THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
MEETING AS A COMMITTEE OF THE WHOLE

February 5, 2004

The Regents of the University of California met on the above date at the Faculty Club, Los Angeles campus.

Present: Regents Davies, Hopkinson, Johnson, Montoya, Moores, Murray, Sayles, and Seigler

In attendance: Regent-designate Anderson, Faculty Representatives Blumenthal and Pitts, Associate Secretary Shaw, Chancellor Carnesale, and Recording Secretary Nietfeld

The meeting convened at 8:50 a.m. with Chairman Moores presiding.

1. **PUBLIC COMMENT**

There were no members of the public wishing to address the Committee.

2. **CENTER FOR SOCIETY, THE INDIVIDUAL AND GENETICS**

Chancellor Carnesale opened the presentation by commenting on the important implications that the field of genetics would have for future society. The campus feels an obligation to assist the broader society to become better prepared to take advantage of the opportunities and to mitigate the challenges. The Center for Society, the Individual and Genetics serves as a centerpiece for this work. The Chancellor introduced Dr. Edward McCabe, who is the Director of the Center and the chair of the Health and Human Services Advisory Committee on Genetics, Health, and Society. Dr. McCabe explained that the Center is interdisciplinary, drawing people from across the campus to explore the tensions between the interests of society and the interests of the individual. One research topic is the potential effects of the Human Genome Project on the country's culture. An issue of concern is how data may be used to harm people through genetic discrimination. One role of the Center is to identify and discuss issues with the public before they become problems. One of the ways by which the Center communicates with the public is through an annual symposium; this year's topic is "Nurturing Our Nature."

Dr. McCabe introduced the members of the panel representing the Center: Mr. Greg Stock, Dr. Michelle Lewis, Mr. Norton Wise, Mr. Neil Malamuth, and Ms. Linda McCabe. Mr. Stock, who is the director of the Program in Medicine, Techology, and Society, observed that through genetics humanity was pushing into uncharted territory by laying open the workings of life. He recalled that when the human genome was sequenced three years ago, the accomplishment was greeted with excitement by biologists. In the interim, however, few medical advances have been made as a result. He was reminded of the projections of space travel that were envisioned when man first walked on the moon and which have not come

to pass. Unlike space, however, genetics forms the basis of human life. Mr. Stock commented on the fact that mankind had been able to transform the planet. Technology is now being used to transform human beings. As this work progresses, medicine and health care will also be changed. Mr. Stock pointed to the two major events that are occurring at the present time: the silicon revolution and the genomics revolution. Researchers are unraveling the workings of life and taking control of mankind's evolutionary future; this will prove to be a transition point in the history of life and of the universe. The first wave of change will manifest in a switch toward preventive medicine as individual risk factors are better understood. Another area will be the tailoring of drugs to an individual's genetic constitution. This will undercut the regulatory process at the Food and Drug Administration because it is too slow and too risk-averse to function in that realm. The second wave of change will occur in two to three generations, when humans begin to modify their biology in profound ways. For example, the life span could be lengthened through an understanding of the process of aging. Mr. Stock observed that, while research in the field of genetics is driven by science and medicine, responding well will require contributions from disciplines as diverse as law and economics. The Los Angeles campus provides a diverse pool of scholars to meet these multi-faceted challenges.

