the state and beyond.

Public Service – UC campus commitment to public service dates back to the University of California's origins as a land grant institution in the 1860s. Today, through its public service programs and industry partnerships, UC disseminates research results and translates scientific discoveries into practical knowledge and technological innovations.

CAMPUS DISTINCTIONS

Campus distinction is a critical element of the University of California; indeed, it is the sum of the differences across the UC campuses that collectively strengthen the system as a whole. The unique qualities of each campus also support the University in its mission to serve the diverse needs of the state. A companion document that will be available at <http://ucfuture.universityofcalifornia.edu/> highlights some “points of distinction” for each of the campuses, including history, faculty, areas of expertise and accomplishments, programmatic emphases, and the student body. What follows here is a comparison of selected metrics across all campuses, to illustrate how campuses align or differ in regard to particular attributes.

CAMPUS COMPARISONS

Campuses vary greatly in their size, resources, research and programmatic emphases, as well as in the characteristics of their students. These differences reflect the influences of institutional age and origins, programmatic aspirations, location, and external factors. The older, more mature campuses tend to be larger and, while still growing, are doing so at slower rates; they tend to have access to more financial resources, but also have greater commitments (e.g., larger graduate and research programs to support, aging facilities). Campuses also differ in their disciplinary mix and in the presence or absence of a medical center or other professional schools.

Each campus strives to attain the highest level of academic quality and serve the needs of its students and the local and global community.

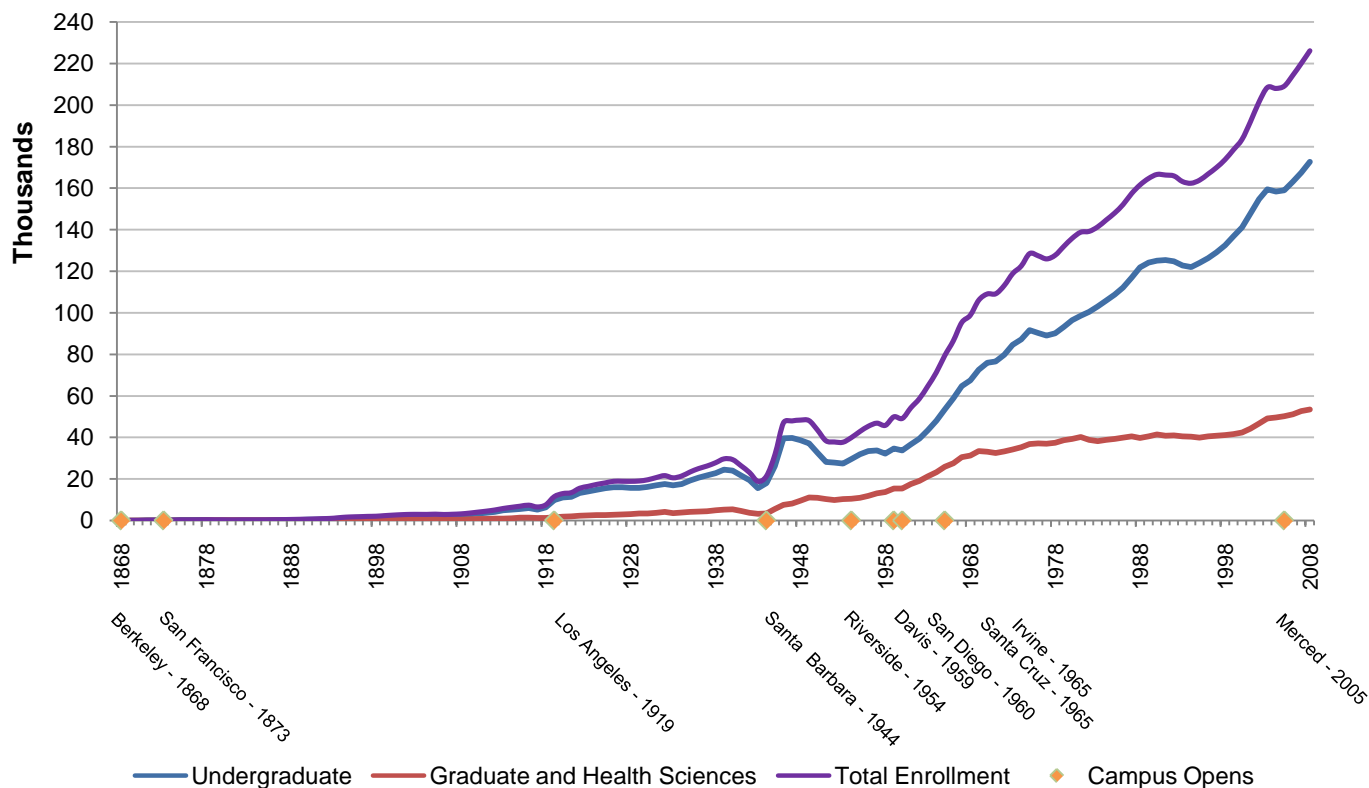
Likewise, while all campuses recruit from the top 12.5 percent of California high school graduates, their entering classes vary in terms of diversity (racial/ethnic, socio-economic, geographic and first generation status) and academic preparation levels (high school GPAs, SAT scores and writing abilities). These differences in turn may impact measures of student success – how many students graduate and how quickly. Lastly, while all the campuses aspire to excellence – and in fact share common academic procedures for faculty hiring, promotion and salary scales – differences persist among them in terms of the disciplinary mix of faculty, the proportion of lecturers to ladder rank faculty, faculty age and faculty salaries.

SIZE AND GROWTH

The ten UC campuses were founded over a 140-year period, with Berkeley (1868) being the oldest campus and Merced (2005) the newest. However, the majority of the campuses – Santa Barbara, Riverside, Davis, San Diego, Irvine and Santa Cruz – became UC campuses within a relatively short period of time, between 1944 and 1965. The following chart illustrates the year campuses opened relative to total enrollment growth of the UC system.

Three campuses (Berkeley, Irvine and Merced) were initially established as full-fledged campuses within the UC system. The other campuses either had UC affiliations, generally as research entities predating their establishment as full-fledged campuses, or they existed as independent institutions prior to being incorporated into the UC system. UC San Francisco was founded as Toland Medical College in 1864; UC Riverside, founded in 1907, grew out of a Citrus Experiment Station; UC Davis started in 1905 as a University Farm extension of UC Berkeley; UC San Diego evolved from the Scripps Institution of Oceanography (1903); and UC Santa Cruz has a predecessor in the Lick Observatory (1888). Two campuses were originally established as teachers colleges within the state college system – UCLA, established in 1882 as the Los Angeles State Normal School, joined the UC system in 1919, and UC Santa Barbara, established in 1909 as Santa Barbara State College, joined the UC system in 1944.

**Chart 1: UC System Enrollment History¹ and Year of Campus Establishment
Fall Headcounts**



Source: UCOP “Statistical Summary of Students and Staff” (<http://www.ucop.edu/ucophome/uwnews/stat/>).

¹ Counting practices have changed slightly as locations and programs were added. Approximate fall enrollments are shown.

As Table 1 shows, among the nine general campuses, age corresponds loosely with size – Los Angeles and Berkeley are the largest campuses, with total enrollments of 35,000 or more, and Merced, with a total enrollment of fewer than 2,800, is the smallest. Regional location and the presence or absence of medical and professional schools also influence size. Although all campuses draw students from across the state, those in large urban and suburban areas have access to a greater number of commuter students, particularly important for the viability of professional schools that offer programs for working adults.

**Table 1: UC Campus Enrollment, Growth and Long Range Projections
Annualized Full Time Equivalent (FTE) Student Enrollments**

Campus	Year Founded ¹	2008-09 Total FTE Enrollment ²	Enrollment Growth Since 1999-2000		Long Range Enrollment Plan Projections		
			FTE	Average Annual Growth Rate	2020-21 Total FTE Enrollment ³	Projected Growth from 2008-09	Average Annual Growth Rate
Berkeley	1868	35,485	6,001	2.1%	36,405	920	0.2%
San Francisco	1873	4,184	734	2.2%	5,490	1,306	2.3%
Los Angeles	1919	38,836	6,106	1.9%	38,990	154	0.0%
Santa Barbara	1944	22,589	3,730	2.0%	24,879	2,290	0.8%
Riverside	1954	18,082	7,367	6.0%	24,692	6,610	2.6%
Davis	1959	31,216	8,623	3.7%	36,783	5,567	1.4%
San Diego	1960	29,192	10,217	4.9%	33,590	4,398	1.2%
Irvine	1965	29,157	11,176	5.5%	31,278	2,121	0.6%
Santa Cruz	1965	16,809	5,939	5.0%	21,335	4,526	2.0%
Merced	2005	2,775	2,775 ⁴	N/A	11,094	8,319	12.2%
UC System		228,325	62,668	3.6%	264,536	36,211	1.2%

Source: UCOP Corporate Student System and campus enrollment reports.

