

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

November 17, 2004

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

Members present: Regents Anderson, Connerly, Dynes, Johnson, Kozberg, Lansing, Lozano, Marcus, Montoya, Novack, Núñez, Parsky, and Sayles; Advisory members Juline, Rominger, Rosenthal, and Blumenthal

In attendance: Regents Lee, Ornellas, Pattiz, Preuss, and Ruiz, Faculty Representative Brunk, Secretary Trivette, General Counsel Holst, Treasurer Russ, Provost Greenwood, Senior Vice Presidents Darling and Mullinix, Vice Presidents Doby, Gomes, and Hershman, Chancellors Bishop, Carnesale, Cicerone, Córdoba, Fox, Tomlinson-Keasey, Vanderhoef, and Yang, Acting Chancellor Chemers, Executive Vice Chancellor Gray representing Chancellor Birgeneau, University Auditor Reed, and Recording Secretary Nietfeld

The meeting convened at 3:25 p.m. with Committee Chair Kozberg presiding.

1. **READING OF NOTICE OF MEETING**

For the record, it was confirmed that notice was served in accordance with the Bylaws and Standing Orders for a Special Meeting of the Committee on Educational Policy in order to take action on Item 304, *Proposed Public Phase of Fundraising Campaign, Santa Barbara Campus*.

2. **FUTURE DIRECTIONS OF STUDENT ACADEMIC PREPARATION AT THE UNIVERSITY OF CALIFORNIA**

Provost Greenwood introduced the panel of speakers with her at the table: Vice President Winston Doby; Ms. Doris Alvarez, the principal of the Preuss School; and Ms. Jacqueline Kennedy, an alumna of the school and an undergraduate student at the San Diego campus. The Provost noted that the University's academic preparation programs are taking a decisive new step in serving California's educationally disadvantaged students which is being undertaken with the perspective that these efforts are necessary to keep California competitive in the global economy.

Provost Greenwood recalled that for nearly two decades California's economic growth had been fueled by the rapid expansion of high-technology industries and agriculture. The University of California has played a major role in that success. Continuing this pattern of growth will require an increase in the skilled workforce, an area where California is falling short, while competition from other states and nations is building. Provost Greenwood observed that, in order for California to keep its competitive edge, the educational crisis must

be addressed. In 2004, California eighth graders scored at the bottom of all states in sciences and seventh from the bottom in mathematics. Within schools with the lowest Academic Preparation Index (API) scores, 56 percent of the physical science teachers were under-prepared, compared with 4 percent in high API schools. Through the budget compact, the Governor has asked the University of California to take a leadership role in working collaboratively with the other segments to increase the number of degrees awarded in science and mathematics, as well as the number of graduates who go into teaching.

Provost Greenwood recalled that when the Outreach Task Force was established in 1997, it set a goal of doubling the UC eligibility rate in five years among outreach participants. In 2002 President Atkinson convened the Strategic Review Panel to conduct a mid-course review of these efforts. The panel was charged with assessing the effectiveness of existing programs, recommending desirable changes, establishing goals, and recommending new working alliances. The panel made recommendations focused on vision and funding, policy and strategy, and the management of the academic preparation and educational partnership programs. The first assignment of the review panel was to evaluate the effectiveness of the established programs, including the Early Academic Outreach Program (EAOP). This program was on target to reach the goal of doubling the number of UC-eligible participants until funding was severely curtailed by the State in 2002-03; nonetheless, there is hope that the goal will be met within the five-year period. Provost Greenwood displayed graphs showing results for the MESA and Puente programs, both of which have exceeded their goals.

Vice President Doby recalled that when Mr. Les Biller, the chair of the Strategic Review Panel, presented the findings and recommendations contained in the panel's final report, he had pointed out that there is a fundamental disconnect between higher education generally, and UC in particular, and the needs and aspirations of K-12 to raise the achievement of all students and close gaps in achievement among groups of students. One example of the consequences of this disconnect may be seen by comparing the 2,131 openings for mathematics teachers in California in 2003 with the 1,389 B.A. degrees awarded by all higher education institutions and the 823 single-subject teaching credentials awarded in mathematics. For every mathematics bachelor's degree recipient, there were 1.5 open teaching positions in California. In order to fill these positions, school districts recruit from outside the state, and in some cases they hire unqualified teachers who often end up in low-income, inner-city districts.

Mr. Doby observed that keeping California competitive is dependent upon raising student achievement and closing the gaps among groups of students. He was confident that there is broad, bipartisan support in the Legislature for the need to address this achievement challenge if California is to remain competitive. The Governor's Workforce Preparation Initiative is concerned with two questions: Is California producing enough graduates, especially in science, technology, engineering, and mathematics, for a 21st century workforce centered in a knowledge-based, high-tech economy? Is California producing enough graduates in these fields to meet the teacher-force needs in these critical areas? The

California Council on Science and Technology believes that the answer to the first question is “no.” The Center for the Future of Teaching and Learning will address the second question in a soon-to-be released report.