Dr. Lewis described her work as a pediatric resident in the areas of bio-ethics and genetic testing as they relate to informed consent in new-born genetic screening. Most babies born in this country have a blood test done shortly after birth that screens for certain inherited conditions. The effects of most of these disorders can be prevented if they are detected and treated before symptoms develop. The new-born screening programs used by states are not uniform, and the states differ with respect to the information provided to parents, the technology used for the testing, and the number and types of disorders that are included in the screening. Some states also test for disorders for which no treatment is available. Informed consent is the process by which a health care provider describes a proposed treatment or procedure to a patient, and the risks and benefits are discussed. Dr. Lewis believed that new-born genetic screening raises three important issues. First, parents have a right to know about any procedures being performed on their babies; in most states, parents do not know that the testing is occurring. Second, new-born screening is the most widely used form of genetic testing in the United States. It has implications for the biological parents and other family members as it may affect the parents' ability to obtain health or life insurance. Third, the blood sample taken from the baby becomes the property of the state and may be used for research purposes. Dr. Lewis explained that, as a medical doctor and an attorney, her work involves studying state statutes to determine what the law requires with respect to informed consent. The next segment of her research involves looking at the residual blood samples that remain after the genetic screening. Medical research is based on the premise that participation is voluntary. Other issues that arise pertain to whether or not the blood samples will be identified, who will have access to them, and the purpose for which they will be used. Questions that must also be addressed include whether the samples may be sold to commercial entities and whether researchers using identifiable samples must contact the parents if they discover something in the patient's blood. These blood samples represent a potential population-wide DNA data base. In several countries such a data base

is being developed with the knowledge of the general public, and there is open debate about how the samples will be used. In the United States, the only thing that is equivalent are the DNA data bases that are collected for forensic purposes. Some states have enacted legislation that describes how these samples are to be stored and for what purposes they may be used. Dr. Lewis continued that the next phase of her research would involve the development of an interactive computer model to assist in educating families about genetic testing.

Professor Wise addressed the issue of interdisciplinary dynamics. He noted that one intention of the Center was to interrelate the natural sciences with the social sciences and humanities. The new biology raises the issue of what it means to be a human being, and there are many experts on the campus in departments such as English and philosophy who address that question. In order to attract these researchers, the Center has been exploring the idea of the co-evolution of society and genetics. He provided examples of recent work in genetics which move into the realm of society: the fields of meta-genomics and psycho-social genetics. Meta-genomics involves looking at the genomes of species that interact in an ecology and attempting to understand how the community is interrelated. This suggests implications for the human species and the plants and animals with which it interacts. The field of psycho-social genetics examines how mind behavior and sociality are related to gene expression. The humanities may contribute to these fields with respect to social and cultural ethics in relation to genetic expression.

In response to a question from Regent Montoya regarding a lawsuit which was filed over the use of a University medical center patient's genetic material, Ms. McCabe recalled that the court had found in favor of The Regents. The University now requires informed consent for such use. Regent Montoya asked whether protocols were being developed for such research. Dr. McCabe responded that he has been working on this issue at the national level. Mr. Stock pointed out that there are tensions between research performed in the interest of society and protecting individual privacy.

Professor Malamuth, who serves as the chair of the Department of Communications, commented on the role of the Center in communicating with both the public and with other scientists. For knowledge to be translated effectively to public policy, there is a need for the public to become more aware of what the central issues are. The Center would like to encourage faculty members within a wide range of disciplines to become involved in its work without feeling a need to become knowledgeable in the field of genetics. Another goal is to create a political climate that advances knowledge and research in order to avoid scares such as the recent one over mad cow disease, which in fact represents a very small risk.

Professor Wise observed that, seen from the perspective of the human sciences, identity has to do with such things as memory, personality, family, culture, and nation. Too much emphasis on the empirical findings of the sciences tends to efface the meaning that identity has had throughout history.

Faculty Representative Pitts observed that there is certain to be disagreement over how to deal with the information that is gained through advancements in the field of genetics. He agreed with the observations that care must be taken in how these advances are applied. Mr. Stock noted that the most difficult choices will not be between right and wrong but between different approaches. Dr. Pitts stressed the importance of the right of the individual to make choices when confronted with a decision that results from genetic testing.