¹ Date first enrolled students as a UC campus; may have been part of the UC system prior to this date.

² Total FTE (Full Time Equivalent) Enrollment is the sum of all full- and part-time enrollment (for example, a half-time student is 0.5 FTE) and includes undergraduate and grad/professional enrollment in both general campus and health sciences (including residents) over the full year, including summer. Excludes enrollments in self-supporting graduate programs.

³ Based on campus projections in UC Long Range Enrollment Plan:

http://www.ucop.edu/acadaff/swap/pdf/LREP080401_2.pdf.

⁴ Since 2005-06 for Merced.

All UC campuses have grown over the last 10 years. Irvine and San Diego experienced the largest FTE enrollment growth since 1999-2000, followed by Davis and then Riverside. Also, in 2008 UC developed a long-range enrollment plan (LREP) projecting growth at each campus through 2020-21. Most campuses aspire to steady growth over this period, much of which would be comprised of graduate and professional student enrollment. This reflects both aspirations for expanding programs and a response to a projected flattening in the number of California high school graduates. Annual growth rates drop dramatically in the planning period, to less than one percent at Berkeley, Los Angeles, Santa Barbara and Irvine. The campus anticipating the highest level of growth over this period is the newest campus, Merced (8,325 increase in FTE enrollment; 12.2% annual growth).

ENROLLMENT MIX

Graduate students are vital to the research and instructional enterprise and help attract high quality faculty, conduct research and mentor undergraduate students. One of the University's long-term goals has therefore been to increase the proportion of graduate students relative to undergraduates, and as the number of California high school graduates plateaus and undergraduate enrollments stabilize, there is an opportunity for campuses to re-balance these proportions. However, since graduate students are also more costly to teach and train than undergraduates, a major question becomes whether, when and where the University can afford to increase its proportion of graduate students.

Table 2 shows the proportion of undergraduate to graduate and professional enrollment at each campus. Excluding San Francisco, which is a dedicated graduate health sciences campus, the proportion of graduate students ranges from about 7 percent at Merced to about 31 percent at Los Angeles. By contrast, AAU public institutions, on average, have proportionately more graduate students (26%) than the University of California system average (22%). Only Berkeley (27%) and Los Angeles (31%) exceed the AAU average.

**Table 2: UC Campus Enrollment by Student Level
Fall 2008 Headcount**

Campus	Undergraduate		Graduate & Professional ¹		Fall 2008 Total Enrollment
	Number	Percent	Number	Percent	
Merced	2,534	93%	184	7%	2,718
Santa Cruz	15,125	91%	1,488	9%	16,613
Riverside	15,752	87%	2,269	13%	18,021
Santa Barbara	18,900	86%	2,968	14%	21,868
Irvine	22,238	82%	4,721	18%	26,959
San Diego	22,518	80%	5,477	20%	27,995
Davis	24,324	79%	6,616	21%	30,940
Berkeley	25,151	73%	9,223	27%	34,374
Los Angeles	26,536	69%	11,709	31%	38,245
San Francisco	0	0%	4,235	100%	4,235
UC System²	173,078	78%	48,890	22%	221,968
AAU Public Avg. (Fall 2007)³	25,902	74%	9,074	26%	34,976

Source: UCOP "Statistical Summary of Students and Staff" and U.S. Department of Education IPEDS Fall Enrollment (<http://nces.ed.gov/ipeds/>).

¹ Includes health sciences and excludes graduate self-supporting enrollments.

² All UC campuses, including San Francisco.

³ Fall 2007 headcount from IPEDS data

STUDENT CHARACTERISTICS

The undergraduate student body at the University of California reflects, in large part, the vast heterogeneity of the state; 94 percent of UC freshmen come from California. Table 3 and Chart 2 display the diversity of the UC undergraduate student body. The proportion of underrepresented minorities (URM) – African-American, Chicano/Latino and American Indian students – varies across the campuses, from 37 percent at Merced and 36 percent at Riverside to 14 percent at San Diego. In general, underrepresented minority students in California are more likely to come from economically disadvantaged backgrounds with fewer opportunities for academic enrichment, and thus may start with lower academic preparation levels than white or Asian students. Although UC eligible, students with lower academic profiles are less likely to get into the most selective campuses (Berkeley, San Diego and Los Angeles), and enroll in greater proportion at campuses admitting all UC eligible students (Merced – recently founded; and Riverside – located in a more rural part of a region shared with UCLA and UC Irvine).

First generation status is another measure of socio-economic diversity. First generation college students (students for whom neither parent graduated from a four-year college) often do not have access to the same kind of help, support and advice on navigating their college careers as students with college-educated parents. While nearly 40 percent of all UC undergraduates are first generation students, this proportion varies across the campuses, ranging from almost half at Riverside and Merced to less than a third at Berkeley.

UC campuses also vary in their enrollment of geographically diverse students. Berkeley and UCLA draw 10 percent or more of their undergraduates from outside of California, with about 4 percent from foreign countries. The remaining UC campuses serve much higher proportions of resident undergraduates, with Merced, Riverside and Santa Cruz having the highest proportions of students who are from California.

**Table 3: Undergraduate Student Body Profile
Fall 2008 Headcount**

Campus	Undergraduate Enrollment	Socioeconomic Diversity			Geographic Origin		
		URM ¹	First Generation College Going	Pell Grant Recipient (fall 2007) ²	CA Resident	Domestic Nonresident	Foreign
Merced	2,534	37%	49%	40%	98%	1%	1%
Riverside	15,752	36%	49%	41%	98%	1%	1%
Santa Barbara	18,900	24%	36%	25%	95%	4%	1%
Santa Cruz	15,125	21%	33%	26%	97%	3%	0%
Los Angeles	26,536	19%	36%	34%	90%	6%	4%
Davis	24,324	16%	41%	32%	96%	2%	2%
Berkeley	25,151	16%	31%	31%	90%	7%	4%
Irvine	22,238	16%	33%	26%	96%	2%	2%
San Diego	22,518	14%	39%	33%	94%	3%	3%
UC System	173,078	20%	37%	31%	94%	4%	2%

Sources: IPEDS Fall Enrollment, Student Financial Aid; UCOP Corporate Student System

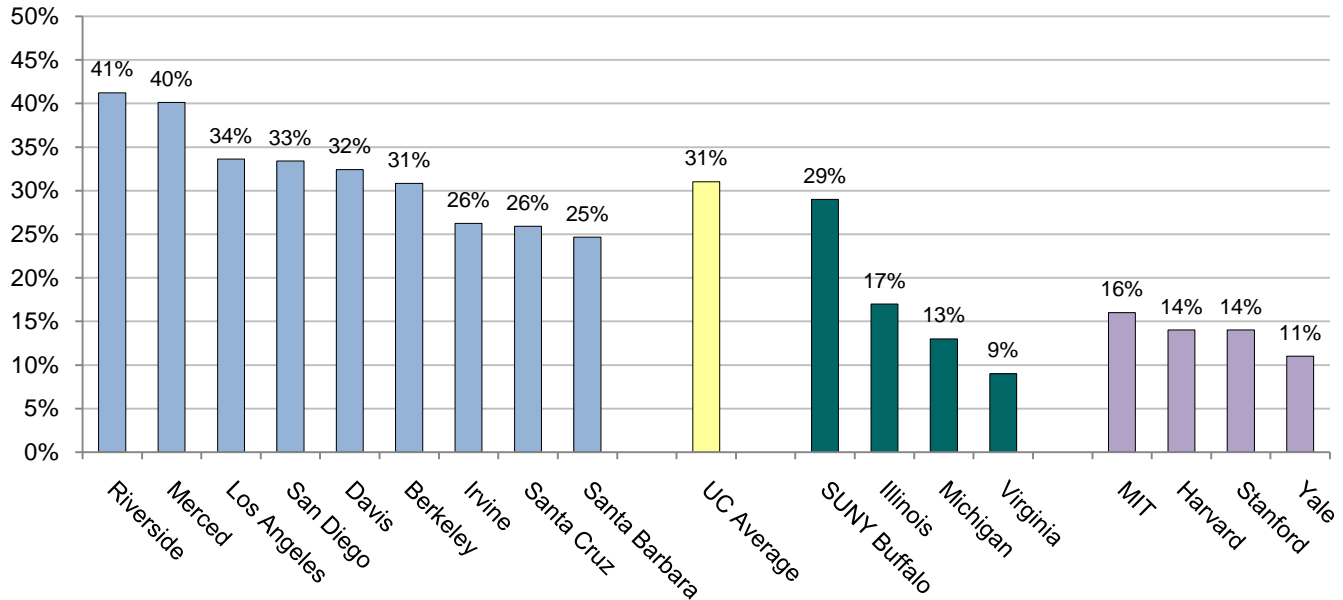
Note: Percentages may not total to 100% due to rounding.

