

The Regents of the University of California

**COMMITTEE ON EDUCATIONAL POLICY**

January 15, 1998

The Committee on Educational Policy met on the above date at UCSF-Laurel Heights, San Francisco.

Members present: Regents Atkinson, Gonzales, Khachigian, Lee, Levin, McClymond, Montoya, and Soderquist; Advisory members Miura and Willmon

In attendance: Regents Bagley, Brophy, Chandler, Davies, Johnson, Leach, Ochoa, Preuss, and Sayles, Faculty Representatives Dorr and Weiss, Secretary Trivette, General Counsel Holst, Provost King, Senior Vice President Kennedy, Vice Presidents Darling, Gomes, Gurtner, and Hopper, Chancellors Berdahl, Carnesale, Debas, Dynes, Greenwood, Orbach, Vanderhoef, Wilkening, and Yang, and Recording Secretary Nietfeld

The meeting convened at 10:55 a.m. with Committee Chair Gonzales presiding.

**1. REPORT ON OUTREACH EFFORTS**

President Atkinson observed that the Regents had endorsed with enthusiasm the recommendations contained in the report of the Outreach Task Force. The Regents gave clear instructions that the administration should move forward to implement these recommendations with vigor. The Office of the President has begun this task, and the campuses have begun new programs and activities consistent with the task force report. The President recalled that he had recently transmitted to the members of the Board a letter outlining a major new initiative, the Outreach Action Plan. This initiative is the next step in developing new directions and increased funding for outreach. In order to provide a focal point within the Office of the President, Chancellor Emeritus Pister has been appointed Senior Associate of the President; in this role, he will have responsibility for the direction of the Outreach Action Plan, coordinating outreach activities across the system. President Atkinson noted that drawing in all aspects of the University community will be key to the success of the outreach program, including Regents, alumni, students, staff, and particularly the faculty, whose commitments are crucial to the success of the endeavor. Chancellor Pister brings an understanding of how to work with the faculty in order to achieve these goals. He will also oversee strategies to acquire the level of funding for outreach that was recommended by the task force. The task force recommended that funding for outreach be increased by \$60 million. The plan to achieve that level of funding involves the reallocation of some University funds as well as a commitment from the Governor and the Legislature. Matching funds will be sought from the K-12 sector. In addition, opportunities for funding are developing at the federal level, and the University must be well-positioned to take advantage of these funding sources. The task force also identified fundraising opportunities within the private sector.

With respect to current outreach efforts, the President recalled that last fall he sent letters to 13,000 high school students who otherwise might not consider the University of California. In response, he received touching letters from students who affirmed their willingness to apply to the University. President Atkinson stated his commitment to make regular presentations to the Regents on the Outreach Action Plan.

Senior Associate Pister noted that the report of the Outreach Task Force and the Outreach Action Plan emphatically commit the University to a new level of interaction with the K-12 system. The attainment of student bodies at the University's campuses that reflect the diversity of Californians in the broadest possible sense remains the focus and the goal. It may be expected that a consequence of accomplishing this goal will be the improvement of the quality of education for all California students. Mr. Pister recalled the University's longstanding commitment to the area of outreach. An assessment of long-term efforts in this area was made in 1996; the resulting compendium listed over eight hundred projects which were under way. The Outreach Action Plan seeks to develop a more comprehensive set of programs at a higher level of activity. Senior Associate Pister reported that over the past six months he had taken the opportunity to visit all of the University's campuses, where he spoke with many faculty, staff, and students about outreach. Along with Provost King and the outreach team, he has begun a second round of visits. These visits are designed to bring together campus representatives of a broad spectrum of current activities in outreach to engage in a dialogue as to plans, issues, and progress. An important outcome of renewed focus on outreach has been the creation of new partnerships on the campuses. These relationships have been established among units that traditionally have acted independently. The resultant synergy is not unlike that produced by interdisciplinary faculty research groups which bring new insights and energy to difficult problems. He reported that the campus visits, without exception, portray a University community committed to achieving the goals of diversity consistent with the Outreach Task Force report. The enthusiasm evidenced on the campuses should be a matter of great pride for the Board. In order to convey that enthusiasm to the Regents, the campuses will be reporting on their outreach activities over the course of the year, beginning at this meeting with presentations by the Los Angeles and Davis campus administrations.

