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REMARKS TO THE REGENTS

President David P. Gardner
University of California

Regents' Meeting
September 18, 1992

Madam Chairman and members of the Board of Regents:

Next month marks another transition in the history of the University of California: the sixteenth time the University has asked a new president to help sustain and contribute to the building and further development of this renowned institution. The approach of that event prompts me to reflect upon the nine years I served as the University's fifteenth President; and in the time you customarily reserve for outgoing officers of the University to comment, I wish to share these reflections with you, beginning with a brief quotation from my inaugural address in April of 1984:

Universities exist for many purposes and they serve many ends. One of those purposes is to remind us of what has lasting value, of what endures beneath the currents and eddies of everyday life. . . . English history illuminates the point. I draw from J. R. Green's Short History of the English People. The year is 1648. In that year we are in the midst of the Puritan Revolution, of civil war in England, and we read of the outbreak of

the Royalist revolt in February, the revolt of The Fleet and of Kent in May, of the campaigns of Fairfax and Cromwell in Essex and Wales in June and July, of the Battle of Preston and the surrender of Colchester in August, and of Pride's purge in December. And at the end of a gloomy, bloody recital, we come to this entry in italics: Royal Society begins at Oxford.

A useful lesson may be drawn from that vivid slice of history as we take note of our current troubles and difficulties: We need to look not only at the immediate problems facing us but also at the opportunities that are ours to seize, and we need to take the longer, not the shorter view of things. This morning, however, I prefer to talk about the steps that have moved us forward as a university and a community of learning over the course of the last nine years.

Enrollments

1. Since 1983, UC has grown from 141,000 to 166,000 students, and in doing so the University honored its commitment to find a place for every UC-eligible high school and community college graduate wishing to enroll. While we have not always been able to offer such students campus of first choice or major of preference, we have always found a place for them at one of the University's eight general campuses. This has been no small accomplishment given the unexpected and nearly unprecedented demand for

enrollment that we confronted during this time and the acute fiscal problems we have faced since 1990.

2. The University made dramatic--almost revolutionary--strides in increasing the racial and ethnic diversity of our student body, especially at the undergraduate level, where a 50 percent increase in minority enrollments occurred; and I take special pride in the fact that we accomplished this while also dramatically improving, on average, the academic quality of our student body. In 1983, the grade-point average for all enrolled, regularly admitted freshmen was 3.6; in 1991 it was 3.8. While many factors contributed to this progress, much of it is traceable to the University's own efforts in working collaboratively with the public schools during the past nine years to improve the quality of teaching and learning in K-12. For example, UC expanded substantially its early outreach programs, professional development programs for teachers, and educational research. One should note, however, that these efforts need to be sustained or we shall, at least in the short term, regress.

We have also put into place a variety of programs to encourage and assist exceptionally promising women and minority scholars to enter the academic profession. One of these, the President's Fellowship Program, is designed to improve the competitiveness of women and racial and ethnic minority Ph.D.

recipients for faculty appointments at UC and other leading universities.

Since the program began in 1985, 124 talented women and minority scholars have received these fellowships, and many of them are serving on UC's faculty.

3. We developed a comprehensive and strategic long-term plan for the further growth and development of UC, on the assumption that California will want the University to grow with the state and continue to make eligible the top 12-1/2 percent of California high school graduates. This plan, which as you will recall was submitted to the Board in October of 1988, anticipates growth of 60,000-70,000 students to the year 2005 and the construction of three new campuses during that time.

The most recent demographic data available suggest that these plans, far from being overly optimistic, in all likelihood underestimate the demand for a University of California education from UC-eligible Californians. And while the timetable for this growth will very likely have to be adjusted because of the State's current fiscal problems, I remain confident that we will one day see the establishment of three new campuses, for all the reasons set forth in 1988--unless, that is, the State chooses to abandon its historical commitment to provide access to UC for the State's most qualified

and promising high school students and eligible community college transfers, as, I deeply regret, it appears slowly but surely to be doing.

