

The Regents of the University of California

**COMMITTEE ON EDUCATIONAL POLICY**

January 17, 2002

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

Members present: Regents Atkinson, Bagley, Connerly, Davies, T. Davis, Eastin, Hertzberg, O. Johnson, S. Johnson, Lansing, Lozano, Marcus, Montoya, and Sayles; Advisory members Ligot-Gordon, Sainick, and Terrazas

In attendance: Regents Hopkinson, Kozberg, Lee, Parsky, Pattiz, Preuss, and Seymour, Faculty Representatives Binion and Viswanathan, Secretary Trivette, General Counsel Holst, Treasurer Russ, Provost King, Vice Presidents Broome, Doby, Drake, Gomes, Gurtner, and Hershman, Chancellors Carnesale, Cicerone, Dynes, Greenwood, Tomlinson-Keasey, and Yang, and Recording Secretary Nietfeld

The meeting convened at 10:30 a.m. with Committee Chair Montoya presiding.

**1. STATUS REPORT ON EDUCATIONAL OUTREACH AND K-12 IMPROVEMENT PROGRAMS**

Provost King recalled that the University of California is engaged in a long-term, systemic effort to improve educational opportunity for students in California's K-12 schools and to increase college and UC-going rates among educationally disadvantaged students. Following the passage in 1995 of SP-1, Policy Ensuring Equal Treatment in Admissions, an Outreach Task Force was convened. The outreach plan recommended by the task force was adopted by The Regents in July 1997. Provost King presented a timeline illustrating the growth in the budget for outreach from the baseline year of 1998-99 to 2001-02. Substantial support for teacher development has been provided since 1999-2000, although there were reductions in this support in the 2001-02 budget. Similar reductions are predicted for 2002-03.

Vice Chancellor Gómez, formerly Interim Vice President—Educational Outreach, referred to the booklet *Expanding Educational Opportunity: A Status Report on the Educational Outreach and K-12 Improvement Programs of the University of California*, which had been distributed to the Regents as background for the discussion. He recalled that the Outreach Task Force had found that “racial and ethnic disparities in college preparation and eligibility are not simply a reflection of economic disadvantage or low family income alone but also reflect educational disadvantage.” This observation, backed by research, led the task force to recommend that the University’s outreach focus primarily on helping to ameliorate this barrier to academic achievement. The goal of the University’s outreach program is to cultivate an educational environment in which every student has the opportunity to fulfill his or her academic potential and participate constructively in civic life. Each campus has in

place an administrative center through which most outreach activities and research endeavors are coordinated. The University is engaged with 256 schools through the partnership program: 71 high schools, 55 middle schools, and 130 elementary schools. This does not include the schools that are reached through the University's student-based programs. Consistent with the expansion of the program over the past two years, in 2000-01 over 165,000 students benefited from these partnership activities. As called for in the task force report, the great majority of partnership schools fall in the two lowest quintiles as measured by the state's academic performance index. These schools enroll the highest percentage of underrepresented minority students and students for whom English is a second language, and they rely upon the least-qualified teachers.

Vice Chancellor Gómez discussed some additional achievements. He reported that MESA (Mathematics Engineering Science Achievement) was recently named one of the five most innovative public programs in the country following a nationwide competition. The Puente program received the same award in 1999. Teacher and professional development programs have expanded dramatically, offering high-quality training to teachers across the state in cooperation with the California State University and the independent colleges and universities. Research has shown that the development of increased teacher capacity depends in part on the availability of discipline-based professional support, and the University's teacher-development programs provide this support. In the Los Angeles Unified School District, for example, more than 15,000 teachers have participated in UC-sponsored programs, including virtually all K-2 teachers. The District recently reported that its first graders are performing above the national average in reading and spelling for the first time.

Mr. Gómez touched on the issue of achievement in mathematics. He reported that at a typical partner school, 86 percent of underrepresented students had not completed Algebra with a grade of B or better, and by 11th grade 97 percent of these students had failed to complete UC's mathematics requirement. He presented data showing that the percent of students taking Algebra 1 in a partner high school had increased substantially for all students since 1997-98, and the gap between minority and non-minority students had narrowed.