Chancellor Carnesale observed that outreach is vital to sustaining the diversity of the undergraduate student body, which is the foundation of diversity for the rest of the University. UCLA's outreach activities involve both K-12 schools and community colleges. Due to time limitations, today's presentation focused on K-12 activities. The Los Angeles campus has been conducting extensive outreach with Los Angeles area middle schools and high schools for over 25 years, largely through the work of the Graduate School of Education and Information Studies. The campus has a sustained, on-going relationship with urban schools. Four years ago, a survey of UCLA's K-12 activities identified over 250 programs across the campus, ranging from the College of Letters and Science to the medical school. Last year, K-12 outreach was identified as one of the campus' strategic objectives. Chancellor Carnesale reported that he had recently appointed a 12-member Outreach Steering Committee

to coordinate and oversee the range of UCLA outreach activities, including those under way and those in the planning stage.

Chancellor Carnesale called upon Vice Chancellor for Student Affairs Doby for his presentation on the Career-Based Outreach Program, an intermediate-term, student-centered initiative based on an innovative pedagogical model. Vice Chancellor Doby explained that this initiative was the campus' approach to increasing the number of students from educationally disadvantaged circumstances who are competitively eligible for admission. In 1997, UCLA received about 30,000 freshman applications. In order to fill 3,700 spaces, the campus admitted 10,000 applicants. An applicant is competitively eligible for admission to UCLA if he ranks in the top tiers of the applicant pool. In 1997, this would require, on average, a 4.0 or better grade point average, a 1247 or better SAT score, and 14 or more honors courses. Being competitively eligible does not mean automatic admission. While approximately 80 percent of those admitted exceed this profile, an applicant with this profile has about a 50 percent chance of being admitted. By contrast, an applicant in the bottom tier has less than a five percent chance of being admitted.

The UCLA Academic Senate Committee on Undergraduate Admissions has defined educational advantage or disadvantage in terms of the percentage of applicants from a school who are academically competitive in UCLA's applicant pool. The Academic Competitiveness Index is defined as the number of applicants ranked in Tiers I and II divided by the total number of applicants from a particular school. This index is used to rank schools from extremely disadvantaged, with less than 10 percent of applicants competitively eligible, to extremely advantaged, with more than 70 percent of applicants competitively eligible. The average academic competitiveness index for all schools in California who send applications to UCLA is about 40 percent of applicants ranked in Tiers I and II. The average index for schools in the Los Angeles Unified School District is 21; 87 percent fall below the statewide average.

Vice Chancellor Doby explained that, within this context, the intermediate-term challenge is to find a cost-effective means of increasing the number of academically competitive applicants from disadvantaged high schools in the Los Angeles area. At a minimum, this required a radical shift in the approach to early academic outreach. The Career-Based Outreach Program (CBOP) was designed specifically to spearhead the change to a new paradigm. CBOP is an intra-campus collaboration among six professional schools, the College of Letters and Science, University Extension, and Student Affairs. It evolved from the best practices used in successful programs sponsored by the campus partners. The CPOB strategy is to equip talented and motivated disadvantaged students with a learning system and specific learning tools that will help them to take maximum advantage of the opportunities available to them. This learner-centered strategy is based on the best practices at UCLA and on current research on student learning. A set of learning tools has been packaged together to create the personal academic learning system (PALS). CPOB uses a service-learning model. Promising disadvantaged UCLA undergraduate students (fellows) who aspire to attend a graduate or professional school are being trained in PALS to enhance their own achievement as well as

to assist other disadvantaged students. Once properly trained, the UCLA undergraduates will teach the system to high school students (scholars) who, in turn, will teach the system to middle school students.