4. The University's one millionth degree was awarded in 1990, and 312,414 students earned degrees from the University of California during the past nine years.

Resources

1. UC's operating budget made dramatic improvements beginning in 1983, thanks to a supportive legislature and governor. Since that time we recovered much that was lost in the late 1960s, 1970s, and early 1980s. However, we have been losing rather than gaining ground beginning with the 1989-1990 fiscal year, and I expect we will continue to do so for the next two to three years. For example, UC's share of the total State General Fund budget dropped from a high of 5.8 percent in 1986-87 to slightly under 4.7 percent in the 1992-93 budget. Looking at it from the other side of the coin, in 1960 the State paid for 60 percent of the University of California's annual operating budget. For 1992-93, State General Funds represent just 26.5 percent of our total budget, exclusive of the Department of Energy laboratories.

It is worth noting that while our shrinking share of the State's budget and the State's shrinking share of our budget are in part the result of diminishing State support, it is also a function of UC's having obtained funds from other sources at record levels--private gifts, Federal contracts and grants, and of course, recent and significant increases in student fees and tuition. Although UC has a variety of fund sources, they are all earmarked monies. We rely on State funds to sustain our basic academic programs and to enhance our support from these other sources.

2. Capital funding from State sources has gone from \$16.5 million in 1983 to a 1992-93 total of \$240 million. We have built libraries, hospitals, laboratories, clinics, classrooms, residence halls, student unions, athletic and other facilities needful for our work. Including both State and non-State sources, between 1983 and 1991 we expended \$4,308,000,000 on construction that is either completed or underway, the most building to occur during a comparable time in the University's history. I should note that less than half of this funding has come from the State; the rest derives from user-financed bond issues, student fees, private gifts, Federal funds, and financing arrangements of one kind or another.
3. Annual Federal contract and grant awards to the University more than doubled over the past nine years from \$500,930,000 in 1982-83 to more than

a billion dollars in 1990-91, excluding the three UC-managed national laboratories. It should be noted that UC now performs roughly 11 percent of the Federally sponsored basic research at our nation's universities.

4. Annual private support for the University increased from \$157 million in 1982-1983 to \$433 million in 1991-92. The total private support coming to the University during those nine years was \$3,109,616,845.
5. The University's overall budget, including the Department of Energy laboratories, grew from \$4.8 billion in 1983-84 to \$9.6 billion in 1992-93.

Academic Programs

1. We have made significant efforts to strengthen and improve undergraduate education. I will mention three.

First, the most recent All-University Faculty Conference was devoted to the subject of undergraduate education, and we will be sending you the proceedings shortly, together with the accompanying recommendations.

Second, Chancellor Pister headed a major study of UC's reward system for faculty, producing a report in which the role and place of teaching in UC

were re-evaluated and repositioned. I am convinced that the result will be to increase in tangible ways the attention to and rewards for teaching in the University, especially at the undergraduate level.

And third, last February I wrote to the Chancellors asking them, in concert with the faculty on their campuses, to increase the number of freshman and sophomore seminars, to reduce class size whenever possible, to increase undergraduate opportunities for research, and to increase the number of courses and sections so that students can make normal progress toward their degrees, and to do this within our existing instructional resources. The enthusiastic response received from the campuses, reported to you yesterday by Vice President Schwartz, is a tribute to the University's faculty and Chancellors, who have worked energetically and vigorously to seek ways of further improving the education offered by UC to one of the brightest cadres of undergraduate students to be found anywhere.

2. We broadened the range of the University's research to include more directly some of California's most pressing interests--K-12 education, for example, and California's place in the dynamic and growing Pacific Rim. Over 45 multicampus research units, centers, and programs have been established since 1983. One such research center is the universitywide Humanities Research Institute, established at UC Irvine in 1987, together

with new faculty and graduate student fellowships, to enhance and encourage research in the humanistic disciplines. In partnership with Caltech, UC built the Keck Telescope and Observatory, the world's largest optical telescope, and is building a second one on the same site atop Mauna Kea in Hawaii. This accomplishment is of major moment in the history of science, and the University can be very proud of the role it has played in giving life to this endeavor.