¹ URM: Underrepresented Minority (African-American, Chicano/Latino and American Indian).

² Percent of Fall 2007 domestic undergraduates receiving Pell Grants.

The percentage of undergraduate students with Pell Grants provides a way to approximate enrollment levels of low-income students. As a system, the University enrolls a higher percentage of Pell Grant recipients than any of its public or private comparator institutions. The percentage varies among the campuses, from 41 percent at Riverside to 25 percent at Santa Barbara.

**Chart 2: Undergraduate Pell Grant Recipients
Fall 2007**



Source: IPEDS Fall Enrollment, Student Financial Aid

COMPETITION FOR FRESHMAN ENROLLMENTS

The UC campuses compete not only with other public and private institutions for entering freshmen, but also with each other. Table 4 shows applications, admits and enrollees for each campus. UCLA receives the most applications at over 55,000, with total applications at Berkeley, San Diego and Santa Barbara approaching 50,000.

Selectivity is expressed as the percentage of applicants to a particular campus who are admitted. Keeping in mind that the applicant pool is generally limited to the top 12.5 percent of California public high school graduates, the most highly selective UC campuses are Los Angeles (23% of applicants admitted) and Berkeley (26%), while the least selective is Merced (82% admitted).

The yield rate – the percentage of admitted students who enroll – is an indicator of how attractive a campus is to prospective freshmen. The higher the yield rate, the more competitive the campus. Yield rates at the UC campuses range from 10 percent at Merced to a high of 40 percent at Berkeley.

These rates may also be influenced by the enrollment targets and admissions decisions at other UC campuses. Students admitted to more than one UC campus tend to enroll at higher rates at Berkeley, Los Angeles and San Diego. However, the availability of majors, location and other personal preferences can influence a student's decision of one campus over another. Of the admits that Berkeley loses to other UC campuses, most enroll at Los Angeles, followed by San Diego and Davis.

Table 4: Freshman Applications, Admits and Enrollees – Selectivity and Freshman Yield 2008-09 Headcount

Campus	Applications	Admits	Selectivity (Admits/ Applicants)	Enrollees	Yield (Enroll/Admit)
Los Angeles	55,431	12,667	23%	4,740	37%
Berkeley ¹	48,478	12,689	26%	5,138	40%
San Diego ¹	47,400	19,560	41%	4,471	23%
Santa Barbara	47,078	23,188	49%	4,387	19%
Irvine	42,426	20,672	49%	4,584	22%
Davis	40,626	21,358	53%	4,972	23%
Santa Cruz	27,840	19,962	72%	3,964	20%
Riverside ²	21,467	16,810	78%	3,879	23%
Merced ²	10,355	8,505	82%	829	10%

Source: Files prepared for UC StatFinder (<http://statfinder.ucop.edu>) and UCOP Undergraduate Admissions File (UADM).

¹ Totals for Berkeley and San Diego include significant numbers of fall applicants whose admission and enrollment were deferred to winter quarter or spring semester.

² Riverside and Merced totals exclude referrals – UC-eligible students who were referred for admission at Riverside or Merced after having not been admitted at any other UC campus to which they applied.

ACADEMIC PREPAREDNESS AND SUCCESS OF UNDERGRADUATES

Just as the socio-economic diversity of students at UC campuses varies, so too does their level of academic preparation. Table 5 shows average SAT scores, average high school GPAs and the proportion of entering freshmen who test out of or meet the Entry Level Writing Requirement prior to matriculating at a UC campus, all measures of students' academic preparation levels. The better-prepared students make up a greater proportion of the student body at the more selective schools such as Berkeley, Los Angeles and San Diego than at other campuses such as Riverside and Merced.

Table 5: UC Freshman Academic Preparedness

Campus	Average Combined SAT Scores (fall 2008) ¹	Average High School GPA ² (fall 2008)	Percent Who Meet Entry Level Writing Requirement Prior to Enrolling (fall 2007)
Berkeley	1319	4.11	88%
Los Angeles	1269	4.08	88%
San Diego	1251	3.94	80%
Santa Barbara	1179	3.79	71%
Irvine	1172	3.82	69%
Davis	1171	3.79	63%
Santa Cruz	1141	3.54	62%
Riverside	1051	3.40	53%
Merced	1042	3.41	31%
UC System	1190	3.80	71%

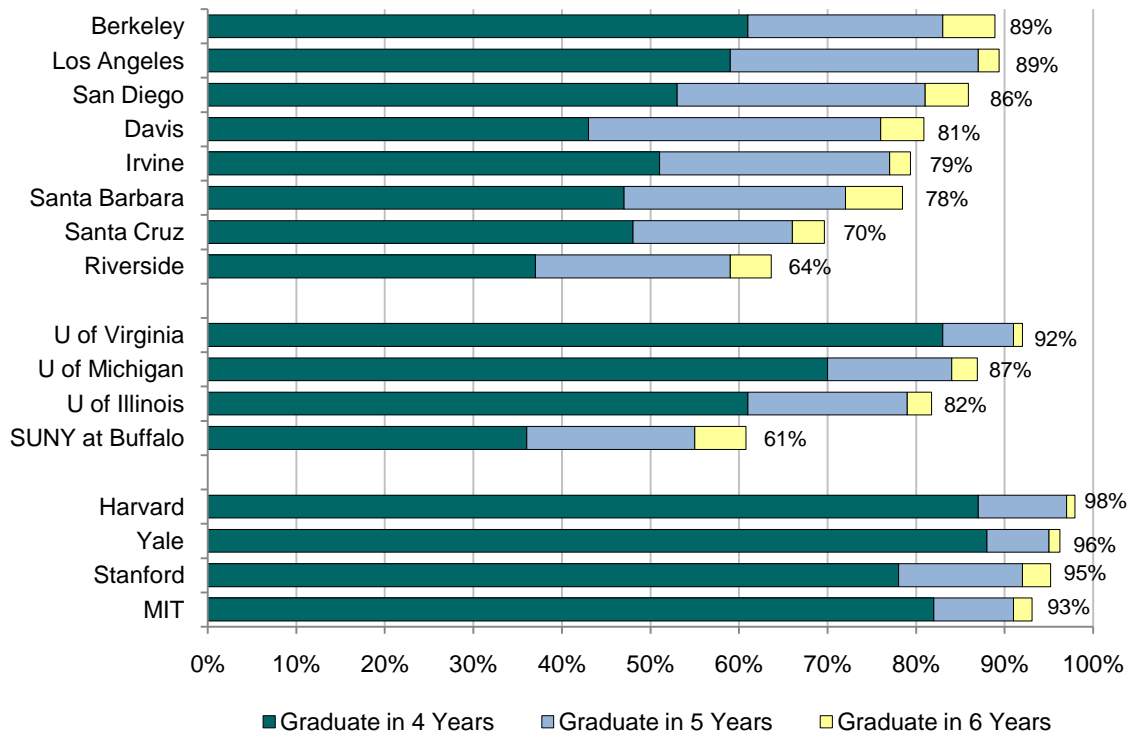
Source: UC Statfinder (<http://statfinder.ucop.edu>).

¹ Includes Critical Reading and Mathematics tests.

² Mean Weighted GPA.

