

Withdrawal/Redaction Sheet

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COLLECTION:

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FOLDER TITLE:

Miscellaneous: Chancellors Washington Forum April 18 2000

2013-0371-S

ms630

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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Freedom of Information Act - [5 U.S.C. 552(b)]

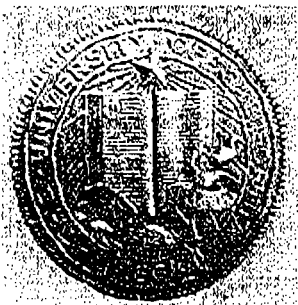
- b(1) National security classified information [(b)(1) of the FOIA]
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Fact Sheet

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A new media service of the University of California News and Communications Office

UC ENROLLMENT GROWTH

Complete information on the student enrollment issue at the University of California

[Click here](#) to view the sheet in .pdf format

UNIVERSITY OF CALIFORNIA NEWS AND COMMUNICATIONS 510.987.9200 www.ucop.edu

The University of California is preparing to accommodate 63,000 additional students by 2010 – enrollment growth of 43 percent – as the state's college-age population swells. UC is committed to keeping its promise of access to these students while continuing to provide high-quality instructional and research programs. The university is pursuing a range of strategies for accommodating this enrollment growth, focusing on creative solutions tailored to local needs.

'TIDAL WAVE II'

According to the California Postsecondary Education Commission, California's public institutions of higher education can expect enrollments to rise by more than 700,000 students between now and 2010. This enrollment surge, dubbed "Tidal Wave II" by former UC President Clark Kerr, is attributable to growth in the college-age population and anticipated increases in college participation rates, among other factors.

Under the state Master Plan for Higher Education, UC enrolls students from the top 12.5 percent of California's high school graduating class each year. The university fully intends to continue accommodating these students who have earned a place at UC. As a result, the university expects enrollments on its general campuses to grow from approximately 147,000 full-time-equivalent students in 1998-99 to approximately 210,000 by 2010.

This increase equals the university's total enrollment growth over the last 30 years and also is equivalent to the existing enrollments of UC Berkeley and UCLA combined.

PLANNING FOR GROWTH

UC Merced is one part of the solution to the enrollment challenge. UC has been planning to open UC Merced, the university's first campus in the San Joaquin Valley, in 2005 and enroll 5,000 students there by 2010. Gov. Gray Davis has created a "Red Team" to expedite the approval process for UC Merced in hopes of opening it by 2004.

The university is working on creative strategies for accommodating the remainder of the enrollment growth, and each campus will pursue the solutions that work best given local needs and circumstances. The solutions include:

- Offering more classes during the summer. Currently, student fees are higher for the summer session because it is not state-supported. To help ease the enrollment crunch, the university will expand instructional offerings during the summer, a step that will require state funding.
- Offering more off-campus opportunities through the Education Abroad Program and new off-campus centers such as those in Ventura and Fresno. The university's 2000-01 budget proposal requests funding for development of another off-campus center in the Santa Clara Valley.
- Expanding regular enrollments during the fall, winter and spring quarters, with sensitivity to the concerns of the campuses' surrounding communities.
- Continuing to improve students' time to graduation. Currently, UC students graduate in 13

quarters on average. The university will continue working to facilitate students' ability to earn a diploma in 12 quarters.

- **Making use of technology.** Advances in educational technology will enhance the quality of instruction on UC campuses and may help expand off-campus learning opportunities

A CHALLENGE FOR THE STATE

According to UC President Richard C. Atkinson, "The challenge of enrollment growth presents the University of California with a tremendous opportunity – an opportunity to serve the educational needs of a growing and diverse population, and thus to expand the university's contributions to the economic and societal well-being of California as a whole."

Meeting the challenge will, of course, require a sustained commitment of resources. For instance, UC campus growth, along with needed renovation and seismic projects, will require \$500 million per year in capital funding. The university will need to hire approximately 3,000 new faculty members for enrollment growth alone. Student services will likewise require expansion.

UC must also continue to receive the operating budget support necessary to preserve its high-quality instructional and research programs, which provide the educated workforce and research innovations that are critical to California's knowledge-based economy.

The university is committed to maintaining both access and quality as it enters the 21st century. But UC cannot do it alone. Educating the next generation of California's students is a challenge not just for the university, but for the state as a whole.

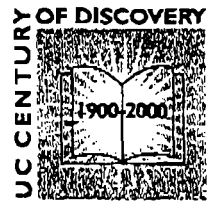
Suggested Campus Enrollment Targets
General campus budgeted FTE *

Campus	1998-99	2010-11	Average annual growth rate
Berkeley	27,800	31,800	1.1 %
Davis	20,300	26,400	2.2 %
Irvine	18,700	27,600	3.8 %
Los Angeles	28,300	32,900	1.2 %
Merced		5,000	
Riverside	9,550	12,800	6.3 %
San Diego	16,850	27,000	4.2 %
Santa Barbara	17,830	21,900	1.7 %
Santa Cruz	19,420	19,700	4.1 %
TOTAL UC	147,000	210,000	3.0 %

* The campuses have been asked by the Office of the President to evaluate the feasibility of these possible enrollment levels in 2010-11. The figures reflect FTE (full-time equivalent) students rather than headcount. They include enrollments in the health sciences and in self-supporting programs, such as the existing summer session. The 2010-11 suggested enrollment targets are based on previous campus growth plans, judgments about feasible rates of additional campus growth, and UC's commitment to meeting the state's needs under the Master Plan for Higher Education. The campuses would accommodate these enrollments through a variety of means, such as those listed below.

For More Information Contact:

UC News Office at 510-987-9200



CALIFORNIA INSTITUTES FOR SCIENCE AND INNOVATION

Gov. Gray Davis has proposed the creation of three California Institutes for Science and Innovation, to be located at campuses of the University of California. Each institute would focus on scientific and engineering research in a sector key to the future of the California economy, bringing together faculty, undergraduates, graduate students and business partners to work in cross-disciplinary teams aimed at developing the next generation of knowledge in the field.