State Superintendent O’Connell’s High Performing High Schools Initiative is also intended to address the issue of underachievement. Today only one-third of California high school graduates complete a rigorous pattern of courses to prepare them for college and the world of work; in educationally challenged schools, the percentage falls to ten percent. The major stumbling blocks for these students are mathematics and physical science courses, although language and literacy are also a problem. The goal of increasing the number of students who complete these courses will in turn exacerbate the teacher shortage problem. Avoidance of this outcome will require a strategic alliance between higher education and K-12.

Vice President Doby outlined the role of the University in this alliance, noting that a first step would be increased teacher production and professional development. The University has been asked to provide research and data analysis on best practices, as well as school and district leadership training to replace an aging leadership force. The University should also contribute academic support for students and parents and access to learning through the internet. As no single segment can meet these challenges, there is a growing consensus that California needs an infrastructure that promotes collaboration and a shared investment by universities, colleges, counties, K-12 districts, families and students, and business and industry. Two key principles underlying this approach are leverage and synergy.

The University, in collaboration with intersegmental and community colleagues, is pursuing the creation of a California network of preschool through college (P-16). Each campus has assumed a leadership role in one of eleven regions in the state. For example, the College OPTIONS partnership in Siskiyou and Shasta Counties involves the University of California, The California State University, the K-12 community, two community colleges, two private universities, the Intersegmental Coordinating Council, and the McConnell Foundation. While UC’s contribution is modest, it leverages more than \$1.7 million in private funding to help rural students prepare for and attend college. The Imperial County College-Going Initiative is another regional partnership which was established to increase the number of Imperial County students enrolling in four-year colleges. This partnership decided to focus on the gatekeeper course of Algebra 1 through the Brawley Union High School Summer Algebra Academy. The pilot academy was held in summer 2002 and was jointly funded by the Office of the President and Brawley High School. The teacher professional development was conducted by San Diego State University faculty. Vice President Doby presented a bar graph which illustrated that 100 percent of participants in the summer academy had passed Algebra 1 the following semester, with 64 percent earning a grade of B or better, as compared with 29 percent of a sample of students who did not enroll in the academy. There was a similar pattern in the second semester. This successful strategy has been extended to all high schools in Imperial County, with the academies fully funded by the school districts. It is anticipated that thirty such academies will be offered throughout the state in summer 2005. The summer academy concept will receive the Golden Bell Award for Educational

Excellence from the California School Boards Association.

Prior to calling upon Principal Alvarez for her remarks, Vice President Doby acknowledged the important contributions of certain individuals to the success of the Preuss School, beginning with Professor Cecil Lytle, the Provost of Thurgood Marshall College and an early advocate for the school. Provost Lytle continues to provide leadership to the program in his role as chairperson of the Preuss School Board of Directors. Mr. Doby stressed that without the determination of then-Chancellor Dynes, it is unlikely that the school would have become a reality. Finally, Vice President Doby recognized the generous contribution on the part of Regent and Mrs. Preuss that enabled the project to move forward.

Vice President Doby introduced Principal Alvarez, who has been the recipient of many awards, including National Principal of the Year in 1997. Ms. Alvarez explained that the objective of the Preuss School is to prepare students who will be the first in their families to attend a four-year college. The school, which is a partnership between the University of California, San Diego and the San Diego Unified School District, was chartered by the school district in 1998 to serve grades six through twelve; presently, 763 students are enrolled. The school is housed in a facility on campus which was built solely with private funding. In keeping with the University's focus on research, the school is a model of best practices of ways to teach urban students. The Preuss School is under the authority of the Chancellor of UCSD, who delegates responsibility for policy and procedures to its Board of Directors.

Principal Alvarez explained that students who are selected to attend the Preuss School must meet the following three criteria:

- They must meet federal guidelines for free and reduced school lunch.
- Neither parent can be a college graduate.
- Students must have the motivation and potential to succeed in a rigorous, college-preparatory environment.

The school receives over 1,000 applications annually for the 110 slots that are available, and a lottery is held to determine who is admitted.

Ms. Alvarez observed that what sets the Preuss School apart from other schools is the college culture that permeates its campus. All of the teachers are experts in their fields with a passion for inspiring urban youngsters. There is a single-track college preparatory curriculum and mandatory parent participation of 15 hours per year. Principal Alvarez outlined some of the collaborations between the school and the San Diego campus. Interns from the campus are used in the classroom as part of the Teacher Education Program. Seniors from the Preuss School are serving as interns in 45 locations at UCSD. Faculty work with teachers to improve curriculum and teaching.