Academic preparation levels, in turn, are correlated with graduation rates. Chart 3 shows graduation rates for the UC campuses and UC comparator institutions. Note that the two UC campuses that admit the highest academically prepared students also have the highest graduation rates. In fact, the six-year graduation rates at Berkeley (89%) and UCLA (89%) compare favorably to public comparator institutions such as Virginia (92%), Michigan (87%), Illinois (82%) and private comparator MIT (93%), particularly if one takes into account the significantly higher proportion of Pell Grant recipients at the UC campuses. Riverside's six-year graduation rate (64%) exceeds that of SUNY at Buffalo (61%), and Riverside has higher proportions of Pell Grant recipients.

**Chart 3: Freshman Graduation Rates, UC and Comparison Institutions
Fall 2000 Entering Cohort**



Source: IPEDS 2006 Graduation Rate Survey.

DISCIPLINARY CONCENTRATION

Disciplinary concentration among the campuses can be viewed through curriculum, programs and research activity. These concentrations are shaped by undergraduate student demand for certain majors, graduate and professional enrollments, and areas of faculty expertise.

Table 6 shows undergraduate degrees awarded in STEM (physical science, technology, engineering and math), life sciences, arts and humanities, and social sciences. Disciplinary mix has potential budget implications for the campuses since it may cost more to educate students in STEM and life science fields than in the humanities and social sciences. Conversely, these costs are mitigated to some extent as STEM/life science research brings significant extramural resources to the campuses in the form of contracts and grant awards and in-kind contributions. This in turn supports development of state-of-the-art labs, equipment and other facilities which help support instructional programs.

As the following table shows, the disciplinary mix varies among the campuses and reflects varying areas of expertise. At Los Angeles, 24 percent of undergraduate degrees were in arts and humanities, due in large part to the presence of the School of Theater, Film and Television. In contrast, at Berkeley the emphasis is more on STEM (20%) than on arts and humanities (17%). At Merced and Davis, about two-fifths of the undergraduate degrees awarded are in STEM and life sciences fields compared to about one-fifth at Santa Barbara, where the emphasis is strongest in social sciences and other (56%) and arts and humanities (23%). All campuses award the largest percentage of undergraduate degrees (42% or more) in social sciences and other fields. Once again, these differences are to some extent reflective of campus origins – Davis started as an agricultural research station, while Santa Barbara began as a teachers college. Yet each campus has expanded appreciably in other areas, consistent with programmatic aspirations and important new emerging fields of inquiry.

**Table 6: Undergraduate Degrees Awarded by Broad Discipline
2006-07**

Campus	Total Degrees Awarded	Proportion of Degrees Awarded In:			
		STEM ¹	Life Sciences	Arts & Humanities	Social Sciences & Other
Los Angeles	6,991	12%	14%	24%	50%
Berkeley	6,629	20%	14%	17%	49%
Davis	6,015	13%	31%	14%	42%
Irvine	5,230	18%	16%	14%	51%
San Diego	5,061	22%	19%	11%	48%
Santa Barbara	4,859	10%	11%	23%	56%
Santa Cruz	3,411	7%	16%	28%	49%
Riverside	3,337	9%	13%	24%	54%
Merced	54	13%	31%	6%	50%
UC System	41,587	14%	17%	19%	50%
AAU Public Avg.	5,722	15%	12%	16%	57%

Source: IPEDS Completions.

¹STEM includes physical science, technology, engineering and math.

The University’s graduate programs can be divided into either graduate academic or professional degree programs. Graduate academic students enroll in both masters and doctoral programs in the sciences, social sciences, humanities and engineering. Professional degree students enroll in programs such as law, medicine or business. As Table 7 shows, the UC campuses differ in the mix of fields in which they award graduate and professional degrees. While at least half of the undergraduate degrees awarded at each general campus are in the social sciences, academic graduate degrees are awarded primarily in the STEM and life science fields.

**Table 7: Graduate & Professional Degrees Awarded by Broad Discipline
2006-07**

Campus	Total Degrees Awarded	Academic PhD & MA Degrees				Graduate Professional Degrees				
		Degrees	STEM	Life Sciences	Arts & Humanities/ Social Sciences/ Other ¹	Degrees	Law	Business	Medicine	Educa- tion/ Other Health Fields/ Other
Los Angeles	3,603	1,430	44%	12%	43%	2,173	17%	28%	8%	48%
Berkeley	3,246	1,468	53%	13%	34%	1,778	22%	34%	0%	44%
Davis	1,758	1,017	39%	34%	27%	741	30%	18%	11%	40%
San Diego	1,436	1,072	53%	14%	33%	364	0%	31%	28%	41%
Irvine	1,318	770	52%	11%	37%	548	0%	61%	18%	21%
Santa Barbara	886	724	42%	14%	44%	162	0%	0%	0%	100%
San Francisco	730	93	14%	71%	15%	637	0%	0%	24%	76%
Riverside	555	373	40%	18%	42%	182	0%	29%	0%	71%
Santa Cruz	406	312	47%	11%	42%	94	0%	0%	0%	100%
Merced	1	1	0%	100%	0%	0	0%	0%	0%	0%
UC System	13,939	7,260	47%	17%	36%	6,679	15%	28%	9%	49%
AAU Public Avg.	2,626	1,097	47%	15%	38%	1,529	12%	25%	5%	58%

Source: IPEDS Completions.

Note: Percentages may not total to 100% due to rounding.

¹ Includes Arts and Humanities, Social Sciences, and Interdisciplinary Fields.

The UC campuses also differ widely in the mix of their professional degree programs. For example, five campuses – Davis, Irvine, Los Angeles, San Diego and San Francisco – have medical schools, which attract significant extramural research funding to the life sciences. Although Berkeley does not have a medical school, it does offer a wide variety of professional degrees in law, business, education, public policy, public health, optometry and other fields. Three campuses – Riverside, Santa Barbara and Santa Cruz – award most, if not all, of their professional degrees in education. Unlike graduate academic programs, a number of UC professional degree programs also charge professional school fees to help meet the higher costs of their programs.

FACULTY

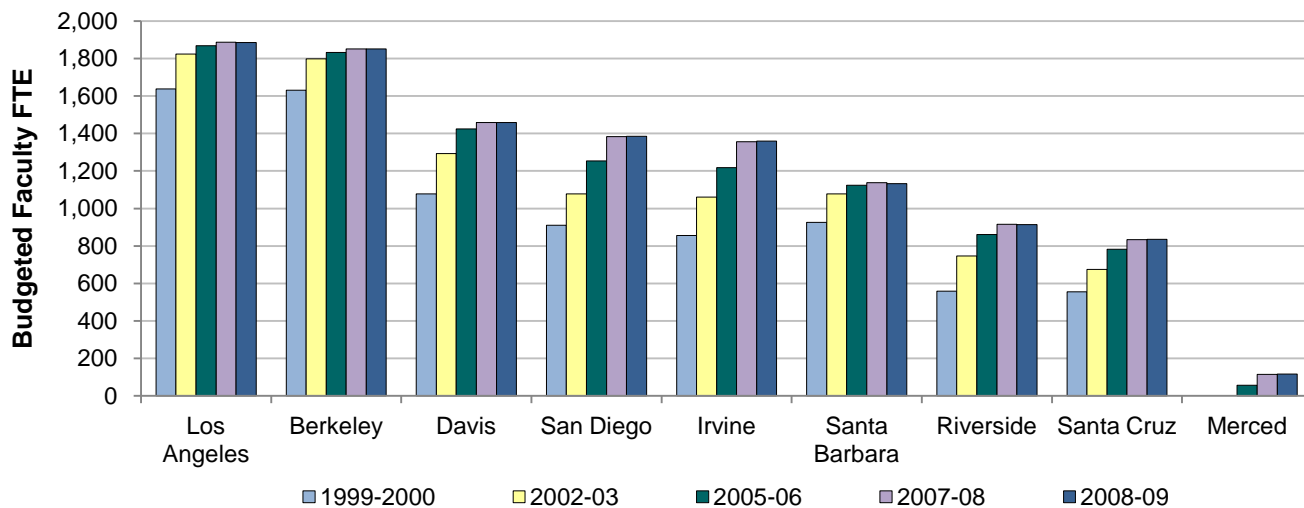
The UC campuses also differ in of the overall numbers of faculty, their disciplinary mix, distribution of tenure track ladder vs. non-ladder rank faculty, and their sources of faculty recruitment.

There are a variety of ways to count faculty. The following charts focus on two: 1) budgeted faculty FTE; and 2) ladder and equivalent rank faculty headcount.