UC strongly supports this proposal as a means of fostering scientific and engineering research that will broaden the frontiers of knowledge and provide the foundation for California's continued competitiveness in the technology-based global economy.

The governor's proposal is subject to legislative approval and will be discussed further as the 2000-01 state budget is developed. Below is a conceptual overview.

RESEARCH BENEFITING THE CALIFORNIA ECONOMY

The California Institutes for Science and Innovation would be devoted to basic and applied cross-disciplinary research in a mission-oriented environment, focusing on problems of significant scale and on scientific advances that may provide the underpinnings of future economic activity in California. Additionally, the institutes would provide educational programs for undergraduate and graduate students to help train the state's next generation of scientists and technological innovators.

These world-class institutes would be designed to foster technical breakthroughs in areas where the complexity of the research agenda requires the advantages of scope, scale, duration, equipment and facilities that a comprehensive center can provide.

"The research innovations and skilled workforce provided by UC have played a critical role in the success of the California economy in the 20th century," said UC President Richard C. Atkinson. "These centers will help California remain competitive in the 21st century by mobilizing the state's best scientists and engineers to stimulate innovation in fields critical to our collective future."

Each institute would engage corporate entities, and possibly faculty from other academic institutions, as partners in collaborative research. The purpose of this partnering provision is to ensure cross-fertilization and cultural exchange in education and research, and to introduce students to the culture and objectives of industry.

"Our Institutes will concentrate intellect, experience and entrepreneurial talent in focused areas of scientific inquiry to discover and apply the breakthroughs necessary for the next generation of technologies," Gov. Davis said in his State of the State address.

FUNDING AND IMPLEMENTATION

The governor's 2000-01 state budget proposal offers \$75 million in capital funding for the Institutes for Science and Innovation. This state funding would be matched by funds from private and federal sources on a 2:1 basis. If approved by the Legislature, planning and development of the Institutes would begin in the 2000-01 fiscal year.

Specific sites for the institutes would be selected through a competitive process based on proposals submitted by the UC campuses. The campuses could collaborate on individual proposals, and a single campus could submit more than one proposal. Only one institute could be located on a given campus, however.

In his State of the State address, Gov. Davis indicated that proposals in a variety of fields would be considered – among them medicine and bioengineering, telecommunications and information systems, energy resources, and space and agricultural technology.

"Fifty years ago, there was no Silicon Valley," the governor said. "Thirty years ago, there was no biotech industry. Ten years ago, there was no Internet. Who knows what new enterprises will be created or what medical breakthroughs will result because of our institutes? But this we do know: Breakthroughs will occur. And I want to make sure they will occur right here in California."

Chancellor Robert M. Berdahl

BIOGRAPHY



Robert M. Berdahl took office in July of 1997 as UC Berkeley's eighth Chancellor. He has emphasized renewing the campus' research environment, initiated efforts to rebuild the library collection, and established a comprehensive long-term seismic rehabilitation plan.

A career-long advocate of enhancing and humanizing undergraduate learning, Berdahl has expanded the highly popular Freshman Seminars in which senior faculty teach small classes. A historian himself, he is committed to teaching a Freshman Seminar on the history of UC Berkeley. Joining the campus at the initial implementation of vote-mandated admissions changes, Berdahl continues to champion the educational and societal benefits of a widely diverse student body.

Berdahl came to UC Berkeley from the University of Texas at Austin where he had served as President since January 1993.

As President of UT, Berdahl stressed undergraduate education, focusing on quality education and on university outreach to the communities, especially K-12 education in the cities. A stronger sense of community amidst diversity on the campus was a central goal of his administration. He stressed quality teaching and devised a series of small, community-oriented programs to unite disparate elements on the campus.

Before assuming his post at UT, Berdahl served as Vice Chancellor for Academic Affairs at the University of Illinois at Urbana-Champaign from 1986 to 1993. He was involved in efforts to revise undergraduate degree requirements, restructure freshman orientation and expand academic support programs. He helped enhance the role of teaching in the tenure/promotion review process and improved opportunities for minority strategic planning process and helped improve its technological capacity.

Berdahl served as a member of the history faculty at the University of Oregon from 1967 until 1986. From 1981 to 1986, he was Dean of the College of Arts and Sciences at Oregon.

He received his B.A. degree from Augustana College, Sioux Falls, South Dakota; M.A. degree from the University of Illinois; and Ph.D. from the University of Minnesota in 1965 as well as an honorary Doctorate of Science in 1997. He is the recipient of numerous honors and awards: 1993 Distinguished Alumnus Award from Augustana College;

American Philosophical Society Fellow; Fulbright Research Fellowship, Germany; National Endowment for the Humanities Independent Study and Research Fellowship; Research Associate, the Institute of Advanced Study in Princeton and at the Max-Planck Institute for History in Göttingen, Germany. He is currently a member of the Association of American Universities. Berdahl is the co-editor or author of two books and has written numerous articles dealing with German history. He was granted an honorary Doctorate of Science, University of Minnesota in 1997.

Berdahl, 61, was born in Sioux Falls, South Dakota. He is married to Margaret "Peg" Berdahl. They have three married daughters, Daphne, Jennifer and Barbara.

[HOME]

NOTE: RELEASE UNDER E.O. 13526

Dr. Albert Carnesale

Chancellor of UCLA

Biography



Albert Carnesale became Chancellor of UCLA on July 1, 1997, and was formally inaugurated on May 15, 1998, as the eighth chief executive in the University's history. He holds faculty appointments in the Department of Policy Studies at the School of Public Policy and Social Research and in the Department of Mechanical and Aerospace Engineering at the School of Engineering and Applied Science.

In addition to his administrative responsibilities, Dr. Carnesale is an active teacher and lecturer. During the 1999 spring quarter, he co-taught the course, "Nuclear Weapons: The Critical Decisions," offered jointly by the School of Public Policy and Social Research and the Department of Political Science. He also has delivered two of UCLA's distinguished public lectures: The Jacob Marschak Colloquium, presented in December 1998, and the 20th Bernard Brodie Distinguished Lecture on the Conditions of Peace, given in April 1999.

