

The Regents of the University of California

**COMMITTEE ON EDUCATIONAL POLICY**

May 18, 2000

The Committee on Educational Policy met on the above date at Covell Commons, Los Angeles campus.

Members present: Regents Atkinson, Bustamante, Connerly, Davies, Khachigian, Lansing, Pannor, Sayles, and Taylor; Advisory members Kohn and Miura

In attendance: Regents Bagley, Hopkinson, Montoya, Moores, Parsky, Preuss, and Vining, Regent-designate Fong, Faculty Representatives Coleman and Cowan, Secretary Trivette, General Counsel Holst, Treasurer Small, Provost King, Senior Vice Presidents Darling and Kennedy, Vice Presidents Broome, Gomes, Gurtner, Hershman, and Pister, Chancellors Carnesale, Cicerone, Dynes, Greenwood, Orbach, Tomlinson-Keasey, and Yang, and Recording Secretary Nietfeld

The meeting convened at 10:25 a.m. with Committee Chair Connerly presiding.

1. **APPROVAL OF MINUTES OF PREVIOUS MEETINGS**

Upon motion duly made and seconded, the minutes of the meetings of January 20 and March 15-16, 2000 were approved.

2. **CONSENT AGENDA**

***Amendment of Affiliation Agreement with Ludwig Institute for Cancer Research, San Diego Campus***

The President recommended that he be authorized to approve and the Secretary be authorized to execute an amendment to the affiliation agreement with the Ludwig Institute for Cancer Research (ALudwig®) for the purpose of conducting research by Ludwig, cooperatively with the School of Medicine, San Diego campus, and the Medical Center, San Diego campus, said amendment to include the following changes to the affiliation agreement:

- A. As to research funding received from sources other than the Institute itself and only to the extent conducted solely in Ludwig premises, Ludwig can elect to accept and administer its research contracts and grants, assuming these other sources accept Ludwig as the responsible administrator.
- B. If Ludwig elects to administer its own research funds as provided above, it will be entitled to use UCSD programs and services such as animal and human subject compliance administration and shall reimburse UCSD for such use.

- C. To facilitate Ludwig's recruitment of 12 new researchers to the UCSD campus, UCSD will make available to Ludwig a total of 15 UCSD faculty positions, including 3 existing Ludwig researchers already holding such positions, to academically qualified and recognized individuals. UCSD will be obligated to employ such individuals only if they cease to be employed by Ludwig and make a timely election to be employed by UCSD. UCSD employment will be at a level commensurate with each individual's qualifications as determined by the University at the time of employment.
- D. The President, after consultation with the General Counsel, be authorized to approve and execute any other amendments or ancillary documents which do not substantially modify the terms of the affiliation agreement.

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board.

### 3. **ANNUAL REPORT ON THE STATUS OF SYSTEMWIDE OUTREACH INITIATIVES**

It was recalled that, as background for the presentation, the following materials were mailed to the Regents in advance of the meeting:

- \$ A progress report from Assistant Vice President Polkinghorn detailing the status on the California Professional Development Institutes
- \$ A packet on the California Professional Development Institutes that was sent to the principal of every K-12 school in the state
- \$ A one-page printout from the new California Professional Development Institutes website
- \$ A one-page flyer that was sent to teachers by the UC institute directors, other leaders from the California State University, and representatives of the California Department of Education about the GEAR UP program
- \$ A brochure describing the COSMOS program, a residential summer school program for talented mathematics and science students which will begin this summer at UC Irvine and UC Santa Cruz
- \$ The Irvine campus= COSMOS handout which details the specifics of the curricula and participating faculty.

Vice President Pister prefaced his presentation of the annual report on outreach activities with a videotape that described the Davis campus= program **Reservation for College**. This

type of program can be found in the partner schools of all of the campuses. The purpose is to encourage grade-school children from historically underrepresented groups to consider preparing for a college education.

Vice President Pister introduced the following key points with respect to outreach:

- \$ The campuses are seriously engaged in implementing the Outreach Task Force Report in strategic and thoughtful ways.
- \$ Programs to increase access to higher education for California's educationally disadvantaged students are being expanded.
- \$ The campuses are being held to the highest standard of accountability for the results of their efforts.
- \$ Critical lessons are being learned through recognition of the challenges in working with a dynamic, often unstable public education system.