BUDGETED FACULTY FTE

Budgeted faculty full-time equivalent (FTE) represents allocations to campuses to fund faculty positions, primarily ladder-rank faculty, but also lecturers and other faculty series. As shown in Chart 4, through 2007-08, budgeted faculty positions increased commensurate with state-funded enrollment growth. Between 2007-08 and 2008-09, levels of budgeted faculty FTE remained flat despite a continued increase in enrollment.

Chart 4: General Campus Budgeted Faculty FTE by Campus Selected Years



Source: UC Budget Office: "UC General Campus Budgeted Faculty FTE", 1990-91 to 2000-01 and 2001-02 through 2009-10.

LADDER AND EQUIVALENT RANK FACULTY HEADCOUNT

Ladder and equivalent rank faculty (also referred to as permanent faculty or filled faculty positions) are faculty members who are tenured or eligible for promotion into the tenured ranks. Collectively they best execute the core missions of the university, as these are the faculty with primary responsibility for engaging in and promoting research, teaching and public service. Most measures of institutional quality are assessed against the productivity of these individuals, including scholarly research, presentations, creative works and public service. Changes in the number of ladder faculty in any given year are a function of available (open) positions, separations (due, for example, to retirement or resignation) and recruitment success in the prior year. Even before the current budget shortfalls, the increasing cost of faculty start-up (e.g., expenditures for moving and setting up laboratories and equipment for their extramurally-funded research, support for graduate student researchers) had forced campuses to slow down the pace of hires in some higher cost disciplines, and we expect this to continue in 2009-10.

Due to differences between general campus programs and health professional schools in structure, funding sources and student population, general campus faculty headcounts (Chart 5) are charted separately from health sciences faculty headcounts (Chart 6).

Chart 5: General Campus Ladder and Equivalent Rank Faculty¹ Headcount by Campus Selected Years, October Snapshots

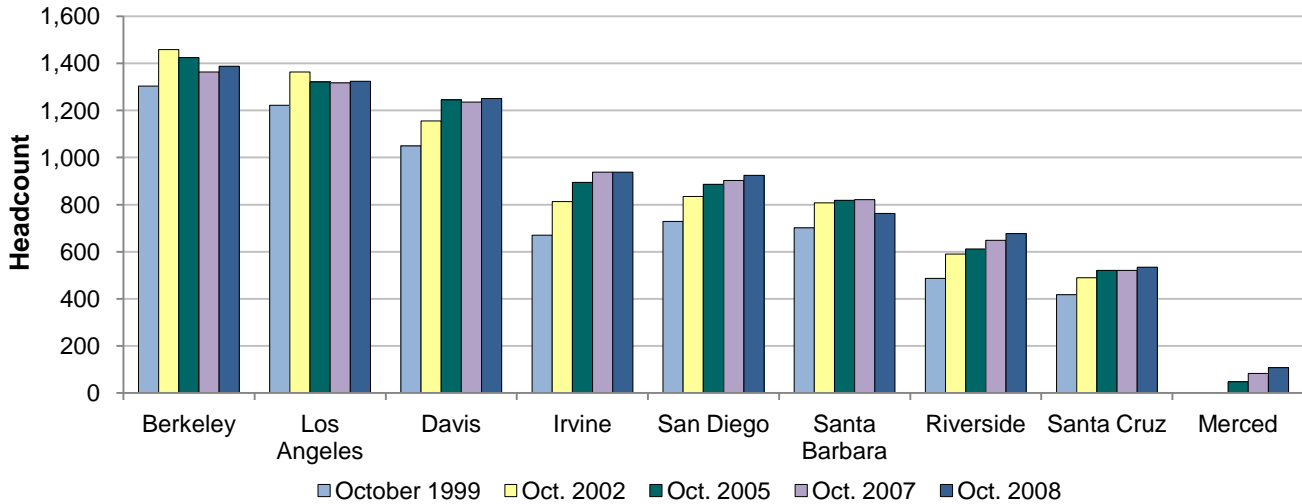
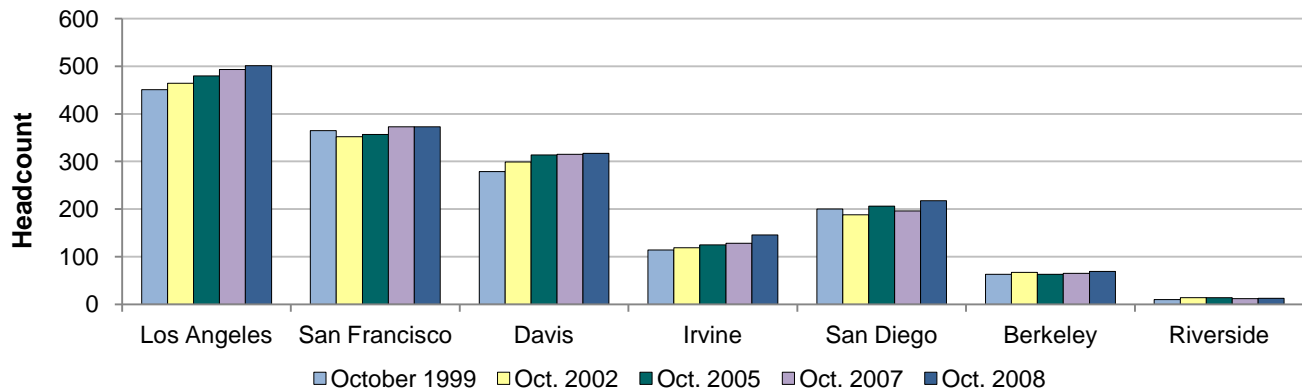


Chart 6: Health Sciences² Ladder and Equivalent Rank Faculty Headcount by Campus Selected Years, October Snapshots



Source for Charts 5 and 6: Data extracts from UC Corporate Payroll System (CPS) October snapshot files.

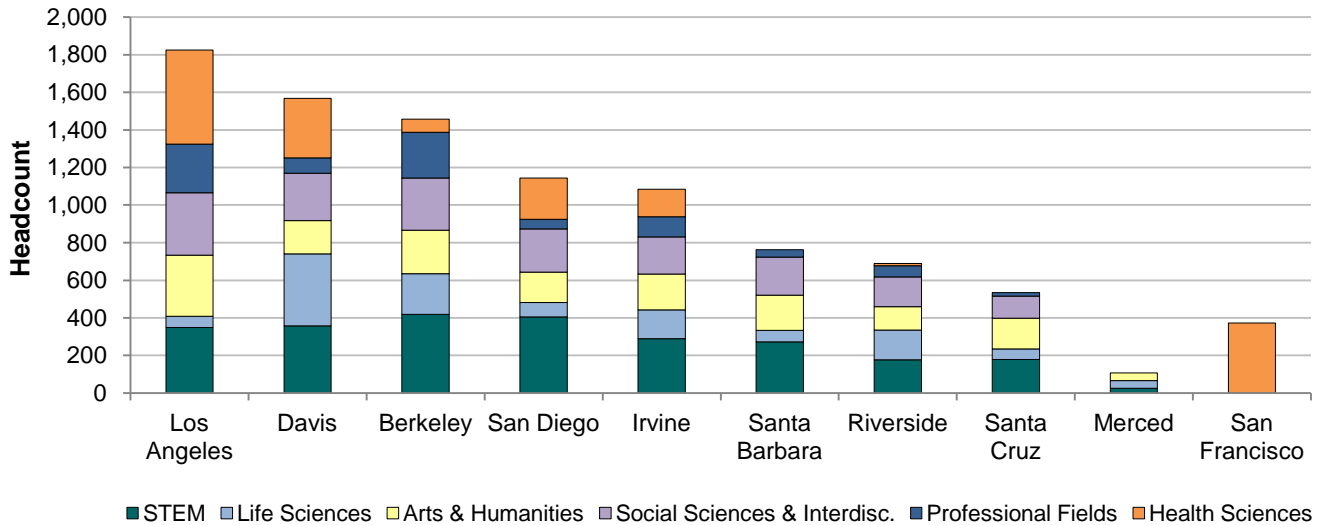
¹Ladder and equivalent rank faculty headcount includes faculty with any percentage of effort in a title in one of the following series: Professorial Series (tenured and non-tenured), Acting Series (Senate and non-Senate), Supervisors of Physical Education, Astronomers, Agronomists, Lecturers with Security of Employment and Lecturers with Potential Security of Employment, including faculty on sabbatical or on leave with partial pay.