3. **GEFFEN SCHOOL OF MEDICINE AT UCLA**

The Committee met in the Gonda Center for a presentation on the Geffen School of Medicine. Chancellor Carnesale introduced Dr. Gerald Levey, who serves as Dean of the School of Medicine and as Vice Chancellor for Medical Sciences. Dean Levey opened the presentation, which focused on the academic training in the medical school. He presented an overview of the school, which was founded in 1947 and opened its doors in 1951. Over that period, the school has had four deans; this longevity has served the school well because each of the four deans set as his priority excellence in research, education, and clinical care. The school has a goal of becoming more integrated with the campus in order to strengthen both the school and the campus. There is a joint program with the Anderson School of Management that offers the opportunity to earn both an M.D. and an MBA. A similar program is being developed with the School of Public Health. The school enrolls approximately seven hundred medical students, and of those seven hundred, 85 are acquiring both an M.D. and a Ph.D. The average MCAT score of a student admitted to the Geffen School is 10.7, and the average GPA is 3.7. The school receives 5,400 applications to fill 121 positions. Dean Levey commented that the school had been able to maintain one of the most diverse student bodies in the United States. The school has 1,600 faculty, nine hundred of whom are based on the campus. The school has affiliations with two county hospitals, Cedars-Sinai, the Veterans Administration, and the Charles. R. Drew University of Medicine and Sciences. The Riverside campus also sends students to UCLA for a two-year clinical training program.

Dean Levey offered some observations about the organization of the school and its accomplishments. The campus has pursued increased funding from the National Institutes of Health; Dean Levey displayed a chart which indicated how this funding had grown since 1991 to its current level of $250 million, due in part through the recruitment of a new generation of faculty and the construction of state-of-the-art research buildings. Dean Levey commented on the importance to the medical school of fund raising. The medical center has been able to increase significantly the amount of private giving, with a record $403.2 million being donated in 2002, $200 million of which was provided by David Geffen. The Geffen gift will be used to fund recruitment, retention, and scholarships. Dean Levey concluded by commenting on the high ranking the UCLA hospital had received from *U.S. News and World Report*.

In response to a question from Regent Montoya about the proposal of the Riverside campus to establish a medical school, Dean Levey pointed out that the issue would need to be considered in light of the resources that are available to the University.

Regent Johnson raised the issue of the serious ongoing problems at the Charles R. Drew University and asked about UCLA's affiliation with the institution. Dean Levey explained that the relationship between the University of California and the Drew University had been codified by the State in the mid-1970s and was based upon the training of medical students which would take place at the King Medical Center. The University's responsibility in this affiliation is to provide two years of training to Drew's medical students. Contingency plans are being made to protect these students if the problems cannot be adequately addressed by the County of Los Angeles.

Dr. Alan Robinson, Executive Associate Dean of the School of Medicine, opened the presentation on the new clinical curriculum for medical students, and he began by asking why such a change was needed. First, the science of medicine is changing from molecular to genomic, and the curriculum must take this change into consideration. There is an emphasis on integration of the material rather than memorization, and there is a synergy that arises from the advances in information technology. Each medical student is required to have a personal computer, and all of the curricular materials are web based.

Dr. LuAnn Wilkerson, Senior Associate Dean for Education in the School of Medicine, recalled that in 1994 the medical school had adopted an educational mission committed to faculty and student collaboration in order to promote lifelong learning, ethical patient care, an integrated knowledge base, skills in communication, leadership, and team-based strategies for addressing complex problems. In 1996 the mission was expanded into graduation competencies, and this serves as the basis for ongoing assessment and feedback. At the time, however, the faculty found that there was a gap between their vision for the medical school and reality, and visits were made to medical schools across the county to identify best practices. As a result, the faculty concluded that the integration of basic, clinical, and social sciences is essential to clinical practice and research. The second conclusion was that the application of knowledge requires both a mastery of facts as well as deep understanding, with an increased emphasis on conceptualization. There needs to be a clinical context so that students are able to apply the science they learn. The faculty also adopted the premise that learning for a lifetime is central to professional practice and research.

Dr. Robinson provided an outline of how the curriculum for year three of medical school had been developed beginning in 2000. A two-week review of the students' clinical foundations is required in order to reinforce core competencies. The clerkships were integrated across disciplines rather than in a specific department. Another feature of the third year is an on-campus orientation where essential physical exam skills and case studies and lectures are presented.