Several factors contribute to the school's success, including a longer school year and a

longer school day. Classes are smaller than in traditional high schools. The school recognizes the importance of academic supports such as tutoring and counseling. There is a focus on professional development for teachers to ensure that they are constantly learning new ways to teach. Faculty from UCSD are tracking the success of the school's educational reforms. These factors have led to high performance on State standardized tests. One hundred percent of Preuss students meet UC eligibility requirements, and one hundred percent of graduating students are enrolled in a two- or four-year college. The school's most recent API score was the highest in San Diego County. Ms. Alvarez displayed a chart of college admissions and enrollment for the first graduating class, noting that over two-thirds of the students were admitted to a UC campus. In closing her remarks, Principal Alvarez acknowledged the support of Chancellor Fox for academic preparation programs such as the Preuss School.

Ms. Kennedy, the Preuss School alumna, recalled that when she first enrolled on the San Diego campus, she was uncertain about her ability as an African-American student from southeast San Diego to perform at the college level, even though her counselors at the Preuss School had assured her of her ability to compete. She spoke of the skills acquired at the school which had fully prepared her for college, noting that the schedules and required course work were similar to those at the University. College preparation is not the only attribute that contributes to the unique nature of the Preuss School. The school also offers a support system, including assistance with the college application process. Ms. Kennedy noted that, because of the close ties between the Preuss School and UCSD, she was able to become familiar with many of the University's programs, especially Thurgood Marshall College. She believed that her hard work had paid off.

Regent Johnson observed that when she visited the Preuss School, she had been excited by the content of the courses that are offered. She believed that the school would serve as a model for the nation. She asked if there would be an attempt to establish similar programs at the University's other campuses, noting that UC Merced had inquired into this possibility. Provost Greenwood commented that an intention of the Preuss School had been to learn whether working with an urban population of students whose parents had not attended college would be successful. Not every campus has a donor such as Regent Preuss to contribute the seed money that would be needed. Some of the campuses are looking into developing partnerships with local schools in order to change their culture.

Regent Preuss reported that social scientists at UCSD had been able to follow the progress over the past six years of students who had applied to but not been selected to attend the Preuss School. They found that, while students in the test group were equivalent to those who enrolled at Preuss, they did not perform well academically. He recalled that, when the school was still under discussion, President Clinton had been invited to address the campus' graduation ceremony. In a private conversation, Mr. Clinton observed that if every institution of higher education were to have such an adjunct, it would go a long way toward solving the country's problems. Regent Preuss believed that efforts should be made to have a model school on every campus of the University of California and The California State

University, even if it takes twenty to thirty years. Vice President Doby referred to examples of similar schools on campuses of The California State University; for example, the mathematics and science academy at CSU Dominguez Hills has results similar to those of the Preuss School. He stressed that the value of these schools comes in part from the opportunity to be surrounded by adults and young people whose goals are consonant with aspirations of attending college.

Regent Montoya recalled that in June the Outreach Task Force had met with the outreach coordinators from each of the campuses, who explained that the academic content of the programs had been declining due to a reduction in funding. Vice President Doby confirmed that funding was not being provided for academic enrichment activities that are separate from the activities that take place in the schools. Student mentors go into the schools in order to encourage students to achieve, but they cannot provide the academic rigor these students need.

Referring to remarks made in the public comment period by students from Oakland Technical High School, Regent Connerly asked about ways in which the University could provide assistance to underperforming high schools. Provost Greenwood noted that the Berkeley campus is in the process of becoming more involved with schools in Oakland. Today's presentation was intended to underscore the approach that focuses on a county, working with school districts to improve the teaching of algebra. The grade point average and attendance of students who participated in the Algebra Academy in Imperial County improved over all. The school districts are able to support programs like these using Proposition 98 and No Child Left Behind funding. The University uses its research capability and understanding of the schools to diagnose the problems and propose solutions. Once a program is demonstrated to be successful, the funding must come from a source other than the University.

Vice President Doby confirmed for Regent Connerly that the University has a presence at Oakland Technical High School. He underscored how the shortage of teachers in the physical sciences and mathematics affects inner-city schools. Higher education must make a commitment to producing more teachers in these fields.

In response to a question from Regent Connerly as to how the Regents could make their presence felt in the state's public schools, President Dynes recalled that he had spent a great deal of time during the past year traveling throughout the state. He welcomed the Regents to join him in his visits.

Regent Sayles observed that it would not be possible to have Preuss Schools throughout the state and asked about lessons learned at the school that could be transferred to other high schools. Principal Alvarez responded that several elements of the Preuss School were transportable, including the advisory programs, the training of teachers to be more understanding of students from non-traditional backgrounds, and staff development. She

saw the small schools movement as a positive step in adopting these principles at other high schools.

Regent Anderson acknowledged the contributions of the staff and students to the success of the Preuss School, noting in particular the engagement of the teachers which creates a college-going culture. She believed that the University's role in academic preparation should be spread across a diversity of initiatives, including student-initiated outreach. Regent Anderson referred to academic preparation for graduate students as also being important, as well as preparing undergraduate students to pursue graduate study.