Before assuming the helm of UCLA, Chancellor Carnesale was at Harvard University for 23 years, serving in numerous capacities. He joined the Cambridge campus in 1974 as the Lucius N. Littauer Professor of Public Policy and Administration at Harvard's John F. Kennedy School of Government; his teaching and research endeavors focused on international security and arms control, with an emphasis on policies associated with nuclear weapons and strategies for their use and non-use; international issues related to nuclear energy; and the impact of technological change on defense and arms control policy. In 1981, he assumed the role of the Kennedy School's Academic Dean, acting as the principal advisor to the Dean on matters of faculty personnel, research, and teaching. In November 1991, Dr. Carnesale became Dean of the Kennedy School, serving as its principal academic and administrative officer. In this capacity, he directed the activities of 100 faculty members, 70 researchers, and 350 staff personnel.

July 1994 saw Dr. Carnesale's appointment as Provost of Harvard University. As Provost, he served as Deputy to the President of the university, oversaw academic and administrative programs, coordinated the work of Harvard's central administration, supervised information-technology activities, and represented the university in external affairs and development.

Earlier in his career, Dr. Carnesale was a member of the faculty at North Carolina State University from 1962 to 1969, and again from 1972 to 1974. In the intervening years, he held a position in government as part of the U.S. Arms Control and Disarmament Agency from 1969 to 1972. In addition, he worked in private industry for Martin Marietta Corporation from 1957 to 1962.

Born on July 2, 1936, Chancellor Carnesale grew up in a tenement in the Bronx, New York. He earned B.M.E. and M.S. degrees in mechanical engineering at Cooper Union in 1957 and Drexel University in 1961, respectively. In 1966, he received a Ph.D. in nuclear engineering at North Carolina State University.

Not only does Chancellor Carnesale play a key role in the changing landscape of academe, he also consults widely in both the public and private sectors on foreign and defense policy matters. He has shared his expertise with the Executive Office of the President, as an advisor to the administration of every sitting President since Richard Nixon; and with the U.S. Departments of Defense, Energy, and State; the U.S. Arms Control and Disarmament Agency; the Director of Central Intelligence; and the Congressional Office of Technology Assessment. Dr. Carnesale also participated in

the U.S. delegation to the Strategic Arms Limitation Talks (SALT I, 1970-72) and led the U.S. delegation to the International Nuclear Fuel Cycle Evaluation (1978-80), a 66-nation study of the relationship between civilian nuclear power and proliferation of nuclear weapons. Most recently, Dr. Carnesale participated in a trilateral (U.S. - Russia - Germany) conference on "Russia and the West: A Relationship in Crisis" (Berlin, July 1999).

Chancellor Carnesale is co-author of six books: *New Nuclear Nations: Consequences for U.S. Policy* (1993); *Fateful Visions: Avoiding Nuclear Catastrophe* (1988); *Superpower Arms Control: Setting the Record Straight* (1987); *Hawks, Doves and Owls: An Agenda for Avoiding Nuclear War* (1985); *Living with Nuclear Weapons* (1983); and *Nuclear Power Issues and Choices: Report of the Nuclear Energy Policy Study Group* (1977). In addition, he has authored or co-authored 45 articles, and his work has been published in *Foreign Affairs*, *International Affairs*, *International Security* (of which he was founding editor), *Washington Quarterly*, and other journals.

Dr. Carnesale holds honorary degrees from Harvard University (A.M.), New Jersey Institute of Technology (Sc.D.), Drexel University (LL.D.), and North Carolina State University (Lit.D.). He is a fellow of the American Academy of Arts and Sciences, an honorary member of Phi Beta Kappa, and a member of Phi Kappa Phi, Sigma Pi Sigma, and Sigma Xi honorary societies. He is a recipient of the Gano Dunn Award for Outstanding Professional Achievement, awarded him by Cooper Union in 1985, as well as the U.S. Arms Control and Disarmament Agency's Exceptional Achievement Award in 1970, 1971, and 1972. In 1968, he received the Alumni Award for Outstanding Teaching from North Carolina State University, where he is a member of the Academy of Outstanding Teachers.

Dr. Carnesale is a member of the Council on Foreign Relations, the International Institute for Strategic Studies, and the Los Angeles World Affairs Council. He serves on the boards of Teradyne Corporation and Mellon Financial Services - West Coast.

Chancellor Carnesale has two adult children, Keith and Kimberly, and is an aficionado of opera and classical music. Currently, Chancellor Carnesale occupies The Residence, the official on-campus home of UCLA's Chancellor. He enjoys Bruin athletics, reading within and outside his field, and "challenging" conversation.

Chancellor's Profile

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Robert C. Dynes, a renowned physicist and an expert in semiconductors and superconductors, came to the University of California San Diego as a professor in 1991.

Dr. Dynes brought with him an extensive record in scientific research. Three years after his appointment to the university, he was named chair of the UCSD Department of Physics. He also founded an interdisciplinary laboratory where chemists, electrical engineers and private industry researchers investigate the properties of metals, semiconductors, and superconductors.

In August 1995, Dr. Dynes was appointed UCSD Senior Vice Chancellor for Academic Affairs. In April 1996, UC President Richard C. Atkinson nominated him Chancellor of the campus. The UC Board of Regents enthusiastically endorsed President Atkinson's choice of Dr. Dynes. Board Chair, Clair W. Burgener, said: "The San Diego campus and the UC system acquired a true leader in Dr. Dynes and we all look forward to his counsel and guidance."

While Dr. Dynes' rise to the chancellorship at UCSD is nothing less than meteoric, it parallels the career he successfully pursued at AT&T Bell Laboratories where he was a research scientist from 1968 until 1990. His positions at the laboratory included department head of semiconductor and material physics research and director of chemical physics research.

Awards and honors followed, as Dr. Dynes' reputation for advanced research spread throughout the world of science. In 1990, he was the winner of the Fritz London Award in Low Temperature Physics. He is a member of the National Academy of Sciences and the American Academy of Arts and Sciences, and is also a fellow of the American Physical Society and the Canadian Institute for Advanced Research.