The school received a generous grant to assist with its reorganization of the fourth year. Academic colleges were established to provide career advising and mentoring and promote habits of inquiry. Each student must join one of the following colleges during the fourth year: primary care, applied anatomy, medical science, acute care, urban underserved community, or M.D./MPA and MPH. College activities include career mentoring and advising, a required core foundation block, monthly dinner seminars, and a scholarly project. Dr. Robinson gave some brief examples of the type of work that is performed by students in each of the six academic colleges and commented on ways in which the new program had benefitted the fourth-year students.

Dr. Wilkerson described the new integrated curriculum for years one and two in the area of human biology and disease. She commented on the emphasis that is placed on limiting students to 24 hours of work per week and the fact that the curriculum involves regular self-assessments. Under the new curriculum, courses are organized around integrated topics. Some of the special features of the new curriculum include early clinical experience, problem-based learning, and an increased use of technology.

(At this point Regent Kozberg joined the meeting.)

Dr. Wilkerson reported that student ratings of the new curriculum are positive, and faculty report high student engagement during lectures. In addition, no student has failed.

Following a brief discussion, the Committee adjourned for lunch at the James E. West Alumni Center.

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The meeting reconvened at 12:35 p.m.

4. **THE VALUE OF UCLA AS AN EMPLOYER**

Chancellor Carnesale commented on the value that staff add to the University's mission and on the fact that their contributions should be more widely recognized. He introduced Ms. Lubbe Levin, Assistant Vice Chancellor of Human Resources, and called upon her for some introductory remarks. Assistant Vice Chancellor Levin commended the Chancellor for his support of initiatives to foster a productive working environment at UCLA. She noted that the campus staff have a reputation for professionalism and dedication to excellence. The goal of human resources is to recruit, develop, and retain the members of the staff, whom she believed to be essential to achieving the campus' missions. There has been a focus on encouraging employees to learn new skills and to take advantage of the educational opportunities that are available. Assistant Vice Chancellor Levin then introduced various staff leaders who were present, and she called upon Ms. Rosemary Chavoya, the executive officer for the Department of Psychology and a former Staff Assembly president, for comments on her experience working at UCLA. Ms. Chavoya

observed that the Los Angeles campus provides a welcoming environment for the diverse staff that it employs. The University of California offers its employees an excellent benefit package. The prestige that is associated with the Los Angeles campus is also attractive to staff. The campus provides a wealth of opportunities for staff to advance in their careers through training and mentoring activities, and Ms. Chavoya touched on some examples. She noted that staff work well together across diverse disciplines as they deal with different priorities and commented on the various extra-curricular activities that are available, such as participation on campus committees and attendance at museums and concerts. In light of the State's budget crisis, staff are identifying ways to cut costs and increase efficiencies. Ms. Chavoya closed her remarks by providing a summary of her professional career at UCLA.

In response to a request by Regent Kozberg, Assistant Vice Chancellor Levin described a few of the personal development programs that are available to the staff on the Los Angeles campus.

5. **UCLA IN LA AND THE CENTER FOR COMMUNITY PARTNERSHIPS**

Chancellor Carnesale observed that the Los Angeles campus is unusual as a public research university due to its location in a major metropolitan area. "UCLA in LA" was designed to engage the campus with this metropolitan area in ways that would benefit the community and enhance the campus' teaching and research. The Chancellor introduced Associate Vice Chancellor Franklin Gilliam, the director of the Center for Community Partnerships. Mr. Gilliam recalled that in the mid-1980s there had been a major movement in American universities to rethink the way in which they relate to the surrounding community and thus to become more involved. Faculty tend to participate because interaction with the community benefits their research and teaching while they perform a service function. UCLA in LA recognizes the fact that the campus has a responsibility to the public and renews that commitment.