Mr. Pister presented a slide which depicted a student trajectory from early childhood through the years of formal education and into the workforce. Through its outreach programs, the University is working with students whose progress markers are not met in this typical way, often because of disruptions that hinder their progress. These include tracking, a lack of qualified teachers, and negative peer pressure. The University's programmatic support is designed to counterbalance these negative influences. The disruptions in students' lives require both in-school and out-of-school support structures. The University's partner schools have a high percentage of students for whom English is a second language, and their demographics are widely different from the statewide average. Further, the distribution of underqualified teachers is correlated with the underrepresented minority student population in California's schools. Fifty percent of underrepresented minority students come to the University from schools in the bottom two quintiles of school performance. This fact supports the continued focus on the University's partnership schools. The number of partner schools has grown from 38 in fall 1998 to 71 at present, focusing on the low quintile schools. The University's student-centered programs, which consist of the Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), and Puente, continue to expand their services, both in breadth and in depth.

Mr. Pister reported that research has shown that teachers' expertise and effectiveness are critical to student achievement. The quality of the University of California is dependent upon the quality of its faculty, but high standards for teachers are rare in the K-12 schools. The University appreciates the Governor's support of teacher training, with over half of the outreach budget devoted to professional development of teachers. Last summer's reading institutes, which served 6,000 teachers, concentrated on schools in the lower quintiles of academic performance.

The University has been charged with an evaluation of its outreach efforts. This evaluation is led by a team of faculty experts. Their efforts include a comparison-group study, the collection of data on all outreach program participants, and tracking outcomes using independent data from various databases. This leads to the development of outcome and evaluation measures for program participants. Outcome measures include UC eligibility and UC graduation rates. The following benchmarks are used to evaluate a student's progress:

- \$ Completion of Algebra 1 by the 9th grade
- \$ Completion of the first year of college preparatory English by the 9th grade
- \$ Completion of Geometry by the 10th grade
- \$ Completion of Chemistry by the 11th grade
- \$ Completion of three years of college preparatory English by the 11th grade

Vice President Pister recalled that the Outreach Task Force had set as a primary goal doubling the number of UC-eligible students from both the partner schools and the student academic development programs over a five-year period. The task force report also set a goal of increasing by 50 percent the number of competitively eligible students from these programs. Data on the progress in these areas will be presented in the next report to the Board. Mr. Pister displayed an evaluation timeline which indicated the length of time required before results of the new level of funding for outreach may be expected. The previous year was spent developing and expanding partnerships with the schools, as well as establishing the infrastructure to meet the University's outreach objectives.

Mr. Pister presented data on underrepresented minority students. The percentage of these students graduating from California's high schools has increased slightly over the past five years, from 38 percent in 1995 to 40 percent in 2000. UC applicants from that group of students dropped from 22 percent to 19 percent in the same time period, although this trend is slowly reversing. The effectiveness of the University's outreach programs should continue to have a positive effect. With respect to graduation rates for freshmen entering the University between 1987 and 1992, the last year for which data are available, while the graduation rate for underrepresented minorities is below that for all students, the difference has narrowed over time. In addition, the persistence rates between underrepresented minority freshmen and all freshmen have narrowed from about 7 percentage points for the fall 1988 entering class to about 3 percentage points for the class entering the University in fall 1996. There is every indication that these measures will continue to improve as a result of the University's outreach efforts.

Vice President Pister discussed some of the challenges which the University faces in carrying out its outreach programs, including the fact that many urban schools and districts are in a constant state of change, with persistently high turnover rates among students, teachers, principals, and superintendents. As a result, the University has come to the realization that partnerships must transcend personal relationships. The underpreparation of teachers in

disadvantaged schools represents an impediment to dealing with the preparation of students. Large numbers of teachers in the partner schools do not have the requisite academic background or the credentials needed to advance students toward college eligibility. This summer, the University will launch a major initiative in teacher development to bring underprepared teachers of algebra up to speed. Schools face initiative fatigue in the form of local, state, and federal efforts to improve performance. The campuses are struggling to find UC's niche in the school organization and culture. Another challenge which the University faces is the pressure to produce instantaneous results. The design of outreach programs must balance long-term investments in the education system with short-term investments in raising eligibility for students through increased academic preparation.

