

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

September 16, 1999

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

Members present: Regents Atkinson, Bustamante, Connerly, O. Johnson, Khachigian, Kozberg, Nakashima, Pannor, Preuss, Sayles, and Taylor; Advisory members Kohn and Miura

In attendance: Regents Bagley, S. Johnson, Leach, Montoya, Parsky, and Vining, Faculty Representatives Coleman and Cowan, Secretary Trivette, General Counsel Holst, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Gurtner, Hershman, and Hopper, Chancellors Berdahl, Bishop, Carnesale, Dynes, Greenwood, Orbach, Tomlinson-Keasey, Vanderhoef, and Yang, and Recording Secretary Bryan

The meeting convened at 3:40 p.m. with Committee Chair Connerly presiding.

1. REPORT ON UCSF OUTREACH TO PUBLIC SCHOOLS IN SAN FRANCISCO AND NEIGHBORING COMMUNITIES

It was recalled that UCSF has a partnership of long standing with the San Francisco Unified School District (SFUSD). In 1987, UCSF founded a program called the Science and Health Education Partnership (SEP) to enhance science education in the San Francisco public schools. This partnership has been very productive, and UCSF continues to encourage and support it.

In addition, UCSF is developing new outreach programs—informational programs, summer programs, and academic-year programs—to complement and supplement the SEP initiatives and to extend and enrich UCSF's partnership with the San Francisco School District. Later the campus will expand its efforts to public schools in South San Francisco, Daly City, and northern San Mateo County, areas close to UCSF and the developing Mission Bay campus.

The goals of UCSF's ongoing and new partnership and outreach efforts are to increase teacher effectiveness in science and to assist school districts in instituting systemic change in the science curriculum, to increase student learning and academic achievement, and to increase the competitive eligibility of students from UCSF partner schools to UC undergraduate programs.

Ongoing Initiatives

Teacher Professional Development. Many SEP programs provide professional development in science. The goal of these programs is to encourage effective science teaching and to provide the district with assistance in science curriculum enhancement. During the past school year, SEP coordinated the efforts of over 300 UCSF participants who contributed approximately 10,000 hours of service with over 400 SFUSD teachers and their students. Using various program models, UCSF scientists work with teachers to enrich teachers' science knowledge and pedagogical skills in science education. Two of SEP's ongoing teacher development initiatives have received national recognition for excellence. These programs are City Science, which is funded through a National Science Foundation (NSF) grant to the SFUSD, to institute districtwide reform of science education in the elementary schools and Triad, an NSF-funded professional development program to train teachers how to encourage an equitable learning environment for girls in school classrooms. Triad academic-year programs involve approximately 220 students, 18 teachers, 11 middle schools, and 24 UCSF scientists.

Student-Focused Programs. Ongoing UCSF student-focused programs bring public school students to the UCSF campus or clinics for learning experiences and also send UCSF professional students to the public schools to teach. These programs include (a) intensive summer programs in science at UCSF for approximately 60 high school students, (b) hands-on experiences for San Francisco high school students in UCSF dental clinics (about 10 students participate for 6 weeks each fall and spring), (c) the LessonPlan Contest in which middle school students develop and teach a science lesson plan to elementary school students (80 middle school students, 7 teachers, 6 middle schools, and 20 classes of elementary school students participate), (d) the School to Careers program in which UCSF professionals mentor high school students (100 students, 9 teachers, and 4 high schools participate), and (e) MedTeach and HealthTeach, a program through which UCSF medical and other professional school students visit sixth-grade classes from October through May to teach human anatomy and other health topics (40 UCSF students, 10 teachers, 8 schools, and 300 middle school students participate).

New Initiatives

Student-Focused Initiative. Currently, UCSF is planning and implementing expanded student-focused programs to complement SEP's primary focus on teacher professional development. Because UCSF is a health sciences campus, its programs focus on developing students' knowledge of science and math, as well as advancing their communication and computer skills.

These new programs, following the goals set by the UC Outreach Task Force, include informational outreach, summer science academies, and academic-year programs for elementary through high school students. The goal is to build a series of informational and educational programs that, taken collectively, will provide students with opportunities for enriched learning throughout their public school years. These programs are designed as a continuum for science education and outreach. Through

development of this continuum, UCSF will be able to offer students opportunities for acquiring new skills and knowledge as they advance from one grade to the next, and as they develop interests in particular subjects or activities.