The Center for Community Partnerships serves as a hub on the campus for people who are interested in the community, as well as a place that offers members of the community access to the campus. Mr. Gilliam explained that the center concentrates on three areas: children and families, arts and culture, and economic development. These topics were chosen following extensive consultation on campus and throughout the community. Funding is provided to faculty, staff, and graduate students by campus grants. These researchers are required to have a meaningful relationship with a non-profit partner in Los Angeles County. A community grants program provides direct funding to non-profit organizations in the greater Los Angeles area. Associate Vice Chancellor Gilliam outlined the criteria used by the center's advisory committee in awarding these grants.

Dr. Robert Krochmal, a post-doctoral fellow in the Center for Human Nutrition, explained that the Center houses a botanical research center that is funded by the National Institutes of Health. He described his research project, which involves a partnership with the

community- and school-based "proyecto jardin" to establish a medicinal garden. The garden will become an educational resource and research tool. The garden was designed and created with the help of UCLA students and faculty, as well as community members. Planting of the medicinal herbs will be undertaken in the near future. In addition, workshops are being conducted that address issues such as the identification and safe use of herbs. Future research will investigate the use of herbal medicine in the Latino community and how that use relates to barriers to health care access.

Ms. Maria Atilano, speaking in Spanish, recalled that as a child she had lived in the countryside where she was surrounded by plants and trees. It is therefore important for her to have access to a small portion of her native country in this large urban area in the form of "el proyecto jardin." She recalled that her grandmother had taken the time to instruct her in the use of medicinal plants, and she continues this tradition by sharing this knowledge with her children.

Ms. Cynthia Campoy Brophy, executive director of The HeArt Project, explained that the project is a non-profit arts education program that brings art instruction to continuation high schools, which are schools for teenagers who have been unable to achieve in a regular school environment. The first level of instruction in the arts involves a series of ten-week workshops in the classroom taught by professional artists, culminating in an exhibit of the students' art work. The second level consists of an after-school residency program, while the third involves scholarships and internships. The objective of The HeArt Project is to assist students in developing skills that will translate into success in the community. An external evaluator has identified three reasons for the project's success: long-term contact; the development of sustained social networks; and high-quality programs. One hundred students will come to UCLA on March 24 to tour the campus and present their work. She expressed her appreciation to the campus for supporting the efforts of her program.

Ms. Melany De La Cruz, the census information coordinator for the Asian-American Studies Center, explained that the Center's research focused on the socio-economic status of American Indians and Asians in the Los Angeles community in order to help these groups articulate their needs and to assist public policy makers in developing programs that provide social services. She noted that Los Angeles County has the largest urbanized American Indian and Asian population in the United States. American Indian and Asian children are dispersed throughout the county in small proportions, making it difficult to provide them with needed social services.

Ms. Varisa Patraporn, a doctoral student in urban planning, described research on Los Angeles' Korean population in Koreatown, which is a low-income community whose population has limited English proficiency. Community partners use the information gained through this research to develop and implement new social-service programs. She commented on the benefits that the Center for Community Partnerships provides to the community.

Chancellor Carnesale emphasized that programs such as the Center for Community Partnerships represent the integration of research, teaching, and public service on the part of faculty, students, and staff.

6. GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES IN A CHANGING WORLD

The Committee convened in Moore Hall for a presentation on the Graduate School of Education and Information Studies (GSE&IS). Chancellor Carnesale observed that while there are many rankings by which to judge graduate schools of education and information studies, there is none in which UCLA is not in the top five. He pointed out that most schools choose either academic excellence or engagement in the schools; GSE&IS has been unwilling to make that choice.