Dr. Dynes is also a member of the UC President's Council on the National Laboratories at Los Alamos, Lawrence-Livermore and Lawrence-Berkeley, and chairs that group's science and technology panel. He serves as chair of the National Research Council's study group on careers in mathematics and physical sciences as well.

Among the goals he has established for UCSD are:

- The Pursuit of diversity and excellence, that all members of the UCSD community thrive, knowing that their presence and contributions are of great value
- To foster the best possible working and learning environment, maintaining a climate of fairness, cooperation, and professionalism
- Ensuring that students form an integral part of the life of the campus and that the UCSD culture is more responsive to students' needs
- The provision of space and facilities to accommodate the enormous demand for college education that is projected to occur in the next fifteen years

- Recruiting of the best faculty this nation has to offer in order to meet the university's teaching and research responsibilities
- The building of closer collaborations between other local research institutions, government agencies and, above all, business--local, national and international
- The extension of this sense of community to the entire San Diego region

A native of London, Ontario, Canada, and a naturalized United States citizen, Dr. Dynes holds a bachelor's degree in mathematics and physics from the University of Western Ontario, and a master's degree and doctorate in physics from McMaster University.



Official Web Page of the University of California, San Diego
Last updated: September 21, 1998

LARRY N. VANDERHOEF

Biographical Statement

Larry Vanderhoef was born in 1941 in the northwest reaches of Minnesota. While he frequently returned to Minnesota with his parents to visit relatives (especially on his mother's side -- a family of nine children), he was reared in Wisconsin from age two after his father moved to South Milwaukee to work in a war machinery factory.

After declaring majors in about everything, including at different times mathematics, English and chemistry, he finally settled on biology and received his B.S. and M.S. degrees in 1964 and 1965 from the University of Wisconsin, Milwaukee. He moved to West Lafayette, Indiana in 1965 with his wife of two years, Rosalie Slifka Vanderhoef, to pursue a Ph.D. in plant biochemistry with Joe L. Key at Purdue University, finishing in 1969. He then returned to Wisconsin for one post-doctoral year of study at the University of Wisconsin, Madison. He worked with biochemist Robert Burris for most of that year and for the subsequent three summers.

In 1970, Larry Vanderhoef was appointed Assistant Professor of Biology at the University of Illinois. He became Professor and Head of his department in 1977.

In 1980, Larry and Rosalie moved with their two children, Susan and Jonathan, ages 10 and 7 at the time, to Maryland where he became Provost at the University of Maryland, College Park.

Four years later he was hired by Chancellor Jim Meyer at UC Davis as the Executive Vice Chancellor and one-person Governing Board of the UC Davis Medical Center campus in Sacramento. During the course of his service as the Executive Vice Chancellor, Vanderhoef established the Office of University Relations and at times pinch hit as Acting Vice Chancellor for Academic Affairs and Acting Vice Chancellor for Research. In 1991, after permanently assuming responsibility for Academic Affairs, Vanderhoef was named Executive Vice Chancellor and Provost. On April 6, 1994, The Board of Regents named Vanderhoef the fifth Chancellor of UC Davis. UC Davis, 25,000 students, is one of the nine campuses of the University of California. The campus was invited to membership in the Association of American Universities in 1996.

Larry Vanderhoef's research interests lie in the general area of plant growth and development, and in the evolution of the land grant universities. He has taught classes at levels from freshman to advanced graduate study.

During the course of his career, Larry Vanderhoef has served on various review committees for national granting agencies, including the Department of Energy and the National Science Foundation, as well as on numerous advisory boards, executive committees, and a board of trustees, for professional societies, biotechnology institutes, international development institutes, and University accreditation organizations. Within the Washington, D.C., circle of things, he currently serves on the NSF Biology Advisory Committee, the NASULGC Board of Directors, and the AAU Board of Directors.

In May, 2000, he was awarded an honorary doctoral degree by Purdue University.

Ralph J. Cicerone, Ph.D.
Chancellor, University of California, Irvine
Daniel G. Aldrich Chair in Earth System Science
Professor of Chemistry

An internationally acclaimed atmospheric scientist and former dean of the UCI School of Physical Sciences, Ralph J. Cicerone became UCI's fourth chancellor in 1998. His research interests in atmospheric chemistry and climate change have involved him in shaping science policy at the highest levels, with a host of national and international agencies.

In 1997, he received a prestigious United Nations Environment Program Ozone Award for research in protecting the earth's fragile ozone layer. His research was also recognized on the citation for the 1995 Nobel Prize in chemistry awarded to UCI colleague F. Sherwood Rowland. Most recently, The Franklin Institute recognized his outstanding contributions to the understanding of greenhouse gases, ozone depletion and his research in biogeochemistry by selecting Cicerone as the 1999 laureate for the Bower Award and Prize for Achievement in Science. One of the richest and most prestigious American awards in science, the Bower also recognizes his public policy leadership in protecting the global environment.

Cicerone is a member of the National Academy of Sciences and the American Academy of Arts and Sciences. He has served as President of the American Geophysical Union, the world's largest society of earth scientists, and he received its James B. Macelwane Award in 1979 for outstanding contributions to geophysics. Currently, he serves on the Council of the National Academy of Sciences and is a Fellow of the California Council on Science and Technology.

Cicerone joined UC Irvine in 1989 as the founding Chair of the Department of Geoscience (now Earth System Science). He was appointed the Daniel G. Aldrich Professor of Earth System Science in 1989 and chaired the department of Earth System Science from 1989-94. While serving as Dean of Physical Sciences for the next four years, he brought outstanding faculty to the school and strengthened its curriculum and outreach programs.

During his early career at the University of Michigan, he was a research scientist and held faculty positions in electrical and computer engineering. In 1978 he joined the Scripps Institution of Oceanography at UC San Diego as a research chemist. Immediately prior to joining UCI, Cicerone was a senior scientist and Director of the Atmospheric Chemistry Division at the National Center for Atmospheric Research in Boulder, Colorado.

He received his bachelor's degree in electrical engineering from the Massachusetts Institute of Technology and both his master's and doctoral degrees from the University of Illinois.