Teacher Professional Development. New UCSF programs for teacher development are coordinated by SEP. They include (a) Bridges, funded by the Howard Hughes Medical Institute, which will bring elementary and middle school teachers together to work on the science curriculum in order to help students successfully cross the bridge from elementary to middle school and (b) the Links California Subject Matter Project, funded by the UC Office of the President, which provides summer research opportunities for school teachers in UCSF faculty laboratories, as well as academic-year professional development opportunities. The first four-week Links summer program was completed recently with five teachers from two middle and two high schools participating.

Informational Outreach Programs. UCSF seeks to reach the broadest and largest audience—students, teachers, counselors, administrators, and parents—by means of informational programs that may be structured as workshops, field trips to college campuses, evening and Saturday meetings, or school visits. The content of the programs will involve information about health sciences careers and higher education, including college prerequisites, the application and admission process, and financial support. UCSF intends to involve families in these activities whenever possible so that they have the information necessary to support their children's progress towards higher education.

Academic-Year Programs. UCSF plans to develop new educational programs for elementary through high school students throughout the school year. These programs will include workshops to develop specific skills, short courses in academic subjects, field trips, and educational presentations. UCSF intends to involve 500 plus students each year through these efforts.

Summer Science Academies. Summer science academies are an integral part of the student-focused initiative. Currently, UCSF conducts summer science programs for high school students. These programs provide intensive educational experiences over six to ten weeks and give participants the experience of living in dormitories. This past summer, nearly 60 high school students participated in the UCSF summer programs. UCSF will develop another summer opportunity for high school students to increase the number of participants to 100. The goal is to establish summer science academies for elementary, middle, and high school students with 100 students participating from each level. The elementary and middle school academies will be shorter in duration than the high school programs and will not house the students away from home.

Relationships with Schools. The success of the student-focused programs relies upon UCSF's relationship with the public schools. UCSF is engaged in joint planning with school district leaders, teachers, and counselors to develop educational programs that the schools consider useful and to determine the kind of informational programs that are needed and that can reach the largest audience.

Chancellor Bishop noted that the Regents have been made aware during the past year of the circumstances that limit the access of disadvantaged students to undergraduate education in California. Although UC San Francisco does not grant undergraduate degrees, it has a strong stake in the quality of the early education of future professional and graduate students. The specialized mission of UCSF draws attention to the decline in the numbers of disadvantaged students who are choosing advanced education as healthcare professionals and biomedical scientists. Over the past five years, applications to California medical schools from minorities have declined by 25 percent, as have the admission and matriculation of such students. There are similar trends nationwide. The problem is more severe in the case of biomedical research scientists. Minority applications to graduate school in these disciplines are vanishing.

Chancellor Bishop reported that UCSF has been a pioneering force in the effort to remedy these problems. SEP was a nationwide effort and an immediate success. The initial motivation for SEP was to improve the understanding of science among all public school graduates, preparing them for effective citizenship and contributing to their eligibility for undergraduate admission. Appended to that was the thought that students might be motivated to seek careers in science and health if they were engaged early. He observed that the student body of San Francisco public schools is now 85 percent minority. Over the years, the UCSF campus has built a diverse set of programs beyond SEP designed to stimulate students' desire to learn, improve their knowledge of science and mathematics, and advance their communication and computer skills. Many senior and distinguished faculty have participated in these efforts.

Mr. Clifford Attkisson, Dean of Graduate Studies and Associate Vice Chancellor for Student Academic Affairs, heads the effort to craft and implement a comprehensive plan for outreach. Dr. Attkisson outlined the achievements to date, the goals for the future, and the benchmarks by which progress is assessed. He reported that the goal is to ensure that students in the public school system have opportunities to learn about and prepare for access to higher education as well as to participate in academic enrichment experiences that will help them to become eligible for UC or otherwise to pursue higher education. UCSF's outreach and science education programs represent a continuum of interlocking services. UCSF excels in teacher development. It has focused on curriculum development and has new programs in informational outreach, and it continues a tradition of graduate and professional outreach to undergraduate students.

