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President Dynes with ABOG Chair Nancy Johnson, Gris Arellano-Ramirez and Karen Andrews.

It's a pleasure to be here in San Diego, which is really, as a lot of you know, my academic home. I'm a professor of physics at Berkeley, but that's going to change, and I'm going to become a professor of physics at San Diego again. So I feel that this is really where my roots with UC began. And as I wind up my presidency – I will step down on June 15 – I've been thinking a lot about why and how the University of California has remained the world's finest university. My notes say "the world's finest public university," but I reject that.

We are the world's finest university, even after decades of stress, of shrinking budgets, and of fierce competition with other academic institutions throughout the country, with private institutions that have huge endowments. The question is: Why and how are we the finest university in the world? I'm going to talk about that. I'm going to talk for only about 15 minutes because I know that you're not a particularly shy group and I'd like to have a conversation with you. So this is a warning ahead of time to start thinking about questions you might want to ask.

Let me focus on two things that really make us unique. The first is how we carry out our mission of education, research, and public service. We carry it out in a very different way than other institutions. I'll dwell on that in some detail. The second is a concept which was referred to in your introduction of me, a concept that I know Provost Hume, who spoke to this group last year, spoke to you about, a concept which has been emerging in my mind over the past three or four years as I thought about how we can continue to sustain ourselves in spite of all the pressure. And that is the concept of: We are one university, we are 10 campuses, but we are one university, and we actually manifest that and use that to our advantage. Then I'll end with some personal comments about ABOG, about your organization and your role in sustaining the University of California. You're not a bystander, as you all well know. You are in the middle of it. And so I'll end up with a couple of challenges for you as we go forward. Understand that I am continuing to stay as a faculty member of the University of California, so I have a lot at stake here.

So let me start off with the three interlocking missions, research, education, and public service. We differ from our peer institutions, from the institutions with whom we compete, and the difference is two-fold. First, we are a public university. That is a fundamental difference. It's very obvious to me when I visit our competition, when I try to deal with our competition to cooperate and pull together joint programs. Our public responsibility is truly in our heart and soul. We have a mandate to serve society, primarily the state of California, but really our society in the United States and throughout the world.

And we do that through the missions: research, which really is creating new knowledge, and education, which is creating the next generation of creators. And those two have to be intimately connected. And then public service puts that creation of both knowledge and people to serve society. So they really are quite interconnected. Often, when I'm dealing with legislators, they say to me, "Could you separate the costs between doing research and education?" And I say, "No, I can't, because they are one and the same. Our responsibility in creating the next generation of creators is so helpful to our research mission that if we separate them, we are lesser for it."

So let me talk about research for a few minutes. It is my belief, in fact, my passion, that our role is "R, D, & D." Everyone has heard of "R & D," research and development. But we have a second D responsibility, and that's delivery. And I mean that both in the intellectual property we generate and in the people that we educate and create that burning fire inside them. Our role is to deliver both innovation and people to society. This is the reason that we have led U.S. universities. It's because of our passion for delivering to the state of California primarily but also to society for many, many years.

We deliver new corporations, and we deliver the people who create those corporations, little companies like Qualcomm, and Pixar from a bunch of computer jockeys who came out of Berkeley, and a whole group of biotechnology companies. The biotech revolution occurred here in California. In addition, there is an area that many of you don't think about, that I didn't think about until I became president, and that is the whole agriculture community here in California. It is huge, and it leads the world. We lead the world because of the University of California, because of our creations, because we solve problems. The wine industry of California leads the world because of UC, mostly UC Davis. It's remarkable, the corporations up and down the state, either we created them or the leaders of those corporations are products of the University of California.

In creating those leaders, we refer to our educational role. Many people think of education as "the classroom": sitting in the classroom, taking lectures, skipping classes, taking midterms, doing well or not doing well on examinations. But that's only a small part of our education. ... What we do is bring bright young people into a creative environment, expose them to the research climate and creative people, and they become creators themselves. I don't know how to teach creativity other than take an undergraduate, put him or her in my laboratory, and let them see the frustration, the joy, and the complexity of creating new knowledge. When these young people graduate, they not only know how to read a physics textbook, they know how to innovate in a way that doesn't happen in the classroom. It happens on UC campuses, in the hospitals, in the libraries, in the field, where young people are surrounded by graduate students, postdoctoral fellows, and faculty.