Chancellor Cicerone is a native of Pennsylvania and the first in his family to attend college. He is married to Carol Cicerone, UCI Professor of Cognitive Sciences, and they have one daughter, Sara, who studies structural engineering as a graduate student at the University of California.

Henry T. Yang

Chancellor
University of California, Santa Barbara

Henry T. Yang was named UCSB's fifth Chancellor in 1994. He was formerly the Neil Armstrong Distinguished Professor in Aerospace Engineering and Dean of the Schools of Engineering for ten years at Purdue University. Dr. Yang is a member of the National Academy of Engineering. He has received many awards and honors for his research, teaching, and service, including an honorary doctorate from Purdue University and the Benjamin Garver Lamme gold medal, the highest honor from the American Society of Engineering Education. He has served on committees such as the Defense Science Board and in various capacities on other scientific advisory boards for the U.S. Air Force, Navy, NASA, National Science Foundation, and National Academy of Engineering.

Dr. Yang specializes in aerospace structures, structural dynamics, composite materials, finite elements, transonic aeroelasticity, wind-earthquake structural engineering, and manufacturing. He has authored or co-authored one book and 157 journal papers. He has completed the guidance of 44 Ph.D. and 17 M.S. theses. Dr. Yang teaches two undergraduate courses at UCSB each year and, with funding from the National Science Foundation, continues to support and guide several graduate students.

**UNIVERSITY OF CALIFORNIA
OFFICE OF THE PRESIDENT**

Date: 04/12/00

Pages: 1



from: Pat Anderson, Executive Assistant
University of California
Office of Federal Government Relations
1523 New Hampshire Avenue, NW
Washington, DC 20036

E-Mail: pat.anderson@ucop.edu

Originating Voice: (202) 588-0079

Originating FAX: (202) 785-2669

TO: Bethany Little
Regarding: UC Chancellors visit to Washington

Dear Bethany:

Attached are the names, social security numbers and date of birth for the people attending the 1:00 p.m. meeting at the White House on April 18, 2000.

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Richard C. Atkinson

(b)(6)

M.R.C. Greenwood

(b)(6)

[00]

Robert M. Berdahl

(b)(6)

Alexandra Perchase

(b)(6)

Albert Carnesale

(b)(6)

A. Scott Sudduth

Ralph J. Cicerone

(b)(6)

Quyan Tu

Bruce Darling

(b)(6)

Larry N. Vanderhoef

Robert C. Dynes

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Henry T. Yang

Diana Gourlay

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Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[002]

TO: Bethany Little
From: Laura Capps
Re: Briefing for University of California Chancellors 4/18, 1 pm

Discussion:

Just for background, the following is some general information about the University of California system. The items that the Chancellors may discuss are 1) enrollment growth and 2) the California Institutes for Science and Technology.

Participants:

Also attached is the list of those attending
Could you please clear me in? Laura Capps

(b)(6)

Schedule:

I'm hoping you will be there for the entire hour to help keep the conversation going. I'm waiting to hear from Scott Hines as to when Podesta can make it. David Beier is available throughout the hour. ~~We have a maybe from Sec. Summer's office.~~ We have also invited the person in Political Affairs who has the western desk, but have not yet heard. *Also, Barbara Chaw is confirmed.*

→ scheduled at 1:15

Please get back to me about the schedule and any other questions you may have.
I can be reached at 510 642 7016. THANKS

Laura

→

<i>You</i>	<i>1:00 - 1:15</i>
<i>David</i>	<i>1:15 - 1:35</i>
<i>Barbara</i>	<i>1:35 - 1:50</i>
<i>You close (?)</i>	<i>1:50 - 2:00</i>

PODESTA will drop by at some point between 1-2.



**White House Briefing
April 18, 2000**

1:00 – 2:00 The Roosevelt Room

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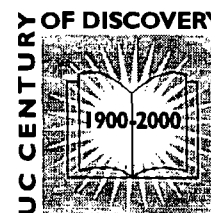
Henry T. Yang
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WH:

John Podesta
David Beier

Barbara Chon

Bethany Little
WH Political (western desk)



UC ENROLLMENT GROWTH

The University of California is preparing to accommodate 63,000 additional students by 2010 – enrollment growth of 43 percent – as the state's college-age population swells. **UC is committed to keeping its promise of access to these students while continuing to provide high-quality instructional and research programs.** The university is pursuing a range of strategies for accommodating this enrollment growth, focusing on creative solutions tailored to local needs.

'TIDAL WAVE II'

According to the California Postsecondary Education Commission, California's public institutions of higher education can expect enrollments to rise by more than 700,000 students between now and 2010. This enrollment surge, dubbed "Tidal Wave II" by former UC President Clark Kerr, is attributable to growth in the college-age population and anticipated increases in college participation rates, among other factors.

Under the state Master Plan for Higher Education, UC enrolls students from the top 12.5 percent of California's high school graduating class each year. The university fully intends to continue accommodating these students who have earned a place at UC. As a result, the university expects enrollments on its general campuses to grow from approximately 147,000 full-time-equivalent students in 1998-99 to approximately 210,000 by 2010.

This increase equals the university's total enrollment growth over the last 30 years and also is equivalent to the existing enrollments of UC Berkeley and UCLA combined.

PLANNING FOR GROWTH

UC Merced is one part of the solution to the enrollment challenge. UC has been planning to open UC Merced, the university's first campus in the San Joaquin Valley, in 2005 and enroll 5,000 students there by 2010. Gov. Gray Davis has created a "Red Team" to expedite the approval process for UC Merced in hopes of opening it by 2004.

The university is working on creative strategies for accommodating the remainder of the enrollment growth, and each campus will pursue the solutions that work best given local needs and circumstances. The solutions include:

- **Offering more classes during the summer.** Currently, student fees are higher for the summer session because it is not state-supported. To help ease the enrollment crunch, the university will expand instructional offerings during the summer, a step that will require state funding.
- **Offering more off-campus opportunities** through the Education Abroad Program and new off-campus centers such as those in Ventura and Fresno. The university's 2000-01 budget proposal requests funding for development of another off-campus center in the Santa Clara Valley.
- **Expanding regular enrollments during the fall, winter and spring quarters,** with sensitivity to the concerns of the campuses' surrounding communities.
- **Continuing to improve students' time to graduation.** Currently, UC students graduate in 13 quarters on average. The university will continue working to facilitate students' ability to earn a diploma in 12 quarters.
- **Making use of technology.** Advances in educational technology will enhance the quality of instruction on UC campuses and may help expand off-campus learning opportunities.