Speaking as a former teacher in the Oakland public schools, Regent-designate Rosenthal suggested that the ability of the University to affect change was dependent in a large part on funding. He anticipated that The Regents would be asked to provide financial support for the various programs that are contained in the compact with the Governor. Mr. Rosenthal asked whether it would be possible for the University to offer seed money to cultivate donors who would be willing to contribute to these efforts. He urged the University to take a more proactive role in soliciting funding. Committee Chair Kozberg acknowledged the significance of the comments made by Regent-designate Rosenthal and suggested that other segments, including K-12, would need to be included in the dialogue.

Regent Lee felt that the teaching of mathematics and science was not given enough emphasis in the United States as compared with countries such as China, leading to the under-preparation of students who enroll in college. He saw the need for a fundamental change in the culture if the county is going to continue to compete in the global economy, particularly in the training of scientists and engineers. Regent Lee believed that eighth graders should be proficient in Algebra II. Provost Greenwood observed that the University is attempting to develop a strategy with respect to academic preparation that would be comparable to its impact on the state's economy through research. These programs should not be seen in isolation but rather as part of the overall need for the state to remain economically competitive.

In response to a question from Regent Montoya, Provost Greenwood explained that several of the campuses have programs that lead to more rapid credentialing of teachers. Two campuses have already moved to a four-year degree and credentialing program

(For speakers' comments, see the minutes of the November 9, 2004 meeting of the Committee of the Whole.)

3. **POLICY AFFIRMING ENGAGEMENT IN THE PRESCHOOL THROUGH POSTSECONDARY EDUCATION SYSTEM, AS FUNDAMENTAL TO THE UNIVERSITY OF CALIFORNIA MISSION AS A LAND GRANT INSTITUTION**

Regent Anderson explained that, by adopting the proposed policy statement, The Regents would affirm that engagement in the preschool through postsecondary education system,

through academic preparation and educational partnership efforts, is rooted in the University's identity as a land grant institution and is fundamental to fulfilling its mission to serve citizens from all segments of society and is ultimately of considerable benefit to the State and the nation.

Students in California's schools and community colleges make up the University's future undergraduate student body, from which future graduate school applicants will emerge to eventually pursue careers as researchers, teachers, and college and university administrators and professors. Pre-college academic preparation is of clear and direct interest to the University in its capacity to cultivate future scholars and leaders within higher education institutions, as well as the state and the nation. The economic and social well-being of the state and its citizens are enhanced when all children have maximum opportunity for academic success.

It is acknowledged that significant gaps in achievement exist in the pre-K-16 education system and, while the University alone cannot remedy these gaps, it has long recognized that it has a substantive role to play in collaborative efforts to ameliorate these gaps. It has not, however, affirmed these commitments as being a responsibility inherent in its role as a public institution. In recent years, steadily declining funding for these programs has brought into question the depth of institutional commitment to these efforts. Such financial constraints present challenges in making a meaningful, consistent and long-term commitment to academic preparation programs and make clear the utility of a Regental policy affirming the institution's unambiguous commitment to these efforts and their ultimate goal of reducing educational inequities.

In a December 2003 message to the UC community, President Dynes stated that, "Improving student achievement throughout the public schools remains a major challenge facing our state, and UC outreach programs are making an important contribution to the effort. Part of our mission as an educational leader in California is to help integrate educational efforts across the preschool through 16 system, and our outreach programs have a proud legacy of doing so." Similarly, the leaders of California's public education institutions have expressed "unified...support [for] continuation of the State's pre-collegiate academic preparation programs..." and, declared further, that these outreach strategies form "a core part of California's public educational mission...[by assisting] to raise academic achievement for all groups, enrich academic content, assist students to become the first in their families to go to college, align instruction among all segments of education and increase [the State's] economic competitiveness."

In an effort to convey the evolution of outreach programs, the more descriptive name of "Academic Preparation and Educational Partnerships" is used to represent more accurately the University's broad efforts to make UC participation a possibility for all California students and in doing so, to build the capacity of the preschool through postsecondary education system to prepare students academically for their future endeavors.

Regent Anderson proposed that The Regents consider the adoption of the following policy statement:

As a land grant institution with a mission of teaching, research and public service, the University of California is committed to excellence and equity in education for all of California's students to secure the social well-being and economic prosperity of the individual and the State. The University affirms that a fundamental part of its mission is to engage in efforts to promote the academic achievement and success of all students, especially those students who are educationally disadvantaged and underrepresented. Toward these ends, the University seeks to work collaboratively with other key constituencies to enhance the educational capacity of California's schools, to help close opportunity gaps that separate groups of students, and enhance access to those who have been underserved by the University. To meet these public needs, it is essential that the University work in collaboration with public and private sector organizations that share these responsibilities; in particular, California schools, community colleges, universities, community organizations, and students' families.