I saw that at UC Day just about a month ago. We were up in Sacramento lobbying and having alumni events. This year, the theme was "UC Goes Green," and we had what we called a "Green Tent" ... and there were [research] demonstrations from all 10 campuses plus the Berkeley Lab and the Lawrence Livermore Lab. As I was walking around looking at the various displays, two or three students from UC Merced literally came over and grabbed me by the arm and dragged me over to their display. What they showed me was a solar

collector with a diameter of about one foot, it was aimed at the sun, and it collected light onto a light fiber and generated the equivalent light of a 100-watt light bulb so it could light a small room. This was their project. These are undergraduates at our youngest campus, UC Merced, and their thesis advisor is one of the most esteemed people in the field, Roland Winston. And they were so proud of it and excited by its potential. I will bet that one or two of those young people will end up forming a company in California, maybe even around Merced, and creating jobs and a quality of life that didn't exist before.

Finally, let me talk about public service, our third mission, and how we maintain that mission as state support for UC continues to erode. When I took this job, I had been on the faculty of UC San Diego and had been chancellor of UC San Diego, but I really had no concept of the impact of the University of California. I knew what UCSD did in San Diego County. When I took this job, I did a lot of traveling around the state. And I've seen things that you can't imagine. I've seen 4-H Clubs in rural California and in East Los Angeles. I've seen gardens [grown by] young people in suburban California and in South San Francisco. The food we eat, our health care, our entertainment, and the jobs of many people throughout the state of California are a direct product of the University of California. Not many people know this.

My successor, Mark Yudof, who will take over on June 16, has emphasized that he will focus on conveying the University of California's value to the state of California. I congratulate him for that, and I will help him do that.

Let me now go to the second part of what I want to talk about, "One university, 10 campuses, the promise and the power of 10." You look at this [ABOG] banner behind me, and there are 10 campuses ... Think about those 10 campuses. Think about your campus, of course, but think about the others. Not one campus is like the other campuses. UC San Diego is very different from UC Davis, which is very different from UC Santa Cruz, which is very different from Merced, which is different from Berkeley, and Berkeley is very different from UCLA, Irvine, Santa Barbara, Riverside. They have unique strengths. They have chosen where they want to be best, and they have succeeded. If you take this diversity of campuses, different campuses focusing on different areas, and you bring them together, you weave a cloth that is stronger than any other system in the world. Six of our campuses are member of the AAU, the Association of American Universities. There are 62 members of the AAU, and six are UC campuses, with two more knocking at the door.

We can be even stronger if we work together, but only where it's important to work together. I do not for one minute believe that all the campuses should do everything together, because we would lose our unique identities. But where we can build on our strengths by working together, we should do that, and we are doing that in many places. Our hospitals, for example, are working very closely together in records and purchasing and things like that. But we still have some things to do.

Here's a challenge: I carry in my briefcase five ID cards – UCOP, UC Berkeley, the Berkeley Lab, UC San Diego, Lawrence Livermore Lab – with five different ID numbers. When I received a note that I had not gone through the sexual harassment briefing, that was the third notice, and I had done it once already. So there are some places where we can use our strengths and where we have not been using our strengths. I challenge you to think about how, from your perspective, we can actually be stronger without losing our unique and individual identities, without losing the identity of your organization.

At the invitation of the Academic Senate, I visited all 10 campuses and talked about this "Power of 10," the strength of the "one University" concept. And I had town hall meetings on each of the campuses and asked the faculty, "What do you think?" I got different answers at different campuses, not a surprise. On the Berkeley campus, and the Berkeley

campus believes that they are the flagship, someone stood up and said, "What's in it for us?" And I didn't have to answer. People walked up to the microphone and gave an answer to that question. We discovered that [faculty] academic records were better done in Riverside than they were in Berkeley, and they were going to Riverside to see how to better digitize the academic records.

