

The Regents of the University of California

**COMMITTEE ON EDUCATIONAL POLICY**

July 16, 2009

The Committee on Educational Policy met on the above date at UCSF–Mission Bay Community Center, San Francisco.

Members present: Regents Bernal, Garamendi, Island, Johnson, Lansing, Lozano, Marcus, Nunn Gorman, and Reiss; Ex officio members Blum, Gould, and Yudof; Advisory member Powell; Staff Advisors Abeyta and Martinez

In attendance: Regents De La Peña, Kieffer, Kozberg, Makarechian, Ruiz, Schilling, Stovitz, Varner, Wachter, and Zettel, Regents-designate Cheng, DeFreece, and Hime, Faculty Representative Croughan, Secretary and Chief of Staff Griffiths, Associate Secretary Shaw, General Counsel Robinson, Chief Investment Officer Berggren, Chief Compliance and Audit Officer Vacca, Interim Provost Pitts, Executive Vice Presidents Lapp, Darling, and Taylor, Senior Vice Presidents Dooley and Stobo, Vice Presidents Beckwith, Duckett, Lenz, and Sakaki, Chancellors Birgeneau, Bishop, Block, Blumenthal, Drake, Fox, Kang, White, and Yang, Interim Laboratory Director Alivisatos, and Recording Secretary Harms

The meeting convened at 9:05 a.m. with Committee Chair Island presiding.

**1. APPROVAL OF MINUTES OF PREVIOUS MEETING**

Upon motion duly made and seconded, the minutes of the meetings of February 4 and March 18, 2009 were approved.

President Yudof commented that the Regents originally had been scheduled to hear the strategic plan for the Merced campus at this meeting, but the urgency of the short-term budget situation necessitated the suspension of that presentation. The Merced presentation has been rescheduled for 2010; the remaining campus presentations for 2009 are Santa Cruz at the September meeting, and Los Angeles at the November meeting.

The President voiced his complete support for the teaching, research, and public service missions of all of the campuses, including Merced, Santa Cruz, and Riverside. He explained that there had been recent suggestions that some campuses should be focused primarily on teaching and should deemphasize their research mission; he fundamentally disagrees. President Yudof stressed that the University's great strength and distinction as an international center of higher learning is its tremendously successful threefold mission. He expressed the hope that the Board would likewise continue to firmly uphold the integrity of each campus in this regard.

President Yudof gave special recognition to UC Merced for its inaugural commencement for the first four-year class that entered in 2005. He noted that the appearance of First Lady Michelle Obama as commencement speaker was a great source of excitement and pride, not just for the Merced campus but for the entire University. The First Lady told President Yudof that she had to open an office to accommodate the nearly 1,000 Valentine's Day cards the Merced students sent to entreat her to come to the commencement. He acknowledged the many people on the campus who worked so hard to host an incredibly well-organized and meaningful event for the thousands of people who attended. The President asked Chancellor Kang to convey the gratitude of the Regents to everyone at UC Merced and to congratulate them for bringing great honor to the University of California. President Yudof led the Board in a round of applause for Chancellor Kang and the entire UC Merced community.

2. **PRESENTATION BY THE DIRECTOR OF THE BLUM CENTER FOR DEVELOPING ECONOMIES, BERKELEY CAMPUS**

Interim Provost Pitts introduced professor S. Shankar Sastry, Dean of the College of Engineering at Berkeley and Director of the Richard C. Blum Center for Developing Economies.

Mr. Sastry explained that the Blum Center consists of a partnership between Berkeley, San Francisco, Davis, and the Lawrence Berkeley National Laboratory (LBNL), and was launched by a gift from Regent Blum in April 2006. Building upon the experiences of the California Institutes for Science and Innovation, and other multicampus research units, the Center was designed with both a significant educational component and a research component.

Mr. Sastry remarked that idealism on the campuses has risen to an all-time high. To date, 1,500 students and 50 faculty have participated in the Center's activities, as well as several major corporations.

The Blum Center for Developing Economies is focused on three major initiatives: safe water and sanitation, energy-efficient technologies, and technologies for the delivery of global health. The intent of the Center is to take pilot projects and build them to scale in order to make a concrete difference in the world. The Center's students and staff work with communities to understand issues and opportunities, build prototypes, field test, and then ally with commercial partners and non-governmental organizations (NGOs) to facilitate mainstream adoption of the solutions.

In regards to the safe water and sanitation initiative, Dean Sastry pointed out that the Blum Center strives for point-of-use solutions, which provide people with inexpensive drinking water; the Center did not want to build new sanitation systems and new water delivery systems. Rather than provide governments with funding, the Center enables communities to identify ways and economic means to work themselves out of poverty. Mr. Sastry presented a series of slides highlighting the Center's ultraviolet (UV) tube technology used for providing potable water. He also featured an electrocoagulation

technology developed by the Center that removes arsenic from drinking water. He noted that communities from Latin America, Mexico, and India are all benefiting from sanitation projects developed by the Blum Center and that the per-annum costs were below targeted levels.