One of the goals identified by the Outreach Task Force was to double over a five-year horizon the number of graduates from the University's student- and school-based outreach programs who achieve UC eligibility. These programs are making progress toward this goal. From 1998-99 to 1999-2000, these programs saw 640 additional students become eligible for UC. Applicants and admitted students have increased yearly for all students, with 6,720 students from the University's outreach programs being admitted to a UC campus in 1999-2000, an increase of 883 over the previous year.

Vice Chancellor Gómez reported that substantial numbers of outreach students chose a community college as their first institution of higher education. He noted in particular that the Santa Ana Community College saw its transfer rate for Latinos rise from 47th in the state

to 7th. This is an example of what can be accomplished with adequate resources, both human and financial.

In concluding his remarks, Mr. Gómez observed that educational disadvantage does not strike randomly. Its elimination will require strong, committed leadership such as that provided through the University's multi-faceted outreach strategy. He discussed his visit to the Preuss School, which is located on the San Diego campus. Students from educationally disadvantaged areas are taught in a state-of-the-art facility by highly qualified teachers who provide individual support in a school culture where learning is the universal language. He looked forward to the day when educational advantage would be available to all students in the state as part of their basic rights as Californians. The University's ability to serve the state as a premiere educational institution depends upon the ability of the schools to prepare all students to succeed. He was confident that the evidence would continue to show that the University's outreach programs are assisting in the attainment of this goal.

Mr. Winston Doby, Vice President—Educational Outreach, observed that enhancing diversity on the University's campuses and improving K-12 public education are interrelated challenges which will require hard work. He cited as an example of these challenges a partnership in the Los Angeles area that in one year lost its superintendent and all of its principals. There is a high turnover of students and teachers as well. Vice President Doby noted that the focus of the outreach program has been to prepare students from underperforming schools to become competitive applicants to the University's most selective campuses. He discussed the vision which he believes should be the focus of the University's long-term outreach work: to create a level playing field on which every student has the opportunity to achieve his or her full intellectual potential. He stressed his opinion that this goal would not be reached in his lifetime.

Vice President Doby outlined the necessary components of a framework to bring about a change of the magnitude that is being contemplated. The effort must enlist the assistance of families, communities, and the State and federal governments. It must link with the new content standards being implemented in California schools and with the State's new accountability system that will hold schools and students responsible for standards-based assessment. Mr. Doby explained that his concept of the framework is based on the following seven conditions, which have been shaped by research faculty on the University's campuses:

- Students must have access to committed and competent instructors with high expectations for all students.
- There must be access to a college-going culture in all of California's schools, where every child is seen as college material and going to college is the expected norm.
- The curriculum should be rigorous and standards-based.

- Every school should provide an academic support system of counseling, mentoring, tutoring, and enrichment activities to ensure success.
- Students should be nurtured in an environment of healthy families and communities that are fully supportive of schools' and students' needs.
- Students should have access to a multi-cultural college-going identity. This factor was recommended by undergraduate students at UCLA who are active in outreach and is especially important in those communities where peer pressure augers against high academic achievement.
- Students should also have access to external learning resources through enabling technology. The internet and related communications technology will play an increasingly important role in all levels of education.

Vice President Doby commented on the condition that there be healthy families and communities, noting that there are numerous contextual factors which affect a student's opportunity to learn. A student's physical and emotional readiness to learn is linked to nutrition and to fitness. The existence of meaningful parental involvement in the educational lives of their children plays a powerful role in student achievement. In addition, there are community-based organizations dedicated to improving the quality of life in impoverished communities. UC faculty who devote their research, teaching, and public service to these issues can work in tandem with these organizations.

Mr. Doby discussed an expanded accountability system for educational outreach. This system should present evidence that the opportunity to learn is improving for all students in absolute terms as well as in relative terms for students in the most disadvantaged circumstances. Qualitative and quantitative benchmarks should be established that indicate that students are exceeding the performance thresholds used to measure progress toward a level playing field. UC ACCORD (All Campus Consortium on Research for Diversity) will serve as a point of departure for this expanded accountability. New policies and innovations will be evaluated as to their impact on achieving outreach goals in order to ensure that they do not contribute to a widening of the gap between high-performing and low-performing schools. This assessment is a part of UC ACCORD's mission. Vice President Doby expressed his appreciation for having been chosen to lead the University's educational outreach efforts.