Suggested Campus Enrollment Targets
General campus budgeted FTE *

Campus	1998-99	2010-11	Average annual growth rate
Berkeley	27,800	31,800	1.1 %
Davis	20,300	26,400	2.2 %
Irvine	15,700	27,600	4.8 %
Los Angeles	28,500	32,900	1.2 %
Merced		5,000	
Riverside	9,550	19,900	6.3 %
San Diego	16,850	27,600	4.2 %
Santa Barbara	17,880	21,900	1.7 %
Santa Cruz	10,420	16,900	4.1 %
TOTAL UC	147,000	210,000	3.0 %

* The campuses have been asked by the Office of the President to evaluate the feasibility of these possible enrollment levels in 2010-11. The figures reflect FTE (full-time equivalent) students rather than headcount. They exclude enrollments in the health sciences and in self-supporting programs, such as the existing summer session. The 2010-11 suggested enrollment targets are based on previous campus growth plans, judgments about feasible rates of additional campus growth, and UC's commitment to meeting the state's needs under the Master Plan for Higher Education. The campuses would accommodate these enrollments through a variety of means, such as those listed at left.

— continued

A CHALLENGE FOR THE STATE

According to UC President Richard C. Atkinson, "The challenge of enrollment growth presents the University of California with a tremendous opportunity – an opportunity to serve the educational needs of a growing and diverse population, and thus to expand the university's contributions to the economic and societal well-being of California as a whole."

Meeting the challenge will, of course, require a sustained commitment of resources. For instance, UC campus growth, along with needed renovation and seismic projects, will require \$500 million per year in capital funding. The university will need to hire approximately 3,000 new faculty members for enrollment growth alone. Student services will likewise require expansion.

UC must also continue to receive the operating budget support and research funding necessary to preserve its high-quality instructional and research programs, which provide the educated workforce and research innovations that are critical to California's knowledge-based economy. And, as enrollments grow and summer instruction expands, UC will need flexibility and funding increases in the area of financial aid.

The university is committed to maintaining both access and quality as it enters the 21st century. But UC cannot do it alone. Educating the next generation of California's students is a challenge not just for the university, but for the state as a whole.

UC OUTREACH AND K-12 IMPROVEMENT PROGRAMS

EXAMPLES OF EXISTING K-12 PROGRAMS AND SERVICES

K-12 School-University Partnerships

In 1998-99, the State provided the University with \$15 million to expand its efforts to improve opportunities for educationally disadvantaged students in California through comprehensive partnerships with selected elementary, middle, and high schools. When developing partnerships, priority is given to schools where average student performance on the SAT has fallen into the lowest two academic quintiles of schools Statewide. Partnerships incorporate teacher-centered and curriculum-based programs aimed at training and developing teachers and strengthening the academic foundation at partner schools where students' performance is below the Statewide average.

The University campuses are now engaged in partnerships with 63 Californian high schools, and with 54 middle schools and 92 elementary schools that feed into these high schools. Through the work of the partnerships, the University plans to increase the number of UC eligible graduates from partner high schools by 100 percent, or to increase the eligibility rate by four percent, whichever is greater. Additionally, the University's goal is to increase the number of competitively eligible students from partner high schools by 50 percent, or to increase the competitively eligible rate by two percent, whichever is greater.

The following are descriptions of some programs UC initiated to focus on specific aspects of these partnerships:

Community Education and Resource Center (CERC) Initiative

These centers are intended to create a physical presence within disadvantaged communities to make University services more accessible. They will serve as clearinghouses for brokering program-specific services to communities based on the needs of its student population such as tutoring, mentoring, SAT preparation, and internship opportunities.

Charter Schools

UC San Diego and the San Diego Unified School District have collaborated to establish a model charter school, called the Preuss School, on the San Diego campus. Designed as an intensive college preparatory school, attendees are first generation, low-income students in grades 6-8. The Preuss School currently enrolls 153 students, and is expected to reach its steady state of enrollment of 700 students in 2003-4.

UC College Preparatory Initiative (UCCP)

In 1998, UC established a pilot program to offer on-line college preparatory courses to high school students, including honors and advanced placement (AP) courses in high schools that do not currently offer AP courses or offer the lowest number of AP courses in California. Also, an AP Summer Institute has been developed, in conjunction with the College Board and software companies, to train teachers in the program. In partnership with the California Department of Education, individual high schools, and UC and CSU campuses, UC plans to develop "tele-mentoring" assistance for students enrolled in on-line courses to be conducted by advanced undergraduate students and graduate college students. As of early 2000, more than 200 students from 33 schools in 10 counties have participated in the program.

UC OUTREACH AND K-12 IMPROVEMENT PROGRAMS

K-12 Student Academic Development Programs

Early Academic Outreach Program (EAOP)

As one of the first outreach programs instituted by UC in 1975, EAOP offers high school students information on UC admissions requirements, the core subject requirements, financial aid, etc. While best known for its service to high school students, EAOP is increasingly reaching out to students in middle school and elementary school by teaching study habits and how to prepare for a challenging high school career. Campus tours, field trips, guest speakers, mentoring programs and services that generate enthusiasm about college among students and their families are important components of the EAOP experience. In 1999, 76,207 students participated in EAOP at more than 500 middle schools and high schools.

Mathematics, Engineering, Science Achievement (MESA)

Established in 1970, Mathematics, Engineering, Science Achievement programs are designed to strengthen the mathematics and science skills of educationally disadvantaged students. The goal of MESA is to increase the number of these students who ultimately make their careers in mathematics-and science-based fields, such as engineering, computer science, and the physical sciences. MESA services include academic preparation, tutoring, financial aid and academic counseling, parent involvement, collaborative study skills development field trips to campuses and career counseling. Because of MESA's success in producing highly qualified professionals urgently needed by California industry, over 100 corporations are actively involved in supporting the program. MESA's 63 programs throughout California will serve between 27,000 and 30,000 students in 1999-2000.