Vice Chancellor Doby explained that the Career-Based Outreach Program will operate as a pilot program from 1997 to 2000. During 1997-98, one hundred UCLA undergraduate fellows will work with four hundred high school scholars. Their training began in fall quarter and is continuing in winter and spring. Ten public schools and one private school were selected for the first year of the pilot phase, based on five primary criteria: the number of disadvantaged students, links to UCLA, academic infrastructure in the schools, geography, and courses available. Six more schools will be added in 1998, and the number will increase gradually as resources permit. By 1999-2000, three hundred UCLA undergraduate fellows will be helping 1,200 high school scholars who, in turn, will be helping 2,400 students in feeder middle and elementary schools. The role of campus partners is critical. The Graduate School of Education and Information Studies is responsible for training the fellows. The graduate and professional schools sponsor enrichment experiences for the fellows and scholars through Saturday Academies and summer intensive courses. In addition, they will assist each undergraduate student in developing an academic plan for becoming competitive for admission to the graduate or professional school and will closely monitor their progress toward achieving those goals.

In response to a question from Regent Bagley, Mr. Doby explained that the 11 schools that were chosen for the pilot program ranged from those with the lowest rankings to schools at the upper end.

Associate Vice Chancellor Parades discussed the Venice-Westchester Collaborative, a program that is school-centered rather than student-centered and aims at improving student performance in the targeted schools in a longer timeframe than CBOP. It is one of several systemic initiatives under way at UCLA. Last year, as part of its intensified outreach efforts, UCLA determined to establish a focused K-12 partnership which would provide an opportunity to implement a comprehensive program to improve student achievement. The partnership would feature a combination of existing effective practices as well as the development of new practices based on the research and development efforts of campus personnel and K-12 teachers, staff, and parents.

Early in the process of identifying potential partner schools, UCLA decided to work with one of the clusters of the Los Angeles Unified School District. Clusters are administrative units which include one or more high schools and their feeder elementary and middle schools. Key criteria for the selection of partner schools were racial, ethnic, and socio-economic diversity, a solid academic infrastructure, and strong academic leadership. The campus wanted to identify partner schools where there existed a strong interest in improving academic performance and where there was a reasonable likelihood of substantial progress. After consultation with LAUSD administrators and other local educational experts, the campus

approached the administrator of the Venice-Westchester cluster with the proposal for a partnership, and she accepted. The Venice-Westchester cluster comprises thirty schools and children's centers and nearly 18,000 students. Typical of schools in Los Angeles, it presents a range of demographic characteristics with educational implications: racial and ethnic diversity, variances in socio-economic characteristics, and a large number of immigrant families.

The cluster has a solid academic infrastructure, including a magnet at Venice High School and a range of honors and advanced placement courses critical for admission to the University.

There are significant racial and ethnic disparities, however, in the number of students who take and complete such courses. Additionally, nearly 25 percent of cluster students speak English as a second language, and more than 33 percent qualify for either free or reduced-price meals. As in many urban school settings, there is a significant transiency phenomenon.

Approximately 24 percent of the students in the cluster do not complete a full academic year in the same school.

Beginning in June 1997 representatives of UCLA and teachers, administrators, and parents from the Venice-Westchester cluster began to meet to design the collaborative. A decision was made to develop a strong research component which would examine such issues as teacher attitudes about the learning ability of their students and the impact of transiency on the academic environment of cluster schools. The research effort will be distinctive in that it will involve not only UCLA faculty and graduate students but also cluster teachers trained in research techniques. In fall 1997 the collaborative partners adopted a mission statement and began the process of forming task forces to address particularly vital questions such as professional development, the use of technology, and connecting instruction to clearly delineated academic standards. Each task force will involve teams of UCLA faculty and staff and cluster teachers, administrators, and parents.