²Health Sciences includes Medicine, Dentistry, Nursing, Optometry, Pharmacy, Public Health and Veterinary Medicine.

FACULTY DISCIPLINARY MIX

Within the ladder ranks, UC campuses also hire different combinations of faculty across disciplines. Factors that shape the mix of faculty include the presence or absence of professional and medical schools, as well as regional opportunities, historical foundations and expansion into new areas consistent with campus academic planning. Chart 7 shows UC faculty by campus and broad discipline.

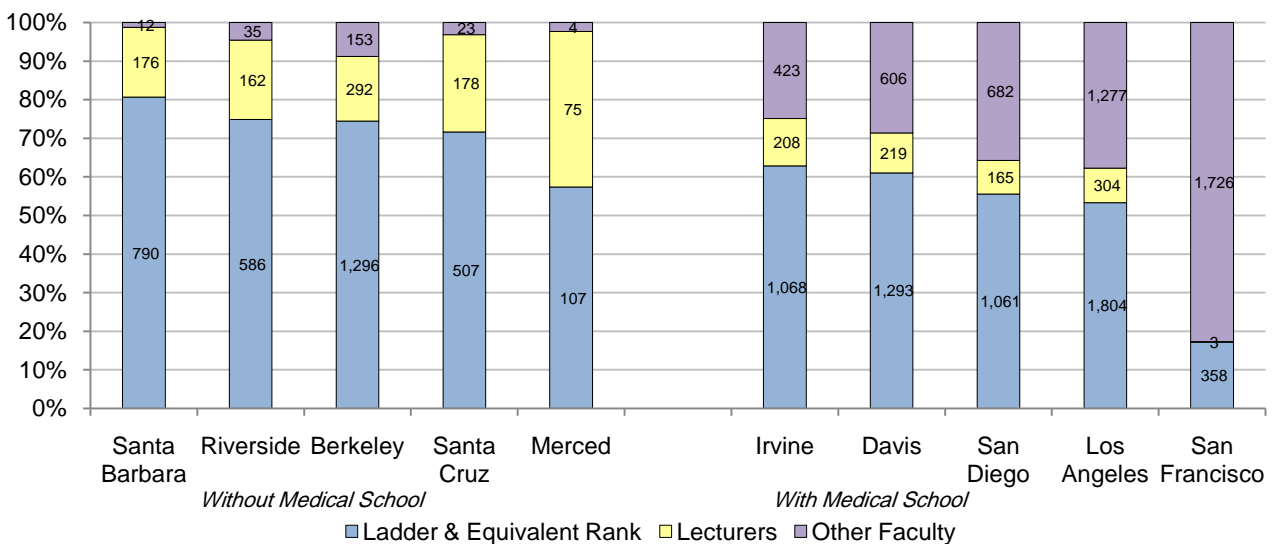
Chart 7: Ladder Rank and Equivalent Rank Faculty Headcount by Broad Discipline by Campus October 2008



Source: Data extracts from Corporate Payroll System (CPS) October snapshot files.

While ladder ranks constitute the core teaching and research faculty of the University, lecturers are an important element of undergraduate teaching, especially at the lower-division level where they are called on to teach introductory writing, math, languages and other courses. As Chart 8 shows, some campuses employ a greater proportion of lecturers than other campuses; this is in part a function of curricular design, presence or absence of medical and/or professional schools, and in part a result of lags in faculty hiring to fill new positions and/or replace faculty who have left the University (generally through retirement). “Other faculty” (e.g., those in Health Sciences Clinical, “Professor of Clinical ___”, Adjunct or In-Residence titles) are primarily found in the health sciences.

Chart 8: Distribution of Ladder and Non-Ladder Rank Faculty Full Time Equivalents (FTE)¹ October 2008

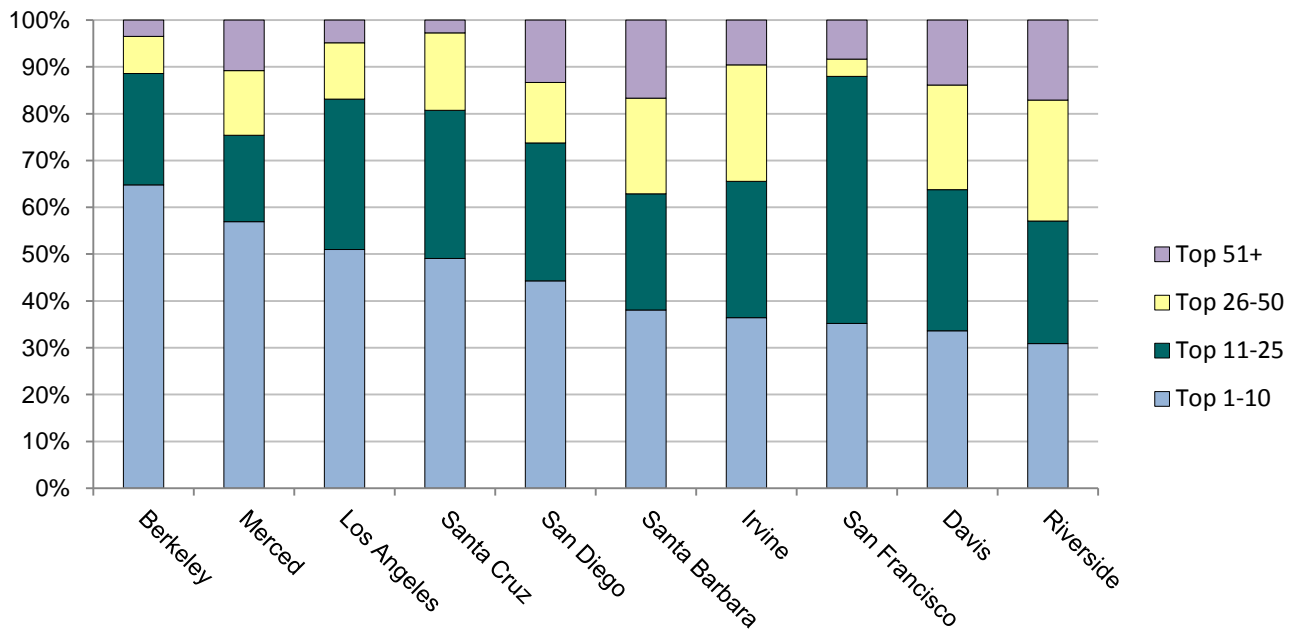


Source: UC Corporate Payroll System, October 2008 Snapshot.

¹ FTE indicates percentage of full-time pay in faculty title; includes faculty on sabbatical or on leave with partial pay.

Faculty recruitment patterns also vary across the UC campuses. As defined by Shanghai Jiao Tong University's *Academic Ranking of World Universities*, almost two-thirds of Berkeley's faculty were recruited from the top ten research universities in the world, compared to about 30 percent at Riverside. However, all UC campuses recruit heavily from top research universities; in fact, more than half of new faculty hires at every campus received their highest degree from the top 25 world universities. Four UC campuses – Berkeley, Los Angeles, San Diego and San Francisco – are in Shanghai Jiao Tong University's list of the top 25 world universities. Thus it is not surprising to find that the UC campuses look to each other for faculty recruitment as well.

Chart 9: Percentage of Faculty Hires with Highest Degree from Top World Institutions (Based on Shanghai Jiao Tong University Rankings) 1998-99 to 2007-08



Sources: New Hire data from UCOP Corporate New Appointment Database. Rankings from Shanghai Jiao Tong University *Academic Ranking of World Universities*: <http://www.arwu.org/>.

Note: Based on the top 75% of feeder institutions.