Regent Seymour asked about the University's role in ensuring that the seven conditions for learning are met. Vice President Doby emphasized his belief that these conditions cannot be met in the next decade. Rather, the intention is to define the goal and to measure progress towards that goal. He stressed that the problem is a challenging and complex one which cannot be solved by the University alone.

Regent Eastin began her remarks by acknowledging the efforts by President Atkinson and the chancellors to support the University's Schools of Education in order to produce the teachers required by the state's K-12 system. The University's outreach efforts must convince all of the children in the state that higher education is accessible to them. She called upon the University for assistance in producing the teachers that will be needed in order to comply with State law which requires all teachers to be credentialed within five years. The state's shortage of principals will require intensifying the Ed.D. program with the California State University. Regent Eastin continued that more research is needed on how schools in poor districts can become high performing. She believed that a dialogue should be opened on why every California high school student should not complete the University's (a)-(g) requirements. Many high schools are unable to offer laboratory science classes. Students should have the expectation that they need to learn to higher standards. She urged the University to make the Schools of Education a higher priority in order to respond to the state's growing needs.

Regent Connerly found that the status report on educational outreach continues to focus on race and ethnicity when measuring the program's progress. He suggested that underrepresentation relates to income and parental education rather than to race. When the problems in the K-12 system are repaired, the problem of diversity will be solved. Regent Connerly was particularly impressed by Vice President Doby's reference to healthy families and communities because he agreed that what occurs outside the classroom in many cases is more important to a student's development than what happens inside. Children need to be reached early in life in order to steer them to the right path. Regent Connerly did not believe it was the University's responsibility to solve the problems associated with K-12. Because of the University's leadership in outreach, the impression has emerged that solving the problems of California's schools rests with the University. In fact, the problem must be addressed by the State.

Regent-designate Ligot-Gordon asked about the role of student initiatives in the University's outreach programs. Vice President Doby commented that the commitment that UC students bring to this endeavor did not begin with outreach initiatives. Student commitment to service in communities stretches back across decades, with participation in outreach being the most recent manifestation of these activities. Students are involved both in programs that they initiate themselves and in others such as MESA and Puente.

Regent Lozano referred to Vice Chancellor Gómez's comments about school districts that suffer from high turnovers on the part of faculty, staff, and students. It will be necessary to find ways in which the conditions for success persist beyond the individuals in a school. The University must make sure that it is aligning its expectations with those of the other segments within the system. In particular, the textbooks that are used in the state's public schools should be created with the input of UC faculty in order to guarantee this alignment. Regent Lozano observed that while real progress was being made in the lower grades, a drop-off begins to occur in the ninth grade. The newly adopted high school exit exam requires a knowledge of algebra. The University needs to make sure that its outreach

programs are moving toward a more equitable environment for all students. UC's role is to work together with K-12 to find solutions for the future of California.

Regent-designate Terrazas suggested that some attention should be given to teachers at parochial schools that are located in poor communities, as these schools serve a large number of underrepresented minority students. In response to further comment, Associate Vice President Galligani stated that he would provide information on how many private schools had participated in the Eligibility in the Local Context program this year.

Regent S. Johnson spoke of her experiences as a counselor at a University-sponsored camp for inner-city children in the early 1960s as an illustration of how the far back the University's commitment to helping underrepresented communities goes.

## 2. **MULTI-CAMPUS RESEARCH UNITS: ADVANCING THE UNIVERSITY OF CALIFORNIA'S RESEARCH EXCELLENCE**

Vice Provost for Research Coleman observed that the University's multi-campus research units (MRUs) play a unique role in advancing research within UC. They transcend campus and laboratory boundaries to bring together systemwide research capabilities. MRUs provide excellent resources for the training of graduate students and serve the public and State and federal governments. There are 31 multi-campus research units with a combined budget of \$33 million, all of which are funded by the Office of Research within the Office of the President. Together they provide research funding to over 2,000 faculty and graduate students annually. MRUs create interactions and collaborations throughout the UC system through conferences and workshops. They enable both individual and large-scale innovative research through seed funding and other grants. MRUs respond to the State's need for information on which to base important policy decisions, and they create centers of excellence that add value to campus research efforts.