Mr. Attkisson noted that the SEP partnership focused on systemic interventions related to enhancing teacher capacity to deliver excellence in science education as well as a longstanding tradition of working with students in specific programs. SEP is active in 80 percent of San Francisco public schools. This program and others have been successful in generating significant financial support from the government and the private sector, and its activities have affected 91 of the 117 local public schools.

Mr. Attkisson reported on outreach initiatives supported by sources recently made available. Participation with the school system has involved close collaboration with

school system leaders and close discussions with administrators and teachers. This fall there is an intense schedule of college career nights and college fairs that will include opportunities for students to explore baccalaureate programs at UCSF and to go to campuses and participate in direct student counseling with UCSF staff and joint activities with school counselors. Beyond that broad net of outreach, approximately 500 students are expected to be involved in field trips and learning activities about science. A series of short courses is being put together for Saturday afternoons that focuses on activities in computer science, written and verbal communication skills, chemistry, mathematics, and biology. These are closely integrated with what school teachers are teaching currently.

Dr. Attkisson reported that this summer 34 students participated in a health sciences enrichment program. The intensive program offered advanced placement coursework in biology, chemistry, and mathematics. Students were housed on campus and used campus laboratory space. A long-term goal for next summer is to involve over 100 high school and middle students in intensive summer science academies and activities. The middle school programs will have a residential component. In the future, it is hoped to involve elementary school students in summer science camps. He noted that in the central valley, a new program has been developed in collaboration with California State University, Fresno, the Fresno Unified School District, and the Fresno Office of Education, called the Doctors' Academy for High School Students. Forty high school students who work closely with Cal State Fresno undergraduates are paired with UCSF medical students, who are paired with residents in a hierarchy of mentorships and supervision designed to stimulate progress toward access to higher education.

Although UCSF has no undergraduates of its own, it has a tradition of inviting those from other campuses to participate in residential programs year-round. There are three summer programs, also: a training program sponsored by the Graduate Division; a nursing program that exposes students to clinical activities; and a weekend program called "Inside UCSF," where potential applicants are brought to the campus to meet faculty and students. The summer program has had over 4,000 applicants over the years, and 362 have participated. Most of the funding comes from the National Institutes of Health. Applicants have come from Cal State and other UC campuses, historically Black universities, and private institutions. UC participation will be strengthened as more resources become available.

Mr. Attkisson reported that the science and health education partnership over the past 12 years has generated \$8.5 million in support from the National Science Foundation, private sector organizations, and industrial partners. The current support available is \$1.7 million. The undergraduate program has \$200,000 in support annually. No faculty or post-doctoral graduate student support is funded except for three teaching assistants. All other resources go to the students who participate.

UCSF's outreach programs are evaluated through Universitywide protocols, feedback from participants, long-term tracking, and external reviews by independent evaluators. The campus is committed to affecting the school system in positive ways such as

increasing AP courses, teachers' capacity to teach, and support systems for teachers, and also by direct interaction with students. It will develop a public school at UCSF Mission Bay in collaboration with the school system, will extend its focus to include communities south of San Francisco, and will intensify its collaboration with other UC campuses.

Ms. Linda Davis, San Francisco Superintendent of Schools, shared her perspective of the success of SEP. She reported that the impact on the school district has been powerful. Science instruction in elementary grades has been increased; teachers have had professional development sustained through the school year and summer, with collaboration and support from professors and research fellows at UCSF; and there are performance and content standards for elementary science education. Through SEP all elementary, middle, and senior high teachers have the opportunity to work with individual scientists and as teams of teachers to present professional development to colleagues. Resources from UCSF laboratories are recycled to district classrooms, and UCSF fellows are involved in educational research projects. The participation of public school teachers enriches the lives of students and prepares them to meet the graduation requirements for the San Francisco Unified School District. With the help of UCSF, City College of San Francisco, and San Francisco State University, the school district is developing pathways for students to the technological workforce. One is the National Science Foundation Urban Systemic Program, a cooperative agreement with the district that will provide \$10 million for systemic change within the district in the next five years. UCSF will assist in the development of the biology courses to prepare more teachers in the district to offer advanced placement biology, and high school students will be offered short courses in support of their advanced placement courses.