RESEARCH

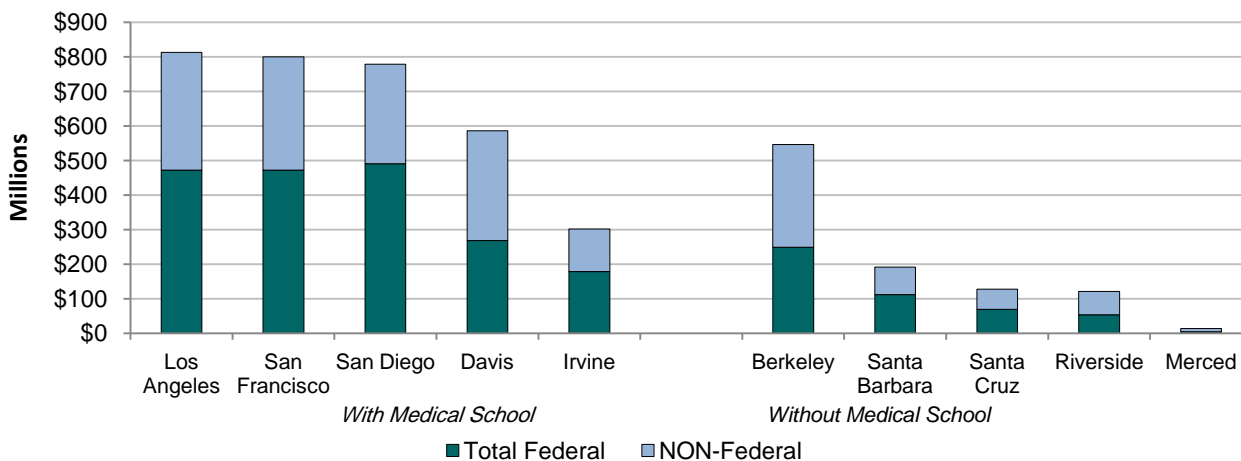
UC is one of the world's preeminent research universities. Among California's public institutions, under the Master Plan for Higher Education, UC has the primary responsibility for doctoral education and the preparation of professionals in certain disciplines.¹ It also is designated as the state's primary academic agency for research.

The state provides most of the funds for the buildings, laboratories and equipment that support teaching, workforce development and technology transfer. The state also pays UC faculty to spend a portion of their time on research as a part of UC's tripartite mission of teaching, research and public service. In turn, the quality of UC's research attracts billions of dollars annually in funding from the National Institutes of Health, the National Science Foundation, the Department of Energy and other federal and private sources. From Central Valley farms to Silicon Valley factories, from educating the young to caring for the aging, virtually every aspect of life in California has been touched and improved by UC research. And students benefit directly as well. Every year, thousands of UC undergraduates are exposed to research through research internships, projects, scholarship programs and seminars. Research is at the heart of graduate student education, and UC's graduate programs are nationally recognized.

Given the diverse nature of research it is difficult to develop metrics that adequately measure quality across the wide spectrum of benefits gained. In particular, research contributions to social, cultural and economic factors are best captured through descriptions of the actual programs and their impacts.

Just one measure of research productivity is the amount of annual research expenditures from federal, state and private sources. As with other measures, the presence or absence of a medical school makes a significant impact on the size of the research enterprise and the sources of funds.

**Chart 10: TOTAL Research Expenditures
Fiscal Year 2007-08, in Millions of Dollars**



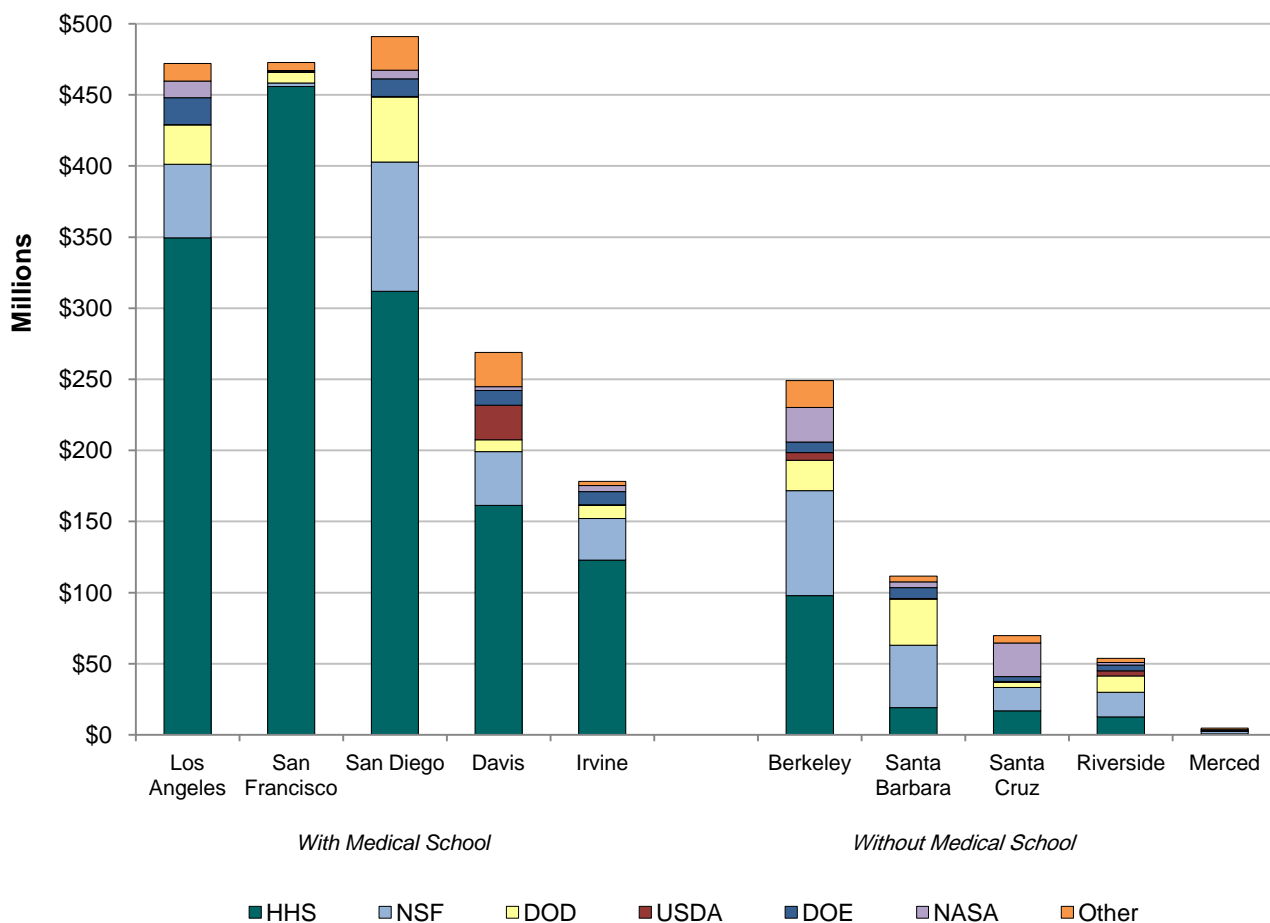
Source: UC Corporate Financial System, Expenditures for Scientific Research by Fund Source.

Note: Includes direct costs (direct expenditures on research) and reimbursed indirect costs (overhead charged to the granting agencies). Excludes expenditures at Lawrence Berkeley National Laboratory.

¹ Under the Master Plan for Higher Education, the California State University (CSU) is granted authority to award doctoral degrees jointly with UC or an independent institution. In 2006 the California Legislature granted CSU authority to award a doctorate of education (Ed.D.) degree in Educational Leadership.

Federal government support may come from a variety of federal agencies. Since universities across the country compete for federal grant dollars, federal expenditures represent a considerable source of prestige for UC campuses. The vast majority of federal grants for campuses with medical schools comes from the Department of Health and Human Services, which includes the National Institutes of Health (NIH). The largest proportion of grants at most of the general campuses comes from the National Science Foundation (NSF). Notably, UC Davis, with its traditional focus on agriculture, draws significant support from the Department of Agriculture (USDA); and Berkeley and Santa Cruz, each with an emphasis in astronomy and astrophysics programs, obtain significant support from NASA.

**Chart 11: FEDERAL Research Expenditures by Funding Agency
Fiscal Year 2007-08, in Millions of Dollars**



Source: UC Corporate Financial System, Expenditures for Scientific Research by Fund Source.

Note: Includes direct costs (direct expenditures on research) and reimbursed indirect costs (overhead charged to the granting agencies). Excludes expenditures at Lawrence Berkeley National Laboratory.