Dean Aimée Dorr recalled that the Graduate School of Education had been founded in 1939 and the Graduate School of Library & Information Science had been established in 1958; the two merged in 1994 to create the Graduate School of Education and Information Studies. Dean Dorr drew the Committee's attention to the school's mission statement, which states the following:

> *GSE&IS is dedicated to inquiry, the advancement of knowledge, the improvement of professional practice, and service to the education and information profession. We develop future generations of scholars, teachers, information professionals, and institutional leaders. Our work is guided by the principles of individual responsibility and social justice, an ethic of caring, and commitment to the communities we serve.*

She noted that the commitment to the communities in Los Angeles is what makes GSE&IS unique. There followed presentations on what the demographic changes under way in Los Angeles mean for the school's programs, as well as on the internal changes that are necessary to respond to the new environment in which the education and information studies professions operate.

Professor Virginia Walter, Chair of the Department of Information Studies, explained that her department's goal is to enable its graduate students to develop skills that will assist them in working in communities that are undergoing changes and with new technologies. She introduced Associate Professor Anne Gilliland, director of the Center for Information as Evidence, which is a new interdisciplinary research initiative exploring the challenges technological innovations present for creating and archiving records that will serve well as evidence. Professor Gilliland explained that her research involves how digital records are created and preserved. Over the past several years she has received a considerable amount of research funding from agencies concerned about issues relating to the preservation of electronic records. She noted that problems arise in the digital universe relating to tools such as email and online banking. In order to establish trust in the digital environment, the

challenge is to guarantee to the consumer that these data have not been tampered with or corrupted.

In response to a question from Regent Montoya, Professor Walter explained that a faculty member is expected to teach four courses per year and to advise graduate students. The department does not have an undergraduate program.

Professor Daniel Solorzano, Chair of the Department of Education, described his work with Center X and its role within the department. Center X combines teacher education, teacher professional development, school-University partnerships, and scholarship to provide educational opportunities to the most disadvantaged urban schools. He observed that by 2010, Latino students will make up 51 percent of K-12 public school students in the state. The year 2000 census provides data on the varying graduation rates for the state's racial populations which demonstrate that only 47 percent of Latino students will graduate from high school. This fact raises serious demographic issues; the School of Education is committed to having an impact on these numbers. The teacher education program has focused its resources on the Los Angeles Unified School District and its most underserved local school districts.

Associate Professor Megan Franke, the director of Center X, explained that the Center's work is focused on supporting teachers in low-performing, urban schools, as different knowledge and different skills are required to teach in this context. The teacher educational program has been expanded from one to two years, with the second year devoted to full-time teaching in the school district while the students work on their degrees. The school was asked by the State to double the size of its teacher education program and, as a result, enrollment has increased from 180 students per year to 360. The school provided more credentialed teachers to the LAUSD last year than any other institution in the area. Professor Franke continued that one focus of the school is designing teacher retention programs. Nationally, 67 percent of teachers are still teaching after three years; for UCLA graduates, the retention rate is 95 percent, and these teachers are concentrated in urban schools. The existence of Center X and the research opportunities it provides are critical to the success of the GSE&IS.

In response to a question from Regent Hopkinson, Professor Franke reported that the school had lost all funding for outreach in the previous year. It is attempting to pull together different resources in order to continue working with the partnership schools in the LAUSD.

Regent Montoya asked for information about the teaching load in the Department of Education. Professor Solorzano responded that typically a faculty member will teach four courses per year, although many teach extra courses. The average faculty member advises between five and seven students.

Dean Dorr introduced the following Ph.D. candidates in education and co-editors of *InterActions: UCLA Journal of Education and Information Studies*: Ms. Tina Arora,

Mr. Noah de Lissovoy, and Ms. Tara Watford. Ms. Arora explained that *InterActions* is a new, student-run electronic journal publishing work by emerging scholars. Ms. Watford continued that the journal meets students' needs to be published while creating a conversation between the two divisions in the school. It also provides for interactions between the more traditional fields in education and information studies and newer subjects that deal with subjects such as ethnic and women's studies. Mr. de Lissovoy briefly described the journal's editorial and production process, noting that *InterActions* is a peer-reviewed journal. This provides important training for students who will go on to an academic career. The journal is hosted online by the California Digital Library.