3. We enhanced UC's already-established position as an international center of learning by increasing the opportunities for our students and faculty to study abroad. In 1982-83, UC students could study in one of 46 institutions, most of them in Western Europe; today they can choose from among 93 institutions in 30 countries, twelve of them in the Pacific Rim region. Since 1989, when we instituted a program of faculty exchanges with our EAP partner universities, 358 UC and foreign faculty have participated.

Major new research centers and institutes have been created to increase and improve our understanding of the world's major regions and their peoples and cultures, especially in Asia, Latin America, and Europe. UCLA's Center for Pacific Rim Studies, UC Riverside's Institute for Mexico and the United States, UC San Diego's Institute on Global Conflict and Cooperation, and UC Berkeley's Center for German and European Studies, to mention just a few

examples, have dramatically increased the opportunities UC students and scholars have to study these regions at home and abroad.

4. We added five new professional schools and colleges: the Graduate School of International Relations and Pacific Studies and the School of Architecture at UC San Diego; the College of Engineering at UC Riverside; the School of Environmental Science and Management at UC Santa Barbara; and the School of Social Ecology at UC Irvine. And a proposed college of engineering at UC Santa Cruz is under active consideration.

As I noted in the preface to the just-published book marking the University's 125th birthday, A Year in the Life of the University of California, the University now comprises nine campuses, five teaching hospitals and numerous clinics, more than 200 laboratories and research centers, more than 100 libraries holding the largest collection in the U.S. except for the Library of Congress, and a vast array of teaching, research, and public service programs. More than a quarter of a million people attend the University as students or work for it as faculty, administrators, and staff. Research ships from the Scripps Institution of Oceanography explore the world's oceans; astronomers from the Lick Observatory continue their pioneering research and those at the Keck Observatory will shortly deploy the world's largest optical telescope; archeologists uncover the past, layer by fascinating layer, with excavations in ancient lands. We graduate about 10 percent of all Ph.D.s in the

United States every year, and more women and minority Ph.D.s than any other university. Our faculty includes more than 250 members of the National Academy of Sciences, about one-sixth of its membership. Through the years UC's faculty has won 29 Nobel Prizes, five of them coming during my service as President. Eighteen of these Nobel Laureates are currently active on the University's faculty.

The people of California are touched by their university, whether they know it or not, every day. Architects and engineers trained at UC design the buildings we live in and the roads and highways we travel. Graduates of our schools and colleges in the health sciences care for us when we are ill and discover the miracle drugs that give us hope in the fight against disease. UC's faculty educates talented young people in the high standards of commitment and performance essential to the quality of all of the learned professions, including a high percentage of those serving on the faculties of the nation's leading universities. California's oldest industry--agriculture--has been revolutionized and its youngest--biotechnology--virtually created by research performed at the University of California.

The University is, in sum, the state's crowning jewel, the principal point of access for people of talent and ambition, the quiet force from which much of California's economic power and strength derive, one of the world's great intellectual treasure houses, the repository of much of our cultural heritage, a cauldron of discovery, a

marketplace of ideas--in short, one of the greatest centers of learning the world has ever known.

I am proud of the University of California and all that it represents, and equally proud of its students, faculty, and staff, who are among the most dedicated and gifted individuals assembled anywhere. I feel honored to have had the opportunity to work with them and with the Regents, my administrative colleagues who work long and hard in this institution's service, the leaders of the Academic Senate, and the University's alumni and friends throughout the world. And as I come to the end of my tenure as President, I am proud of my quarter-century of service to this institution, of what I have been able to contribute and of what has been accomplished on my watch. The chance to have so served this great university has been one of life's great privileges, and Libby, who until a year-and-one-half ago was in partnership with me throughout this period of service, regarded it as a privilege as well.