Mr. Parades explained that 1997-98 is primarily a planning year but significant progress has already been made, particularly in enlisting other partners. West Los Angeles College and Santa Monica College have agreed to participate in certain activities. Outside educational agencies such as the Achievement Council and the Education Trust have joined the collaborative. Community organizations such as the Southern Christian Leadership Conference are already involved. The collaborative will soon be joined by such organizations as the College Board, the Industrial Areas Foundation, and Channel 34, the largest Spanish-language television station in Los Angeles. The infrastructure of the collaborative is largely in place and some activities, such as an intensive inter-session program in writing for cluster teachers, have been completed. A proven parent-involvement program will be implemented in the cluster this spring. Over the next five years, the campus plans to implement a number of programs designed to improve academic performance in the cluster schools. The plan is to develop model activities and a comprehensive school improvement strategy that can be replicated at both the school and district levels.

In closing the presentation, Chancellor Carnesale emphasized that, despite the promise of the programs that were described, the challenge before the University of California in working with the K-12 sector to sustain diversity is enormous. It will require considerable investment of human and material resources. The Chancellor referred to a chart which depicted the relationship between the ethnic composition of the high schools in the Los Angeles Unified School District and the Academic Competitiveness Index, which indicates the competitive position of graduates of these schools in being admitted to UCLA. This chart shows the strong inverse relationship between the underrepresented minority composition of a given high school and the UCLA competitiveness of its graduates. The same inverse relationship exists in many urban and rural school districts throughout the state. Chancellor Carnesale pointed out that there is no quick or easy solution to the problem of educational inequity in California schools. The solutions must be pursued aggressively and imaginatively.

Regent Khachigian stressed the importance of parent involvement to the success of any outreach program. She noted that the programs that were described generally begin in the middle schools and asked whether that was early enough. Mr. Parades explained that one goal for the Venice-Westchester cluster program is that the children in the cluster's 18 elementary schools read at or above grade level by the third grade. Regent Khachigian recalled that the Outreach Task Force had emphasized the use of students as peer mentors and tutors and asked whether the Los Angeles campus had been able to find a pool of students large enough to accomplish this goal. Vice Chancellor Doby responded that the strategy used in the development of CBOP specifically followed the recommendation of the task force. The campus received many more applications to participate as fellows in the first year of the program than it could accommodate. Problems which the program faces include scheduling and transportation.

Regent Khachigian reiterated her ongoing challenge to the Regents to become involved in the University's outreach efforts. For example, Regents could provide guidance to their local communities and thereby evidence the Regents' commitment to the outreach program.

In response to a question from Regent Brophy regarding funding for outreach, Chancellor Carnesale noted that the University plans to double the funds spent on outreach programs. The Los Angeles campus has been discussing devoting substantial resources to provide incentives for students from disadvantaged schools who are admissible to come to UCLA because these students will also be recruited by other colleges and universities.

In response to a question from Regent Montoya regarding remuneration, Vice Chancellor Doby explained that some of the students who serve as fellows in CBOP are eligible for financial aid in the form of work study, and they are compensated for a portion of the time that they invest in the program. Assistant Vice Chancellor Parades continued that the teachers who coordinate cluster activities receive a stipend for their work.

Regent Levin pointed out that while the University's outreach efforts may have limited success in terms of compensating for the passage of SP-1, they may produce an interest in higher education on the part of students who had not considered it in the past and asked whether it would be possible to track this effect. Chancellor Carnesale believed that institutions of higher education across the country should have been making these types of investments for years, regardless of legislation such as Proposition 209. Mr. Parades added that the Achievement Council is effective at gathering data on academic indicators. The campus will be able to track the performance of each of the cluster schools through access to that data, which will include information on any rise in college-going rates.