Given the importance of academic preparation and educational partnerships to the University and the benefits that accrue to the State and the nation from UC's collaboration in these efforts, The Regents of the University of California requests that the President, in collaboration with the Governor, the Legislature, the other segments of California public education, and business and community leaders, develop and implement a plan for meaningful, consistent, and long-term funding of the UC academic preparation and educational partnerships infrastructure and communicate the importance of these collaborative efforts to the Governor and the Legislature.

In reaffirming the institution's commitment to Academic Preparation and Educational Partnerships, The Regents requests that the President submit an annual report to the Board that is comprehensive in describing the scope and scale of efforts and assesses the contribution of the University's administration of, and collaboration in, academic preparation and educational partnership activities to reduce educational inequities. This annual report shall take into consideration existing research on preschool through postsecondary educational inequities as guiding principles for program design and implementation, desired outcomes, and rigorous evaluation. In order continually to focus institutional efforts on those areas in which the University might have the most impact, programs demonstrating best practices and use of University resources will guide long-term academic preparation and educational partnership program planning. Such efforts will allow for the charting of future directions for UC's collaboration in academic preparation and educational partnership efforts as well as innovative and new approaches to address preschool through postsecondary educational inequities.

It was noted that the proposal reaffirms and builds upon a long history of engagement of the University of California in the State's larger public education system. University of California President Daniel C. Gilman, in his inaugural address, declared that the institution must be a "University of the State. It must be adapted to this people, to their public and private schools, to their peculiar geographical position, to the requirements of the new society...It is not the foundation of an ecclesiastical body nor of private individuals. It is 'of the people and for the people' [and must be developed] in the highest and noblest relations to their intellectual and moral well being."

In 1888, University of California President Horace Davis presented to the Governor, on behalf of the UC Board of Regents, the case that the University and the State would be enhanced if the University took steps, in conjunction with the schools, to increase the number of students from "certain sectors of society" who complete rigorous academic programs in high school so that they could meet the high standards of the University.

In 1988, The Regents adopted an admissions policy that seeks to "enroll, on each of its campuses, a student body that, beyond meeting the University's eligibility requirements, demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socioeconomic backgrounds characteristic of California."

In 1995, The Regents reaffirmed that it is in the best interest of the University to take relevant actions to develop and support programs which will have the effect of increasing the eligibility rate of groups which are "underrepresented" in the University's pool of applicants as compared to their percentages in California's graduating high school class. In that same year, The Regents directed the Chairman of the Board, in consultation with the President and the Academic Senate, to appoint a task force representative of the business community, students, the University, other segments of education, and organizations currently engaged in academic "outreach" to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rate of "individuals who, despite having suffered disadvantage economically or in terms of their social environment..., have nonetheless demonstrated sufficient character and determination in overcoming obstacles to warrant confidence that the applicant can pursue a course of study to successful completion, provided that any student admitted under this section must be academically eligible for admission."

In 1997, The Regents adopted the resulting Outreach Task Force Report, which recommended that the goals of UC outreach should be to: "(1) Contribute to the academic enrichment of UC campuses through a diverse student body; and (2) Improve opportunities for California students in disadvantaged circumstances to achieve eligibility and to enroll at UC campuses."

In 2001, The Regents declared that "the University's current commitment to outreach programs for California's public elementary and secondary school students shall be pursued

on a long-term basis to improve the early educational preparation of students who will seek a college education in the future...and that the University shall undertake new initiatives to improve the transfer of academically prepared students from California's Community Colleges to the University.”

More recently, the Strategic Review Panel on UC Educational Outreach, in reviewing the University's progress in meeting the Outreach Task Force goals, reaffirmed the importance of UC's outreach efforts. Among its most important recommendations, the Panel declared that: (1) outreach should be incorporated into all of the core missions of the University – teaching, research, and public service – and, in the process, involve faculty more directly in all outreach initiatives; and (2) that the “University should make a sufficient and long-term financial commitment to outreach as part of the University's mission, to sustain its outreach infrastructure over the long term.” The proposed policy seeks to act on these recommendations by making clear Regental support for preschool-14 academic preparation programs and recognition that these efforts are fundamentally rooted in the University's mission as a land grant institution.