So the answer is that everybody can learn from other people. Our most sensitive campus, our child, UC Merced, needs a lot of help from us now. It's mighty brave to build a research university in the 21st century when public higher education is under stress. But we are, and it will succeed. So as I listened to the faculty, I heard ideas in 10 areas, I won't give you the ideas, but I'll tell you the areas, because they'll make sense to you.

- Admissions: Shouldn't we be thinking about our admissions a little differently? There were some off-the-wall ideas about admissions for freshmen; can't we do that better?
- Standardized Administrative Services: Standardized but not universal
- Teaching Excellence and Innovation in Teaching: Can we do that better? Of course, we can. There is a way to learn from each other how to do better.
- Recruitment, Retention, and Graduate Support, something we're really worried about.
- International Collaboration: As I travel around the world, the University of California is revered. People in China have said to me, "We want one of those, how do we do it?" People in India want to have the equivalent of the University of California. The state of New York wants to have the equivalent of the University of California. We are revered throughout the world. Sometimes when we're inside, we don't see how significant we have been. Before the difficulties in Tibet, my wife and I were there, about a year ago, and we had an alumni event in Lhasa, Tibet, and the UC alumni were mostly from UCSF because they were really running the school of medicine at Tibet University and the hospitals there. So around the world, we are revered, and we must maintain that.
- Helping and Nurturing Startups: When a new faculty member shows up, they need help. I remember when I came to San Diego in 1990, the MSO at the time ... was a woman by the name of Joyce Sessa. I was in her office everyday: "How do I do this? Why do we do it this way?" And she'd say, "Don't ask, just do it."
- Sharing Best Practices, of course
- Increasing External Support: Finding other more reliable sources of support, more reliable than the state of California
- Bolstering Advocacy: Trying as best we can to remind people what the University of California does for them.
- Tackling Urgent State Needs: Needs like K-12 education, needs like the crumbling infrastructure of California, need like the out-of-date water management in the state of California, needs like underserved health care, needs like the environment and energy, how can we make California more energy independent.

These were ideas that came back from the faculty. Many of these are ideas that a single campus couldn't possibly take on, but two, three, four, or five campuses can. And so these ideas could not, should not, be expensive. They are a mindset. They are a belief that UC San Diego is a unique campus, but it should be working with Irvine and UCLA on academic programs and administrative programs when appropriate. As I leave UCOP and come back to UC San Diego, my payroll changes, and I'll probably get another two cards. There is something wrong with that. We can do better.

Let me wrap up now with some personal observations about ABOG. As I told you, I came from Bell Laboratories in 1990 to the physics department in UC San Diego. The first person I encountered was Joyce Sessa, the MSO, and she literally handled all aspects of my life. UC

is such a different place than an industrial laboratory, and there were so many things that were different. I remember sitting in my office about a month after I had gotten here and thinking – this is faculty now – thinking, “I don’t have a boss!” There’s some good and some not-so-good about that. The good is: I don’t have a boss. The not-so-good is: Who do I go to for help? Well, it was there, physically manifested by you, by your equivalent.

You have been marshalling this “Power of 10” now for 40 years. That’s why you’re here. Last year, as an example, Provost Hume spoke to you, and the next speaker was Carina Moore, who gave a presentation about a UC Davis pilot program on identifying people and preparing them to be MSOs. She reported that, of the 25 participants in that program, three landed MSO jobs, two at UC Davis and one at Berkeley. And the folks at Davis applauded the appointment at Berkeley. They thought it was great that people were moving from campus to campus. I couldn’t agree more. As we prepare for a new administration, please maintain and think about how you can first help the new administration, which are from outside, they’re not UC folks and they’re going to walk in with the same lack of understanding that I did when I first came to UC San Diego. Please think about how you can use the “Power of 10,” working with each other, to strengthen your own organization and the University.

I congratulate you on your 40th anniversary. UC must remain the finest university in the world. And you are a very close integral part of that. I’m going to finally finish with something that some of you will probably be offended by, I’ve used this before among the MSOs ... I had some military training in Canada where I grew up, and I think of the University as having generals and having what were called sergeant-majors. Or if some of you remember the old TV show “M*A*S*H,” you’ll remember Colonel Potter and, of course, Radar. Who ran the place? Radar. Please be Radar. Please run the place well, and the University of California will continue to be the finest university in the world. Thank you.