Regent Bagley, referring to Regent Khachigian's suggestion that Regents become involved in the University's outreach efforts, asked that the members of the Board consider whether the taint of SP-1 might cause such involvement to be perceived as counterproductive. Regent Khachigian responded that Regental involvement would send the message that the Board is committed to diversity. Regent Bagley suggested that, in light of the passage of Proposition 209, the Board might wish to consider rescinding SP-1.

Regent Davies pointed out that it is difficult for the Board to go forward when its members continue to look to the past. He agreed with Chancellor Carnesale's assessment that these outreach activities should have been pursued more intensely in the past. One reason for not having done so was the apparent achievement of diversity through racial preferences. In response to a comment by Regent Davies regarding the chart which displayed the inverse proportion of underrepresented minority students to academic achievement, Vice Chancellor Doby reported that there is no school in California that produces more than four underrepresented minority students who are competitively eligible for UCLA. In the Los Angeles Unified School District, there is no school that produces more than two.

Chancellor Vanderhoef opened the Davis campus' presentation by commenting that the prospect for success in outreach in light of the daunting challenge which the University faces improves due to the commitment of Chancellor Emeritus Pister. He noted that the obligation to accomplish the task of outreach belongs to the entire University community because that community shares a belief in one of the founding principles of the land-grant university, that higher education should be available to everyone who merits it. Yet many with merit still grow up in unfair circumstances that diminish their opportunities, through no fault of their own. The University must step up its efforts to ensure that all who aspire to come to the University of California or to other institutions of higher education have a chance to do so. The Chancellor pointed out that seeking diversity is a business decision because achieving diversity makes a UC education that much richer by providing students at a formative time in their lives with a campus community in which they can learn from those of different backgrounds and with different perspectives. The University owes this to its students because diversity represents the shrinking world with its international economy which they will enter when they graduate. Chancellor Vanderhoef reported that, as a member of the Outreach Task Force, he had first-hand knowledge of the strong endorsement by the task force of efforts to

reach out to K-12 schools and to the evaluation of current programs. The Chancellor then called upon Vice Chancellor for Student Affairs Wall for a description of the Davis campus' Educational Outreach Initiative.

Vice Chancellor Wall identified the Davis campus' partners in the Educational Outreach Initiative: the California State University, Sacramento; the Los Rios Community College District; and the Sacramento, Grant, and Del Paso School Districts and noted that her presentation would focus on three partner schools. The first is the Keith B. Kenny elementary school, where, in 1997, 72 percent of Kenny third-grade students were below the 50th percentile nationally in reading and 77 percent in mathematics. The first task at Kenny is to assure that every student is at or above grade level in reading and mathematics by the third grade. The partnership is supporting that endeavor, with subject matter specialists from the Division of Education working with teachers to examine the curriculum and instruction and to assess on-going efforts. Twenty-five Davis campus students are working in each of the partner schools three days a week tutoring in reading, language arts, mathematics, science, and social studies.

The Early Academic Outreach Program is working with fourth grade students and their parents to develop a "reservation for college." This plan includes each step that must be taken from the fourth grade forward, stressing the high level of achievement that is required for admission to the University of California and for the successful completion of college work. Ms. Wall noted that this initiative is particularly important in addressing prevalent notions that students at a school such as Kenny either do not have high expectations or do not know the steps to take to achieve their goals. The reservation for college program will foster high expectations, as well as provide specific steps for achievement.

The second partner school is Kit Carson Middle School, where, in 1996, 80 percent of the eighth graders were below the 50th percentile nationally in reading and 77 percent were below in mathematics. Teachers and administrators would like to give first priority to advancing the teachers' subject matter knowledge and their ability to design lessons geared to high standards. Davis subject matter specialists are assisting Kit Carson teachers with designing lessons, and undergraduate tutors are helping individual students to meet the challenge of the new curriculum standards.