Regent Anderson observed that a small number of the state's high schools send a majority of students to the University. In 2002, more than 50 percent of those admitted as freshman came from 20 percent of the state's schools, while four percent of schools sent more than 20 percent of their ninth graders to the University. At the low end, 40 percent of schools send fewer than 3 percent of ninth graders. These disparities among educational achievement are clearly related to inequities among California's schools. Academic preparation programs work toward the goal of providing all Californians with equal opportunities to attend an institution of higher education, and they are a fundamental way in which the University plays a proactive role in addressing educational inequalities prior to the admissions process. These programs form important linkages between K-16 institutions and the University, and they embody its commitment to serving talented students from the variety of geographic, economic, and cultural backgrounds that are manifest in the state. These programs recognize the fact that not all students are provided with the same quality of K-12 educational opportunities and therefore need assistance in preparing to attend the University. The presentation by Provost Greenwood and Vice President Doby provided insight into the contributions that UC's academic preparation programs have made in improving educational experiences and opportunities for students in low-performing schools. Regent Anderson believed that the proposed policy was an important step in recognizing the University's role in collaborative efforts to ameliorate gaps in educational opportunity, but this responsibility has not been confirmed as being inherent in its role as a public institution. In recent years, steadily declining funding for these programs has brought into question the depth of institutional commitment to these efforts.

Regent Connerly recalled that when he was in the process of drafting SP-1, Policy Ensuring Equal Treatment—Admissions, he had met with faculty members and other constituents. One faculty member was outspoken against the University's involvement with academic

preparation because he did not view outreach as the University's responsibility. Regent Connerly noted that the University had accepted this commitment to be engaged with K-12.

Faculty Representative Blumenthal commented on the support for the proposed policy among the faculty of the University of California. Over the past year, the faculty proposed and approved changes in the academic personnel policies which would explicitly recognize contributions in research and teaching related to academic preparation.

Regent Johnson spoke in support of the proposal, as she also recognized the need for a formal commitment to academic preparation as a part of the core mission of the University.

President Dynes expressed his appreciation to Regent Anderson and Regent Connerly for crafting the proposed policy. He did not believe that the University could serve the state effectively if students are not being prepared to be the next generation of scholars.

Regent Kozberg noted that the proposal would be presented to the Committee for action at the January 2005 meeting.

(For speakers' comments, see the minutes of the November 9 and November 17, 2004 meetings of the Committee of the Whole.)

4. **MULTIRACIAL DESIGNATION ON THE UNDERGRADUATE ADMISSIONS APPLICATION**

Regent Connerly recommended that the President, in consultation with the General Counsel, be directed to request that the federal Office of Management and Budget revise its OMB Statistical Policy Directive 15, *Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity* (last revised in 1997) to permit the University of California to adopt a "multiracial" category if the University concludes that such action is warranted.

As a recipient of federal funds, the University of California is required to follow the federal reporting requirements of the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics in the U.S. Department of Education. IPEDS' reporting requirements are guided by OMB Statistical Policy Directive 15. In its report announcing the revision to Directive 15, the OMB recommended that data on multiple races or ethnicities should be collected and specified that:

- *When self identification is used, a method for reporting more than one race should be adopted.*
- *The method for respondents to report more than one race should take the form of multiple responses to a single question and **not** [OMB emphasis] a "multi-racial" category.*

- *When a list of races is provided to respondents, the list should not contain a “multi-racial” category.*

Although OMB Directive 15 was implemented on January 1, 2003, the federal government has yet to issue guidelines for educational institutions regarding the aggregation of individuals reporting more than one race or ethnicity. The National Center for Education Statistics (NCES) of the U.S. Department of Education has asked OMB to provide more guidance to the federal statistical community in order to achieve agreement across agencies. In the meantime, NCES has published guidance to education institutions strongly recommending that institutions “do nothing at this time to change their current race and ethnicity reporting systems and formats.”

UC data on students’ race and ethnicity are collected on the undergraduate application, which lists 13 racial or ethnic categories, one of which is “other.” Reporting of race or ethnicity is entirely voluntary. All application data are processed by an outside contractor, entered into admissions data bases, and become a part of a student’s record if that student is admitted and enrolls. For the purposes of reporting to IPEDS, and consistent with OMB guidelines, these 13 categories are aggregated into five: African American/Black, American Indian, Hispanic, Asian/Pacific Islander, and White. Students who report “other” or who decline to state their ethnicity are reported to IPEDS in its “Unknown” category and are retained as a separate category in most UC reports.

Since 1990, UC has offered undergraduate admission applicants the option of reporting more than one race or ethnicity. The instruction reads, “Indicate your ethnic identity by checking the appropriate boxes.” However, because IPEDS has not yet provided direction to institutions on the reporting of more than one race or ethnicity and has asked institutions not to change their data reporting formats, UC has continued to assign a single racial or ethnic category to applicants who check more than one box.

At present, data on multiple racial or ethnic identities that applicants report on the paper application are not retained in electronic form. As a result, the number of UC undergraduate applicants reporting more than one race or ethnicity is not known with any degree of accuracy. The electronic application, PATHWAYS, does allow UC to retain data for applicants who report more than one identification in this category.