In response to a question from Regent Montoya, Dean Dorr explained that funding for the journal had been provided by her office, by the chairs of the two departments, and by the Graduate Student Association.

7. **ATHLETICS: AN INTEGRAL PART OF THE UNIVERSITY'S MISSION**

The Committee convened in the Morgan Center for a presentation by representatives of the Department of Athletics. Chancellor Carnesale observed that if a person were asked to choose the top three universities in the country that combine excellence in academics and athletics, UCLA would be on the list. He recalled that two years ago the campus had conducted a search for a new athletic director. This is an important position that requires both integrity and outstanding management capabilities. The Chancellor pointed out that dramatic increases in UC student fees means that the Department of Athletics must find sources to fund the increased cost of providing scholarships to student athletes. He believed that Mr. Dan Guerrero, the athletic director, understands the challenges which the position represents.

Mr. Guerrero showed a video that is used to recruit student athletes to UCLA. The video emphasizes the commitment to academics as well athletics and describes the outstanding opportunities that the campus offers. Mr. Guerrero commented that one challenge that the athletics department faces is to maintain its integrity while developing a winning program. This ability is threatened by the economy; the department will have to be creative in terms of producing revenue and will also need to be cost efficient. The men's basketball and football programs are the economic drivers for the department, but UCLA continues to excel in many other sports.

Associate Athletics Director Betsy Stephenson provided some highlights from UCLA's athletic hall of fame. Last year, 20 of UCLA's 24 sports programs won conference championships. Over the history of the athletics program, 57 student athletes have received post-graduate scholarships, a fact that underscores the tradition of academic excellence being recognized on the national level. Ms. Stephenson displayed a list of players from UCLA who would be participating in this summer's Olympic Games in Athens. She reported that the NCAA Board of Directors had passed legislation to raise the academic standards at all Division I institutions. The board also adopted standards that pertain to

progress to degree. Data show that the continuing eligibility rules will effect graduation more substantially than the initial eligibility rules. Representatives of the PAC 10 support these reforms, which could result in significant changes at schools that do not value academics for their student athletes.

Head Football Coach Karl Dorrell began his presentation on "coaching is teaching" by commenting on how his family life had affected his career, both as a college student and in his profession. Mr. Dorrell emphasized that, in addition to coaching a sport, coaches must instill in their players principles such as integrity, hard work, and accountability. He approaches teaching the game of football as if he were in the role of a professor; each strategy must be backed by a reason. This approach results in a relationship between the coach and the players in which the players feel comfortable asking questions. Mr. Dorrell commented on some of the lessons he had learned during his first year coaching football at UCLA, an important one being the necessity to stick to your convictions. Student athletes must be motivated by the belief that the role of the coach is to serve them. His goal for the football program is to have one of the best teams in the country.

Mr. Steve Segal, a fullback on the UCLA football team and the chair of the Bruin Athletic Council, commented on how the council instills a sense of family among student athletes. The council performs community service in the form of the "I'm Going to College" program, which encourages younger children to aspire to higher education. There is also a yearly clothes drive. Mr. Segal discussed some of his experiences representing the campus at national athletic conferences.

Head Gymnastics Coach Valerie Kondos Field recounted her experience when she recruited Ms. Amy Walker to the women's gymnastic team. Although Ms. Walker is deaf and blind in one eye, she does not feel that she is disabled. She brings both the character and the athletic ability that are sought for the gymnastics team. All of the students on the team have attended weekly sign language classes.

Ms. Walker, speaking through a sign interpreter, described some of the challenges she faced when she enrolled at UCLA due to her inability to hear her professors. She expressed her appreciation to the Office of Student Disabilities for arranging for her interpreters. Training in the gym has helped her to become more successful in the classroom. Ms. Walker commented on the opportunities that were presented to her at UCLA, noting that she had chosen to live in the hearing world to take advantage of those opportunities.

The meeting adjourned at 4:35 p.m.

Attest:

Associate Secretary