The lessons which the University has learned begin with the fact that outreach must start as early as possible in a child's academic career. There must be a long-term commitment not only to the schools but to the community as well. Finally, the University must be open to the ways in which it can adapt to fulfill its outreach mission. The staff and faculty are learning from the students, teachers, and parents with whom they work; the University must be willing to redesign its policies as insights are gained.

Vice President Pister observed that he could not conclude his presentation without returning to the centrality of outreach in the University's mission. The University of California will not enjoy the political support base that it needs without dealing with outreach in a creative way. The University of California, with its mission of teaching, research and service, exists for the people of California. Beginning with the Organic Act, which instructs The Regents A . . . to so apportion the representation of students, when necessary, that all portions of the state shall enjoy equal privilege therein,@and continuing with the reaffirmations of the Board in 1988 and 1995 of the importance of a diverse student body reflective of California's people, the underlying policy is unequivocal. It has informed the University to establish programs that create a culture of inclusiveness and expectation among underserved, educationally disadvantaged students in this state.

Mr. Pister spoke of the growing tension between this culture of inclusiveness and expectation and the culture of academic merit and excellence, which is defined by admissions policy and practice. He believed that it serves neither the University nor the state if the intersection of these cultures is incompatible with the historical commitment to a diverse student body which reflects academic quality. The responsibility for avoiding this approaching collision rests first on the Academic Senate and the Board for establishing the policy and practice governing admissions and outreach, together with the hundreds of faculty, staff, and students engaged in the University's outreach efforts. The University is being challenged to discharge this responsibility more effectively.

Regent Connerly observed that the Regents are cognizant of the intersection of the conflicts described by Vice President Pister. While they should not be content with the building blocks that have been put in place, the Regents can take some pride in the fact that the

political climate in the state supports the reform of K-12 education. Regent Connerly pointed out that Vice President Pister's presentation used 1997-98 as the baseline when describing the enrollment of underrepresented minority students and suggested that, in setting the context of eligibility, data should be provided on the enrollment of these groups as early as 1975 or 1980 in order to give a more accurate picture of today's situation. Mr. Pister agreed that this information would be of value, noting that the purpose of choosing the 1997-98 baseline was to attempt to create a causality between the University's outreach efforts and minority student enrollments. Regent Connerly continued that the University needs to demonstrate to the state that the problem that it has inherited began long before 1995. He suggested that the University should discontinue the practice of comparing underrepresented students with non-minority students and rather focus on comparing schools. Vice President Pister believed that underrepresented minority students and under-performing schools are surrogates for one another. The student populations of the schools in the lower two quintiles in the state are essentially African American and Chicano/Latino. Mr. Pister called the Committee's attention to an article in the **Los Angeles Times** which found that 50 percent of the teachers in the Los Angeles Unified School District are uncertified; 99 percent of these teachers are in schools where the majority of the students are African American or Chicano/Latino. The University's outreach efforts are focused on these schools.

Mr. Connerly pointed out that the University's partner schools had not been selected on the basis of their racial profiles but rather based upon their underperformance.

Regent Connerly asked what attention was being paid to student-centered and community-based outreach in order to encourage children to begin thinking about college at an early age.

Vice President Pister stated that the Berkeley and Los Angeles campuses have community education resource centers, and funding is being sought for others. Chancellor Carnesale reported that the campus is working in partnership with community organizations in five centers throughout the Los Angeles area. The campus is providing educational and counseling services in a setting that is already familiar to students. UCLA students were involved in the selection of the sites for the center and in their operation, while their administration is overseen by the faculty.

Regent Montoya pointed out that student-based outreach occurs at each of the University's campuses and asked Vice President Pister to comment. He noted in particular UC Links, which is a student-tutored after-school program that uses computers as a motivating device for children. This program is located in more than 30 sites across the state. UC students receive course credit for their work.

Regent Khachigian asked for information on the mandate from the legislature with respect to accountability. Vice President Pister observed that some legislators believe that the University should be able to make a direct correlation between the amount of money spent on outreach and the results that are achieved. The University is able to provide numbers, but to establish a causality between expenditures and outcome is very difficult. The intention

of the outreach program clearly is to increase the numbers of underrepresented students who enroll in the University of California.