Ms. Wall continued that the third partner school is Sacramento High School where, in 1997, ninth grade students had average reading scores in the 26th percentile nationally and in the 33rd percentile in mathematics. The partnership emphasis at Sacramento High School is to understand what knowledge and skills are required for success and to build that knowledge into the curriculum. Sacramento High School is taking a leadership role in examining district and school policies to assure that they further, rather than inhibit, school reform efforts. With the help of the Davis campus, the school has initiated a Student Success Center that is providing information to students about college and careers, about tutoring, about preparation for college placement tests, and about applying to college.



The specific goals of the partnership with the Sacramento Unified School District are the following: to foster the core belief that all students can learn at high levels of achievement; to help teachers acquire the subject matter knowledge and the teaching skills necessary to achieve that level of learning; to build a sequenced curriculum in each subject area from kindergarten through college that is based on the knowledge and skills necessary for success in college and in the work place; to link students' high expectations for college and career to the specific steps necessary to achieve those expectations; to work with the district to bring policies and practices in line with reform initiatives; and to develop the competencies within the school and university partners to evaluate the ongoing reform efforts from within the schools on a daily basis. For such an initiative to work, each participatory level needs to be represented in shaping the activities of the partnership. Ms. Wall related that, when formulating the initiative, the campus convened a Community Advisory Council which played an important role in initial decision-making and which continues to make important contributions to the initiative. Strategic planning and oversight is carried out by senior administrative leaders at the campus and by the intersegmental partners. Faculty subject matter advisors guide the efforts in teacher preparation and curriculum development, while multi-level operational task forces of teachers and faculty guide the specific efforts in the schools. Joint school-university evaluation teams monitor the progress of the initiative's activities and gather data for outcomes evaluation.

Vice Chancellor Wall stressed that the goal of the initiative is reform that can be sustained over the long term. To accomplish this reform, it is essential to have a commitment from each of the partners and to have the resources to support the endeavor. She expressed her appreciation to the partners for the talent, time, and energy of all those who are participating in the initiative.

In concluding the presentation, Chancellor Vanderhoef noted that the President's commitment of new funding for outreach and the announcement of a plan to secure substantial additional financial support is welcome news. The Davis campus will pledge \$100,000 annually for a project to provide merit-based scholarships to students graduating from partner schools or emerging from regional early academic outreach programs. The campus' aim is not only to assist students in becoming eligible and competitive for admission but also to provide the financial assistance needed for them to be able to enroll and to complete their degrees. These scholarships will serve as an incentive to students and their families who are making their "reservation for college" as well as offer immediate recognition of the accomplishments of those high school students who are successful in becoming competitively eligible to attend the University of California.

Referring to Regental involvement in outreach, Regent Johnson reported that, at Regent Ochoa's initiative, she, Chancellor Orbach, and Regent Ochoa had recently met with the Superintendent of Schools and other high-level school administrators in Palm Springs.

Chancellor Orbach has already identified individuals who will undertake a mentoring program in cooperation with the College of the Desert.

Regent McClymond reported that last fall she had visited each campus as part of the student Regent recruitment process. At every campus she met faculty, staff, and students who are devoting time to outreach programs, often at personal sacrifice on the part of the students. She supported further funding for these efforts, but in addition she suggested that students who volunteer their time be recognized by awards from the President, chancellors, or Regents for their service.

In response to a comment by Regent-designate Miura regarding the systemwide evaluation of campus outreach efforts, Provost King recalled that the Outreach Task Force preceded its work with an assessment of then-current programs by the Policy Analysis of California Education (PACE) organization, which is operated jointly by the Berkeley campus and Stanford University. PACE evaluated programs on the campuses and within the Office of the President and produced a report which influenced the task force's decisions on how to allocate resources. Faculty Representative Weiss pointed to the opportunity to identify common variables on which to collect data for research by the faculty which will be valuable to other universities as well as to the University of California. She encouraged the administration to begin to set up research design features so that each campus will be able to collect the relevant data.