Coincident with the implementation of an all-electronic application which will allow the University to capture all of the ethnicity data that applicants provide, the Office of the President plans to add to its current non-federal reports the total number of applicants who indicate multiple ethnicities. Thus UC would *report* data on the number of students who are “multi-racial” but would continue to *collect* the data from applicants in a manner consistent with OMB Directive 15. The University is also asking the National Center for Education Statistics for a resolution of the unresolved question of how multiple race information should be tabulated.

Regent Connerly acknowledged that he had been remiss in not including groups such as the Association of Multiethnic Americans and the MAVIN Foundation in the drafting of his resolution. He recalled that Nelson Mandela had once described as “inhumane” the government practice of classifying human beings according to their race. Regent Connerly noted that he shares that observation. His proposal is put forward in recognition of the fact that racial categories will continue to exist. Regent Connerly briefly outlined the procedure that is currently used, as described in more detail above, noting that the University classifies as Black anyone who checks this and any other box. The student is not consulted about this decision, and thus the claim of self-identification becomes hypocritical. The University does not include the multiracial option because federal guidelines recommend against the use of such a category. The University is also guided in its decisions by the desire to increase the representation of those groups that are underrepresented. Regent Connerly explained that his proposal simply requests that the government grant the University the option of adopting a multiracial category. He believed that California’s population would warrant such flexibility. There is no compelling national interest in imposing a race-classification system. Concern for the accuracy of a racial census is a false concern if false identities are created through the use of five “super-racial” categories. Regent Connerly observed that President Dynes had communicated to the Regents the reasons why he could not support the proposal. The President believes that it would place the University in a position of reporting data in a manner that is inconsistent with other institutions. Regent Connerly questioned why the University would fear being out of step, noting in particular the position taken with respect to the relevance of the SAT in the admissions process. Regent Connerly stated that he most objected to the President’s statement that “...the multi-racial/multi-ethnic students surveyed (in the Undergraduate Experience Survey) appear to prefer the current practice.” He did not draw the same conclusion from the fact that 44.1 percent of the multiracial respondents had indicated this preference. Regent Connerly urged the Regents to support his proposal to seek permission from the federal government to include the multiracial category when collecting racial data.

President Dynes agreed with the need to recognize the growing number of Californians with multiracial backgrounds and to be sensitive to their preferences. As a research institution, the University should examine these issues in order better to understand its student population. The UC Undergraduate Experience Study was a step forward in that understanding. He reiterated his belief that the University should not urge the federal government to change the reporting practices in this area, as they were developed following years of study that included substantial public comment and input from experts in the field. The Census Bureau continues to examine the matter, and experts believe that there will be changes in the way that the federal government categorizes these data. The University does not have a sufficiently thorough understanding of the implications nor a sufficiently compelling mandate from the students to request a change in the federal guidelines at this time. President Dynes was also concerned about the disruption in the many years of trend data on the demographics of the student body.

Regent Núñez questioned any implications that the effort to collect and report race and ethnicity represented racism. He saw the need to address the issue in the framework of the desired outcome, which is to assess whether or not the University is achieving racial parity within its student body. He asked the Regents to vote against the proposal.

Regent Anderson stated that, while she would support the idea that students should be provided with the most meaningful choices for racial identification, she shared the concerns that had been expressed about the University remaining accountable in terms of collecting and reporting racial data. She noted that the University would have the ability to report the number of students who check more than one race.

In response from a question from Regent-designate Juline, Provost Greenwood recalled that the Office of Management and Budget had indicated its intention to issue additional guidelines for the reporting of data for multiracial individuals, similar to the method used by the census.

Secretary Trivette drew attention to the report of communications received pertaining to the item.

(For speakers' comments, see the minutes of the November 17, 2005 meeting of the Committee of the Whole.)

Upon motion duly made and seconded, Regent Connerly's recommendation was put to a vote and was defeated, Regent Connerly (1) voting "aye," and Regents Anderson, Dynes, Johnson, Kozberg, Lansing, Lozano, Marcus, Montoya, Novack, Núñez, Parsky, and Sayles (12) voting "no."

5. **STEM CELL RESEARCH INITIATIVE**

Provost Greenwood reported that California voters had approved Proposition 71, an initiative that authorizes \$3 billion of bonds, on an average of \$295 million per year for ten years, to fund stem cell research and facilities in California, including research that cannot be funded with federal dollars. It establishes the California Institute for Regenerative Medicine to award grants and loans and a 29-member Independent Citizens Oversight Committee (ICOC) to govern the institute, establish standards, and make final award decisions. Proposition 71 creates the potential to attract stem cell researchers to California and sustain the state's competitiveness in the biotechnology field. It also has the potential to attract private funding due to the 20 percent matching requirement for facilities and equipment.