Professor Severin Borenstein, Director of the University of California Energy Institute (UCEI), which is located on the Berkeley campus, recalled that the institute had been created in 1980 in response to the energy crisis of the late 1970s. UCEI's mission is to foster excellent energy research within the University of California. In pursuing this mission, the institute attempts to be a focal point for responding to energy research initiatives and funding opportunities. The institute trains graduate students in energy-related fields for future energy research. UCEI also serves as a center for discussion, debate, and public education on energy issues. Professor Borenstein explained that UCEI pursues its mission through several programs, including the competitive faculty grants program and the Center for the Study of Energy Markets. Recently the center's primary focus has been on electricity markets. He discussed a number of research initiatives, including the California Institute for Energy Efficiency, which was established in the 1980s to support research and development on technologies that enhance the efficiency of energy use. It receives an average of \$4 million per year in extramural funding. More recently, UCEI played a major role in the establishment of the State's public interest energy research and development program, which

has received substantial funding from the State. UCEI's most visible role over the past few years has been in the areas of outreach, public education, and the media, advising state officials on problems related to electricity and gasoline markets and connecting state officials with UC energy expertise using the institute's research database. UCEI staff appear frequently in the media as nonpartisan speakers on energy issues. The institute's outreach and public education roles inform the state of the values that are derived from UC research.

Professor David Theo Goldberg, Director of the Humanities Research Institute (HRI), which is based at the Irvine campus, explained that the institute promotes collaborative interdisciplinary research in the humanities and theoretical social sciences throughout the University of California. The resident research groups are at the heart of the institute's activities, with an average of four to five residential groups being hosted per quarter, consisting of competitively selected faculty and researchers. Each group engages in collaborative research on a preselected theme. These collaborative efforts have resulted in the publication of over forty manuscripts, and many scholars have been assisted in their individual research. The mission of HRI is to bridge gaps that separate the humanities from the sciences, technology, and the arts. Annually, the institute funds approximately 25 competitively selected, Universitywide conferences, workshops, and seminar events. It also serves to facilitate systemwide collaborations among teaching programs in the humanities and social sciences. UCHRI serves as the administrator for a number of research funding programs for individuals throughout the system. The institute is in the process of establishing two national prizes and has undertaken fundraising activities for systemwide programs and for graduate scholarships, receiving support from many national foundations.

Professor Juan-Vicente Palerm, the Director of UC MEXUS, explained that it promotes education, research and public service in the following areas: Mexican studies, United States-Mexico relations, Latino studies, and collaboration between UC and Mexican scholars. The institute's success has been enhanced by the increasing integration between the United States and Mexico following the passage of the North America Free Trade Agreement (NAFTA) and the relationship fostered by President Fox and Governor Davis. This cooperation was also assisted by the agreement that was signed in 1997 between the University of California and Mexico's Consejo Nacional de Ciencia y Tecnología (CONACYT). UC MEXUS's range of activities includes seed grants, support for graduate students, faculty exchanges, conferences, and the promotion of institutional partnerships between California and Mexico. Professor Palerm presented data on grant programs by discipline and by campus for the period 1997-2001. The agreement with CONACYT includes support for graduate students who have been admitted to a UC Ph.D. program, with endowments to fund up to 200 students. A program has been established to support postdoctoral fellows, sabbatical leaves, and faculty visits in the United States and Mexico.

Conferences and meetings are designed to assemble the best minds in Mexico and California to address important issues of science as well as U.S.-Mexico relationships. Institutional partnerships represent a new UC MEXUS undertaking intended to link U.S. and Mexican institutions. The institute is actively engaged in the establishment of the Casa de

California in Mexico City, designed to house several UC programs. The facility will be operational in the 2002-03 academic year.

Vice Provost Coleman concluded the presentation by noting that multi-campus research units serve as a vehicle to combine the research power of all ten campuses. Faculty and graduate students benefit through opportunities to compete for research support and through collaboration with colleagues at other campuses. State policy makers gain access through the MRUs to UC's research expertise, while the schools benefit from their outreach efforts.

3. **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 30, 2001 was submitted for information.

[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 meeting adjourned at 12:10 p.m.

Attest:

Secretary