Regent Ochoa commented further on the meeting that was held with Palm Springs school officials, noting that questions were raised as to how to respond to the post-Proposition 209 environment. Palm Springs Unified School District has a 53 percent Latino student body population. Regent Ochoa stated his commitment to work with this community, based in part on his experiences in East Los Angeles. He stressed the importance of the involvement of high-level officials in the University's outreach programs, and he asked that Regents be asked to participate in outreach in their communities.

Regent Sayles observed that it is imperative that the University establish a way to measure the success of its outreach programs. He also noted that the University tends to view outreach from a monolithic standpoint and suggested the need to integrate the efforts of the University with those of corporate and community groups.

Regent Leach believed that the data presented by the Los Angeles and Davis campuses made clear the vital need for outreach. For some time, there have been a large number of students in the State's K-12 schools who have not been obtaining an adequate education to compete effectively in life, let alone to attain admission to the University of California. He suggested that the situation had been masked historically by affirmative action and that the present emphasis on outreach would not have occurred absent the passage of SP-1.

Senior Associate Pister concluded the presentation by noting that every campus has a sense that the great challenge of land-grant universities for the next century will be to understand their land-grant roots in a new way that embraces education. The last century was spent industrializing the United States through its land-grant universities, which has been especially successful in California. Education is critical to the survival of the fruits of the land-grant tradition, the economy of California and the stability of its population. The University's outreach efforts are critical to the future of the State, and its success is dependent upon the efforts of the staff, the students, and particularly the faculty. He reported that he was encouraged by the level of faculty participation in outreach that has been demonstrated to date.

## 2. **QUARTERLY REPORT ON PRIVATE SUPPORT**

In accordance with the Schedule of Reports, the **Quarterly Report on Private Support** for the period July 1 through September 1, 1997 was submitted for information.

Vice President Darling reported that giving in the first quarter of the 1997-98 fiscal year increased by 19 percent over last year. This continues a positive ten-year trend which has provided nearly \$5 billion to the University of California.

[The Report was mailed to all Regents in advance of the meeting, and a copy is on file in the Office of the Secretary.]

## 3. **ANNUAL REPORT OF THE UNIVERSITY PRIVATE SUPPORT PROGRAM, 1996-97**

In accordance with the Schedule of Reports, the **Annual Report of the University Private Support Program, 1996-97**, was submitted for information.

Vice President Darling presented highlights of the annual report, noting that private support in 1996-97 totaled \$726 million, which represents a slight increase from the record amount received in 1995-96. The increase moved the University of California to second place in private support among all charitable institutions in the United States. He reported that the University has a total of over six hundred endowed chairs, up from 35 as recently as 1975. The Governor and the Legislature have encouraged the University to increase private funding and private-public partnerships, with the Governor's existing compact with the University and the proposed new contract calling for greater efforts in this regard. Over the past decade the ratio of public and private support has changed, such that for every \$100 that the University receives from the State, it currently receives \$30 in private funding. This is up from \$15 in 1987. To continue this success, the President and the chancellors have pledged additional investments to increase private support, and the Investment Advisory Group has begun discussion of additional ways in which the University may further enhance its development efforts.

Turning to the purposes of private giving, Vice President Darling noted that gifts to departments and for research constitute about 60 percent, followed by campus construction

and student support. Support for health sciences represents 45 percent of the total money that the University received last year. Fully 48 percent of gifts come from individuals, both alumni and non-alumni donors, which represents a significant change over the past decade and which puts the University in a more comparable position with the best private universities. Alumni support is up 41 percent from last year, assisted by a number of large gifts to the Los Angeles campus. Despite this fact, alumni giving continues to constitute a significant opportunity for growth both in the percentage who give and the amount of the donation.

[The Report was mailed to all Regents in advance of the meeting, and a copy is on file in the Office of the Secretary.]

The Committee went into Closed Session at 12:35 p.m.

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The meeting adjourned at 12:40 p.m.

Attest:

Secretary