Puente

The Puente Project, established in 1981 to address the problem of low college persistence and transfer rates of Mexican American and Latino students to four-year colleges and universities, is now open to all students. The Puente program combines innovative teaching and counseling methods with community involvement to provide students with an accelerated writing class, sustained academic counseling, and role models and mentors from the professional community who inspire students to achieve academic and career goals. Puente is jointly sponsored by the University and the California Community Colleges and conducts programs in 43 community colleges and 33 high schools. It is anticipated that Puente will impact over 63,000 students in the 1999-2000 through its core and extended training programs.

Central Valley Outreach Efforts

Students from the Central Valley have eligibility and participation rates at about half the statewide average at the University of California. The University outreach programs for K-12 and community college students in the San Joaquin Valley are designed to help prepare students for UC and, more specifically for the Merced campus when it opens in 2005. While Central Valley outreach efforts will continue to include the successful student academic outreach programs, such as MESA, Puente and EAOP, a variety of new activities have been established. A comprehensive long-term student development and partnership plan will be fully implemented in 1999-2000 which will promote even greater increases in the level of UC enrollment of Valley students. The long-term plan also includes initiatives to develop school-university programs in Fresno County such as professional development activities for K-12 teachers; enhanced use of technology by students and teachers; and establishment of a network of learning centers in the Valley that are connected to UC Merced. From 1995-96 to 1998-99 the number of Central Valley students who enrolled at UC increased from 1,004 to 1,335, a 33 percent increase.

UC OUTREACH AND K-12 IMPROVEMENT PROGRAMS

K-12 Professional Development Programs for Teachers and Staff

California Subject Matter Projects

The California Subject Matter Projects are a UC-administered network of discipline-specific professional development projects. The program provides year-round direct services to teachers through intensive summer institutes as well as follow-up activities and through support during the academic year. The network currently consists of six projects -- writing, reading and literature, mathematics, science, history-social science, and world history and international studies. The University is funding three additional projects in the areas of foreign language, the arts, and physical education-health. Emphasis is placed on enhancing content knowledge of specific disciplines, sharing exemplary instructional practices, and developing teacher leaders. Seventy-five percent of program slots are reserved for teachers from low-performing schools.

Reading Professional Development Institutes

Newly established in 1999, these institutes are designed to serve teams of K-3rd grade teachers, specialists, and administrators from schools whose students have performed in the bottom 40% on the California STAR test in reading. The institutes provide an intensive training period for teachers to learn how to set goals, assess students' reading skills, work in school-site teams, and use standards-based adopted instructional materials. Institutes are research-based and designed by university faculty and practicing classroom teachers. During summer 1999, 6,000 teachers from 622 schools in 51 counties participated in 60 institutes. The program is expected to grow to serve 20,000 teachers in 2000-01.

English Language Development Professional Institutes

The English Language Development Professional Institutes provide training for teachers of English language learners in grades 4-12 who do not hold cross-cultural or bilingual cross-cultural certificates. The program will serve 5,000 teachers in 1999-00.

New Teacher Center

The New Teacher Center is a collaborative effort led by UC Santa Cruz's Teacher Education Program with the Santa Cruz County Office of Education, and 16 school districts. The Center, housed at UC Santa Cruz is dedicated to providing the crucial support resources to new teachers, and to promoting new models of teacher professional development. The center's focus includes changing the way schools induct new teachers by assisting school districts to implement intensive, job-embedded support models, preparing new teachers for work with diverse populations, and creating opportunities for teacher leadership.

UC OUTREACH AND K-12 IMPROVEMENT PROGRAMS

NEW K-12 TEACHER DEVELOPMENT PROGRAMS PROPOSED IN THE 2000-01 GOVERNOR'S BUDGET

California Algebra Institutes

The California Algebra Institutes will be dedicated to providing intensive algebra specific training to teachers in grades 8-11 with a focus on hands-on instruction. The Institutes will provide summer and year round training. Algebra has been identified as a key "gateway" subject influencing subsequent academic progression and represents a central focus on the high school exit exam.

California Mathematics Specialists Institutes for Grades 4-6

The California Mathematics Specialists Institutes will build instructional leadership and capacity at schools to strengthen mathematics education by developing the talents, knowledge and skills of teachers in grades four through six. These teachers, with the support of the institute and follow-up experiences, would then be positioned to work effectively with fellow teachers at their school to design/refine curriculum/lessons, analyze instructional practices and diagnose/evaluate student work and performance.

Professional Development Institutes for High School Math and English Teachers

The Professional Development Institutes for High School Math and English Teachers in grades 9-12, modeled after the Reading Professional Development Institutes, will focus on teachers in non-math and non-English subjects to help incorporate basic English and math skills into their curriculum.

Algebra Academies (Grades 7 and 8) and Mathematics Academies (Grades 4-6)

These two programs are intended to link one-week Algebra Institutes for teachers with district-scheduled summer instructional programs for students. The overall goal of the program is to create an academic foundation in the basics of algebraic operations and algebraic thinking. The program will provide teachers with solid, content-based professional development via the institute and a practice-based opportunity to apply new skills. Students completing the summer school program would have the skills and understandings to successfully complete Algebra as part of their school's regular instructional program.

UC EDUCATIONAL PROGRAMS FOR TEACHERS AND ADMINISTRATORS

Teacher Scholars Program

The Teacher Scholars Program is designed to increase the numbers of well-qualified K-12 teachers by providing rigorous theoretical and practical preparation, grounded in the most current research related to subject matter and instruction. The 15-month program for prospective teachers will lead to a teaching credential and master's degree from UC. Full scholarships will be provided by UC for teachers who make a four-year commitment to teach in urban and hard-to-staff schools. At full capacity, the program will provide 400 students with scholarships to cover program fees.