Ms. Davis concluded by noting that there is a need for more qualified mathematics and science teachers. The collaborative entered into with UCSF and other university partners in education, science, mathematics and technology will be important in supporting the professional growth of teachers, the preparation of teachers at the universities, and the continuous improvement of teaching and learning for all students.

Mr. Juan Sanchez, a chemistry teacher and participant in a summer health science enrichment program at UCSF, and Sadako Shien and Chandon Massey, students at Thurgood Marshall High School, commented briefly on their positive experiences with outreach programs in San Francisco.

Regent Montoya commended the program and was pleased to see its outcomes documented. Regent Khachigian noted that documentation is a strong component of all the University's outreach programs.

Regent Bagley asked whether the University's schools of law and business attempt to recruit students from California's state colleges and universities. Senior Associate to the President Pister explained that the University has a set of outreach programs that extends from early elementary school to doctoral programs. He recalled that last year

the University acquired a National Science Foundation minority graduate education grant for all nine campuses specifically aimed at finding talent in any undergraduate program and bringing it to UC graduate programs. The current budget proposal contains an increase in graduate and professional outreach with that intent. Regent Sayles commented that he supported that effort. He believed that there is great potential to advance students already in the State school system.

Regent Connerly was concerned about finding ways to increase interest in the Science Education Partnership among students. They need to be made aware that some paid internships exist and that the UC Links program is available in which students get academic credit for the work they do in laboratories at UC campuses.

Regent Connerly wondered to what extent the growth of historically Black colleges is affecting the drop in minority applications to UC's graduate schools. Chancellor Bishop believed that these students are choosing fields other than science. He emphasized that the country is not graduating a proportionally sufficient number of physicians in various disadvantaged populations. Regent Connerly suggested that Black students may be choosing business and other fields based on a perception that more opportunities are opening for them in those areas. Regent Taylor pointed out that UC campuses do well at attracting Black graduate students from California who are UC-eligible.

Regent Pannor noted that there is a strong correlation between students who participate in UC's outreach programs and retention rates. She advocated increasing support for student-run outreach programs and providing more financial incentives for student participation.

2. **REPORT ON UCLA'S MISSION TO KOSOVO**

Chancellor Carnesale noted that UCLA students, faculty, and alumni have a long tradition of volunteerism that reaches beyond the campus. He reported that last May two teams of doctors, nurses, and clinical specialists from the UCLA Medical Center traveled to Albania to render aid to Kosovo refugees. About 30 medical professionals made the journey to provide expert care and counseling to about 2,500 refugees who had been displaced by the war in Kosovo. The teams visited refugee camps, collective centers, and private homes where refugees had sought shelter. The logistical challenges were substantial. British Airways donated transportation for the volunteers and tons of medical supplies, and support was provided also by three international relief organizations: the International Medical Corps, Operation USA, and Health to Humanities. The United Nations and a number of other relief organizations worked with the UCLA teams once they reached Albania. He introduced Mr. David Langness, Director of Health Sciences Communications, and Dr. Neil Parker, Senior Associate Dean and Dean of Students at UCLA School of Medicine, who took part in the visit. Dr. Parker showed slides of the trip.

Mr. Langness reported that there were over 100 volunteers wishing to go on the Kosovo trip. Donated funds supported the project, and the doctors and nurses donated their time.

3. **ANNUAL REPORT ON THE UNIVERSITY PRIVATE SUPPORT PROGRAM, 1998-99**

The **Annual Report on the University Private Support Program, 1998-99** was submitted for information in place of the Fourth Quarter Report usually presented at this time.

Vice President Darling reported that private support for the year increased to \$926 million. Seven campuses set new records: two exceeded \$200 million and two exceeded \$100 million. In the last ten years, private giving has contributed nearly \$6 billion to support University efforts. The current capital campaign is under way and has accumulated \$2 billion toward a goal of \$2.6 billion, which puts it ahead of schedule.

Mr. Darling reported that alumni giving rose 85 percent in the last year, in large measure by one gift of \$50 million, but 38 percent without that. Giving for the purpose of campus improvement increased by 180 percent. Sixty-three new endowed chairs were established, for a total of 770.

Goals for the future include increasing alumni support, continuing to raise more money to fund development efforts, and increasing international support.

The meeting adjourned at 5:20 p.m.

Attest:

Secretary