HHS: Department of Health and Human Services
 NSF: National Science Foundation
 DOD: Department of Defense
 USDA: U.S. Department of Agriculture
 DOE: Department of Energy
 NASA: National Aeronautics and Space Administration

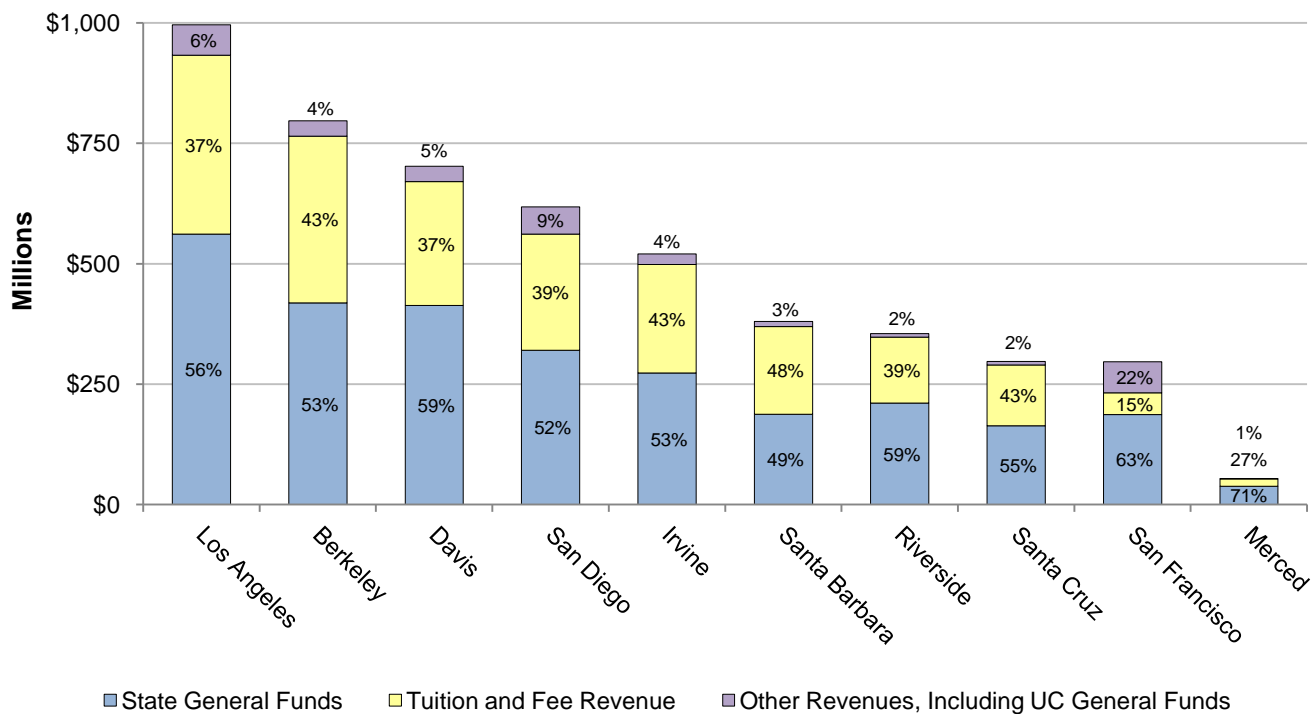
RESOURCES

Campuses also differ in the size of their budgets and their sources of funding. Of primary interest are the core funds, which provide permanent support for the core mission activities of the University: instruction, non-sponsored research and public service, as well as the administrative and support services needed to carry out these activities.

As enrollments grew across the system, the base budget of each campus also increased, enabling the hiring of faculty, expansion of academic programs and curricular offerings, and enhancement of student support services. However, much of the state's contribution to support these increased enrollments has subsequently been rescinded in the wake of successive economic downturns.

Core funds are comprised of State General Funds, student fee revenue², UC General Funds and certain other revenues³. These are the primary sources of funds for faculty salaries and benefits, instructional and academic support, student services, operation and maintenance of plant, and student financial aid. The following chart illustrates the relative core funds budget by source of funds available by campus. (This is a different view than expenditures per student, which can vary significantly based on expenditure patterns and whether a campus is over- or under-enrolled in a given year.)

**Chart 12: Campus Core Funds Budgets by Revenue Source
2007-08, in Millions of Dollars**



Source: UC Corporate Financial System.

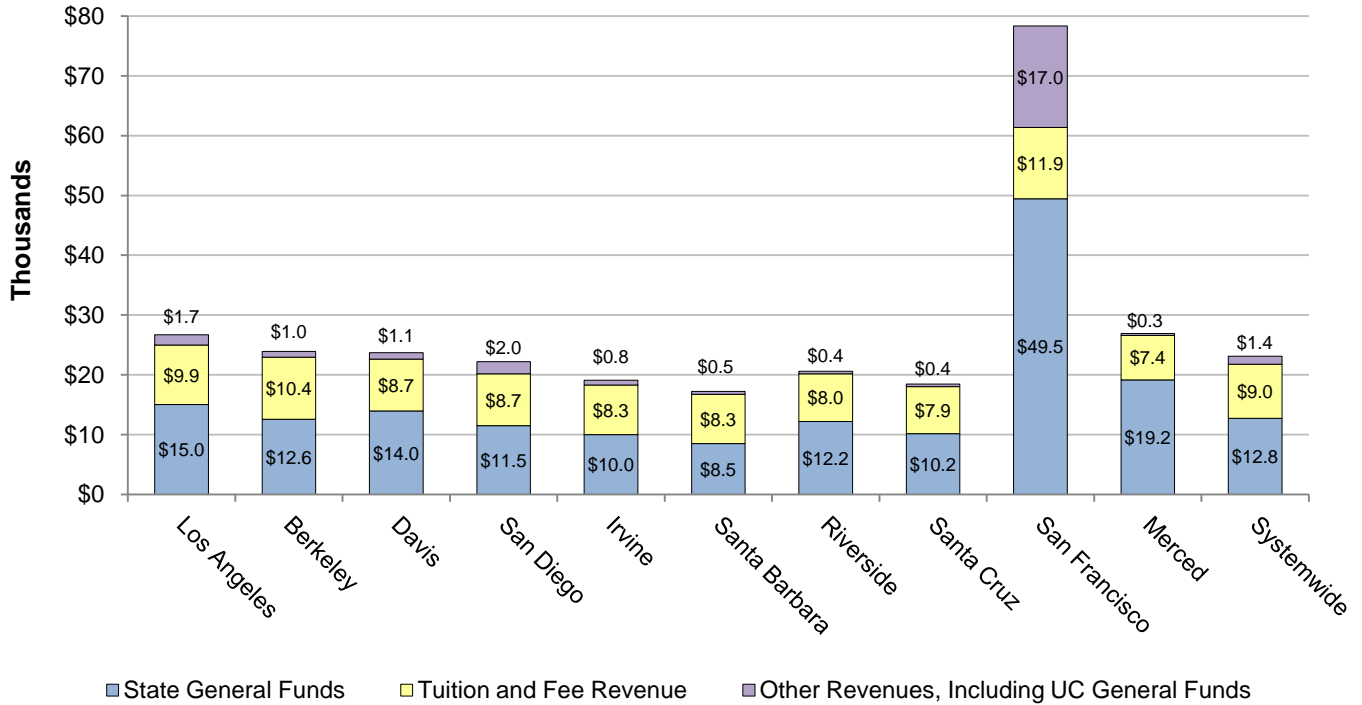
Note: Percentages may not total to 100% due to rounding.

² Student tuition and fee revenue includes non-resident tuition and application fees, as well as the portion set aside for financial aid.

³ Other revenue includes funds generated from overhead charges to federal and state granting agencies, patent income, and Short Term Investment Pool (STIP) income that are contributed to the UC General Fund.

Variations in average tuition and fee revenue by campus are due to differences in the mix of undergraduate, graduate academic, and graduate professional enrollments, as well as the mix of resident and nonresident enrollments. Other revenue is based on what each campus generates in federal and state indirect cost recovery funds, patent income, and interest income that contributes to the UC General Fund. The accretion of historic state, Regental and UCOP funding policies over time, as well as the mix of students by level and discipline on each campus has also contributed to the variance in core funds per student. **As a result of severe cuts, we anticipate a drop in state funding per student and an increase in the proportion of funding from student tuition and fee revenue in 2009-10 and beyond.**

Chart 13: Campus Core Funds – Per Budgeted FTE Student¹ by Revenue Source 2007-08, in Thousands of Dollars



Source: UC Corporate Financial System.

¹Based on budgeted Full-Time Equivalent enrollment, which is used in preparing UC operating and capital budgets and in determining campus budget allocations; includes summer enrollments.