Vice President Hershman reported that there had been considerable discussion in the University's hearings before the Assembly about outreach. The legislature is requesting a significant amount of information with respect to evaluation. The University will provide an evaluation of the results of the program, but this evaluation must take place over a number of years to be meaningful. The Assembly wants to see results now. President Atkinson observed that progress could be measured through such factors as eligibility, admissions, and enrollment, all of which are being tracked by the University. The performance of the teachers who participated in last summer's reading institutes, and the performance of their students, are also being carefully tracked.

Regent Khachigian raised the issue of the use of differential pay to retain teachers of science and mathematics. Vice President Pister noted that this is an issue which is settled at the bargaining table at the district level. He continued that, for many teachers, the salary issue is not as important to their retention as is the lack of respect on the part of the public and the absence of an atmosphere of professionalism in the schools. President Atkinson added that, through a free credentialing program, the University is attempting to recruit students who are interested in teaching science and mathematics.

Regent Bagley stated that he sensed a recent decrease in the diversity of the faculty. He observed that the University's outreach program has understandably not focused on graduate programs, where there is also a decrease in the enrollment of underrepresented minority students. For example, for the 1999 class at the UCLA school of law, 18 well-qualified African American students were offered admission, but only two actually enrolled. President Atkinson recalled that this period of time had been viewed as an opportunity to add diversity to the faculty; however, the current the pool of Ph.D. candidates has less diversity than it did ten years ago.

Vice President Pister reported that the University is putting a substantial effort into bringing more underrepresented students into advanced studies that will lead to the doctorate. The National Science Foundation has provided funding for this work. In addition, the legislature has funded UC LEADS, which is intended to build a pipeline of students in programs like MESA to help them make the transition from undergraduate to graduate work.

In response to a question from Regent Sayles regarding high-performing schools that remain partner schools with the campuses, Vice President Pister explained that they are legacies from programs that existed prior to the Outreach Task Force Report. The campuses should not be discouraged from continuing these partnerships if they wish to do so, although some have been discontinued. A more important reason for continuing these earlier partnerships is the fact that many of the partnership first quintile schools are bimodal high schools, with

the performance of certain groups of students being far below that of their college-bound classmates.

Regent Sayles stressed that, in order to produce short-term results, the University should focus more of its outreach resources on the community colleges in order to demonstrate improvement in the number of underrepresented minority students entering UC. He noted that 80 percent of minority students who go to college enroll in a community college, thereby demonstrating their interest in higher education.

In response to comments by Regent Bustamante regarding the amount of funding spent on each student, Vice President Pister observed that this amount is difficult to calculate because approximately one-half of the \$300 million is spent on teacher professional development. President Atkinson agreed to provide the Lieutenant Governor with statistics on the number of students being served by outreach programs.

Regent Bustamante noted that, while it is important for the University to be engaged in long-term outreach programs, at the same time the state is losing a generation of students. He suggested that more attention should be focused on students who are not being reached. The University is not responsible for correcting 25 years of neglect in the public schools, but it is responsible for creating the kinds of initiatives that the state should be engaged in to ensure that all students have an opportunity to receive some benefit from the University's outreach efforts. Vice President Pister pointed out that the University's programs are focused heavily on the partner high schools and their feeder schools. The ability to rescue students at the high school level is lessened by the fact that they are not prepared to go on to college. Regent Bustamante stressed that either more progress should be made at the high school level or the University should be content to focus on a long-term strategy.

Regent Davies agreed that a high yield of UC-eligible students should not be expected from the University's outreach at the high school level. Many students will become eligible following their attendance at a community college.

Regent Vining pointed out that research has shown that class size is far less important to educational success than is the quality of the teachers. He believed that the state's efforts to reduce class size could have a harmful effect by concentrating well-qualified teachers in the most attractive schools. Regent Vining reported that the alumni associations would seek initiatives that would enable them to assist in outreach. The alumni are focused on diversity because they recognize that the alumni of thirty years from now will not resemble those of today.

Regent Connerly stressed that the University's outreach programs should not be viewed as a new and improved version of affirmative action.



President Atkinson introduced Professor Alex M. Saragoza, who will assume the duties of the Vice President for Educational Outreach on July 1, 2000.

The meeting adjourned at 11:45 a.m.

Attest:

Secretary