Principal Leadership Institutes

The Principal Leadership Institutes at UCLA and UC Berkeley have as their mission the development of reform-oriented leaders committed to improving quality teaching and learning in the schools for which they are responsible. During a 15-month program including two summers of intensive work, students will study with university experts in education, management, law and public policy and with professional practitioners who have first hand experience with contemporary issues and their impact on education and schooling. UC will provide scholarships to cover all student fees. The institutes will enroll its first class in July 2000 and will accommodate 400 students once fully operational.



PARTNERING FOR INNOVATION AND DISCOVERIES

- California Governor Gray Davis has proposed to establish three Institutes for Science and Innovation at the University of California. \$300 million would be provided over four years, with a required match of \$2 in non-state funds for every \$1 in state support (a total of \$900 million).
- The Institutes will:
 - 1) create major new research capacity in science and engineering, drawing the best and brightest scientists, engineers, and students together to address problems that require multidisciplinary efforts of significant scale and complexity;
 - 2) educate the next generation of scientists and technological leaders;
 - 3) focus state, federal, UC and private research dollars, energy and talent on areas that will increase the competitiveness of California's R&D-intensive industries and, thereby, strengthen the California and national economy.
- Similar efforts are underway in other states.
- Given the potential benefits to the national economy, and given the relative health of most state economies, now is the time for the federal government to encourage such partnerships through federal support.

"I am very enthusiastic about Governor Davis' initiative to establish the California Institute for Science and Innovation. It builds on California's seminal role in developing the Biotechnology industry, and the economic and social benefit derived from it. The new institutes will provide more useful scientific knowledge, technical innovation and more trained personnel – precisely what is needed to support our leadership of this industry, and fuel the continued economic expansion of California and the Nation, and in so doing, improve the quality of life for all humans."

William J. Rutter
Chairman Emeritus
Chiron Corporation

"The new R&D-driven economies of the world are dependent upon continuing cycles of new business formation. Governor Davis' initiative for launching the California Institutes for Science and Innovation will expand the essential substrate for our economy."

Sanford R. Robertson
Principal
Francisco Partners

HIGH TECH FACTS

- High tech comprises 5.6% of US jobs, and 9.4% of California jobs.
- As of 1998, payrolls of high tech industries in California averaged \$60,100 per worker compared to \$30,400 average pay for all other California industries.
- In the last 50 years alone, technological innovation has been responsible for as much as half of the nation's growth in productivity. The information technology sector alone has accounted for one-third of our economic growth.



CALIFORNIA INSTITUTES FOR SCIENCE AND INNOVATION

Gov. Gray Davis has proposed the creation of three California Institutes for Science and Innovation, to be located at campuses of the University of California. Each institute would focus on scientific and engineering research in a sector key to the future of the California economy, bringing together faculty, undergraduates, graduate students and business partners to work in cross-disciplinary teams aimed at developing the next generation of knowledge in the field.

UC strongly supports this proposal as a means of fostering scientific and engineering research that will broaden the frontiers of knowledge and provide the foundation for California's continued competitiveness in the technology-based global economy.

The governor's proposal is subject to legislative approval and will be discussed further as the 2000-01 state budget is developed. Below is a conceptual overview.

RESEARCH BENEFITING THE CALIFORNIA ECONOMY

The California Institutes for Science and Innovation would be devoted to basic and applied cross-disciplinary research in a mission-oriented environment, focusing on problems of significant scale and on scientific advances that may provide the underpinnings of future economic activity in California. Additionally, the institutes would provide educational programs for undergraduate and graduate students to help train the state's next generation of scientists and technological innovators.

These world-class institutes would be designed to foster technical breakthroughs in areas where the complexity of the research agenda requires the advantages of scope, scale, duration, equipment and facilities that a comprehensive center can provide.

"The research innovations and skilled workforce provided by UC have played a critical role in the success of the California economy in the 20th century," said UC President Richard C. Atkinson. "These centers will help California remain competitive in the 21st century by mobilizing the state's best scientists and engineers to stimulate innovation in fields critical to our collective future."

Each institute would engage corporate entities, and possibly faculty from other academic institutions, as partners in collaborative research. The purpose of this partnering provision is to ensure cross-fertilization and cultural exchange in education and research, and to introduce students to the culture and objectives of industry.

"Our institutes will concentrate intellect, experience and entrepreneurial talent in focused areas of scientific inquiry to discover and apply the breakthroughs necessary for the next generation of technologies," Gov. Davis said in his State of the State address.

FUNDING AND IMPLEMENTATION

The governor's 2000-01 state budget proposal offers \$75 million in capital funding for the Institutes for Science and Innovation. This state funding would be matched by funds from private and federal sources on a 2:1 basis. If approved by the Legislature, planning and development of the institutes would begin in the 2000-01 fiscal year.

Specific sites for the institutes would be selected through a competitive process based on proposals submitted by the UC campuses. The campuses could collaborate on individual proposals, and a single campus could submit more than one proposal. Only one institute could be located on a given campus, however.

In his State of the State address, Gov. Davis indicated that proposals in a variety of fields would be considered – among them medicine and bioengineering, telecommunications and information systems, energy resources, and space and agricultural technology.

"Fifty years ago, there was no Silicon Valley," the governor said. "Thirty years ago, there was no biotech industry. Ten years ago, there was no Internet. Who knows what new enterprises will be created or what medical breakthroughs will result because of our institutes? But this we do know: Breakthroughs will occur. And I want to make sure they will occur right here in California."



PARTNERING FOR INNOVATION AND DISCOVERIES

WHY SCIENCE AND TECHNOLOGY MATTERS

Science and Technology Employment High-Tech Jobs, CY 1998

INDUSTRY	U.S. TOTAL (in thousands)	CA TOTAL (in thousands)	CA AS % OF U.S.
Computer Manufacturing & Data Processing	1,978	333	16.8%
Communications Equipment, Electronic Components & Communications	2,431	367	15.1%
Aircraft and Missiles	612	114	18.6%
Scientific & Medical Instruments	1,138	228	20.0%
Pharmaceuticals	274	31	11.3%
Motion Pictures	564	186	33.0%
High Tech Total	6,997	1,259	18.0%
Non-Farm Total	125,832	13,584	10.8%

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