The University will have 6 members on the 29-member ICOC. UC Berkeley Chancellor Robert J. Birgeneau has been appointed by Lieutenant Governor Bustamante. The following individuals were appointed by the UC Medical School Chancellors:

- Claire Pomeroy, incoming Vice Chancellor, Human Health Sciences, and Dean, School of Medicine, Davis campus
- Susan V. Bryant, Dean, School of Biological Sciences, Irvine campus
- Gerald S. Levey, Vice Chancellor, Medical Sciences, and Dean, School of Medicine, Los Angeles campus
- Edward W. Holmes, Vice Chancellor, Health Sciences, and Dean, School of Medicine, San Diego campus
- David A. Kessler, Vice Chancellor, Medical Affairs, and Dean, School of Medicine, San Francisco campus

As the institute's governing board, the Independent Citizens Oversight Group will make the final decisions on research standards and awards, select members of the scientific and medical groups, and adopt rules and regulations. The Governor, the Lieutenant Governor, the Treasurer, and the Controller may appoint one member from each of the following categories:

- Four representatives from other California universities, including UC's non-medical campuses;
- Four representatives of nonprofit academic and research institutions;
- Four representatives of California life-science commercial entities not actively engaged in stem cell research.

In addition, 12 representatives of specified disease advocacy groups will be appointed by the constitutional officers listed above, the Speaker, and the President Pro Tem. Most of these appointees will be highly accomplished and experienced patient advocates who have been working with organizations that have either awarded grants or are familiar with the scientific underpinning of the work.

The ICOC will appoint the following three working groups:

- **The Scientific and Medical Research Funding Working Group**, charged with recommending the award criteria, establishing the process for reviewing grant applications, and making funding recommendations.
- **The Scientific and Medical Accountability Standards Working Group**, which will recommend scientific, medical, and ethical standards.
- **The Scientific and Medical Research Facilities Working Group**, which will recommend the criteria for awarding grants and loans for buildings, leases, and equipment.

In concluding her presentation, Provost Greenwood explained that by mid-December the first meeting of the ICOC will be convened, at which time the chair and vice chair will be elected. By mid-January 2005 the Scientific and Medical Working Group members will be appointed, and the group will begin developing standards and guidelines. The University of California, in partnership with the other research universities in the state, assisted in facilitating a discussion with the National Academies of Sciences. The Academies will present a best-practices workshop on December 6 and 7 at the Beckman Center on the Irvine campus in order to present information on how other organizations award grants.

Chancellor Bishop presented a primer on stem cell research.

6. **PROPOSED PUBLIC PHASE OF FUNDRAISING CAMPAIGN, SANTA BARBARA CAMPUS**

The President recommended that the proposal of the Santa Barbara campus, jointly with The UCSB Foundation, to launch the public phase of a comprehensive capital campaign with a goal of \$350 million to support UCSB's students, faculty, and programs with strengthened capital and current-use funding be approved, subject to the condition that each capital project has been or would be approved at the appropriate time in accordance with Regental policy.

The Santa Barbara campus has proposed a fall 2004 launch for the public phase of the Campaign for UC Santa Barbara, to be conducted jointly by the UCSB campus and The UCSB Foundation, under the leadership of Chancellor Yang.

The Campaign for UC Santa Barbara has the following objectives:

- Campus-wide major naming and endowment-building opportunities;
- New program development and program enhancement in colleges and units;
- Program and project innovation within and across disciplines; and
- Resource competitiveness to benefit faculty and students.

The campaign includes approximately \$105 million to complete, equip, or enhance a number of capital projects whose primary funding is from the State or external financing, including the Snidecor Hall Office Wing Seismic Replacement project; the California Nanosystems Institute; Life Sciences Building; Engineering-Science Building; Marine Sciences Research Building; and the Education and Social Sciences Building. The campaign also includes the Alumni House and Kohn Hall, which are completely donor-funded. In addition, two new instruction and research buildings serving the sciences and engineering, as well as improvements to the east entrance of the campus, are part of the campaign.

The Volunteer Steering Committee Chairs are Lynn Reitnouer '55, UCSB Foundation trustee, and William R. Rauth III '66, past chair and current trustee of The UCSB Foundation. The campaign consultant is Bruce Flessner of Bentz Whaley Flessner, a development consulting firm.

The silent phase of the campaign began on July 1, 2000 and concluded on October 2, 2004. The public phase of the campaign, which commenced with a fall 2004 kick-off, will be launched throughout California and the nation in the fall and winter of 2004 and spring 2005. The campaign will conclude on June 30, 2007.

The campus reports that as of September 30, 2004, gifts and pledges for the Campaign for UC Santa Barbara totaled \$243,927,296. The campaign is being funded from unrestricted and campus discretionary sources, and prospective donors will be so notified.

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

7. **ANNUAL REPORT ON UNIVERSITY PRIVATE SUPPORT**

Committee Chair Kozberg announced that the **Annual Report on University Private Support** would be deferred to the January 2005 meeting.

[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 5:35 p.m.

Attest:

Secretary