Mr. Sastry recalled that in October 2007, he attended the Clinton Global Initiative sessions with Regent Blum and Chancellor Birgeneau. At that meeting, the CEO of the Dow Chemical Company pledged \$30 million towards loan guarantees so that villages could buy for micro-utilities and pay off the loans over time. Almost immediately, ICICI Bank (formerly Industrial Credit and Investment Corporation of India) matched the \$30 million, and has since surpassed it. As a result of these donations, the Blum Center has been able to sell micro-utilities to villages for approximately \$8,000 to \$20,000, using loans that are paid off within 5 to 20 years. The project has aided 100,000 people in south India, and is now being exported to Bangladesh and Latin America.

Students with the Blum Center work with slum dwellers in India and Ecuador to educate them about hygiene. In addition, the Center's staff at UCSF is trying to combat a growing epidemic of diabetes in the developing world; the initial efforts on that front have been in the Middle East and Jordan through the establishment of micro-clinics for early detection and treatment.

The critical project from the Blum Center in the realm of energy-efficient technologies is the development of the Berkeley-Darfur Stove. Dean Sastry explained that the LBNL computer, the fastest computer in the world, designed the sheet metal for the stove in 24 hours; this metal produces a cook stove that is three times as efficient as previous models. The significance of this efficiency is critical to women living in the Darfur refugee camps who are extremely susceptible to violence from the Janjaweed militia when they go out to gather firewood. Because the Berkeley-Darfur stoves are dramatically more efficient, the women are able to reduce the amount of time that they spend gathering the firewood from three hours to one hour. Furthermore, the stoves produce less particulate matter and smoke which can lead to respiratory diseases in the largely malnourished Darfur community. In collaboration with Oxfam International, the sheet metal is sent from LBNL to Bombay (Mumbai), where it is bent, and then sent to Port Sudan to be assembled and sold for a small amount of money. Mr. Sastry offered that the stoves must be sold and not donated in order to prevent the recipients from selling them for scrap metal.

Dean Sastry informed the Regents that about a year and half ago, the Office of the President instituted new travel insurance policies to ensure that students involved in sensitive areas could be medically evacuated in case of emergency. He elaborated that the University has now instituted this practice for all UC employees.

Arthur H. Rosenfeld, with the California Energy Commission, has been working with the Blum Center to support affordable, low-carbon, off-grid lighting. People in developing countries often need lamps to do business at night; kerosene lamps, which are traditionally used, are polluting and expensive. The Center is working to develop solar-

powered light-emitting diodes (LEDs) for these situations and for the facilitation of maternal and infant care in hospitals that do not have a steady supply of electricity.

Mr. Sastry remarked that underdeveloped countries readily benefit from three key capacities in cell phones: better delivery of healthcare, better capability to send and receive money, and access to marketplaces. For this reason, the Blum Center elected to invest in relatively inexpensive cellular phones instead of laptop computers. The Center has used cell phones to assist with disease diagnosis in Asia and Africa, and to facilitate calls to motorcycle ambulance drivers in Uganda. One instrument, dubbed the celloscope, was created by attaching a microscope onto a phone's camera and using fluorescence microscopy for early detection of tuberculosis and malaria. Phones can also be used as a more efficient way to deliver vouchers; aid can be delivered without the use of middlemen, who often lay claim to as much as 30 percent of the original value sent.

The Dean observed that it was initially believed that the Center's innovations and research would be its prime focus; however, its educational agenda has become its marquee component. While not offered as a major, the Global Poverty and Practice minor has 225 students; the Berkeley campus is dedicating overflow room to accommodate the 700 students taking classes in the department this fall. The students are required to complete at least one four-to-six week fieldwork assignment and, at this time, are in 38 countries around the world. This practice allows the students to harvest research and experience-based learning and apply them when they return to work in their own communities. Mr. Sastry thanked Regent Blum for the financial support required to send these students abroad.

On April 23, the Blum Center for Developing Economies broke ground on the Berkeley campus. This new facility will enable students from Berkeley, San Francisco, Davis, and LBNL to meet with NGOs and corporations to brainstorm about new technologies, new services, new models, and the needs of the people in the developing world. While the program is exclusively for undergraduate study at this time, graduate faculty at many of campuses have been requesting an expansion of the Center. Currently, explained Mr. Sastry, when graduate students want to study development, the faculty usually encourage them to go to Great Britain, usually to Oxford or Cambridge. The Blum Center staff is beginning to discuss if it should consider education at the graduate level.

Committee Chair Island thanked Dean Sastry for the quality of his presentation and for his enthusiasm. He also expressed his personal gratitude to Regent Blum for his philanthropy and for his commitment to eliminating global poverty. Calling the Blum Center a wonderful addition to the University's educational mission, he acknowledged the tremendous effort involved in its creation.

Regent Blum explained that the Center served as an example of the remarkable roles the University can assume with the help of some ideas and seed funding. He reminded the Regents that Mr. Shankar, in addition to his involvement with the Center, is Dean of the College of Engineering at Berkeley. Despite his obligations and responsibilities to the 5,000 students in his college, Mr. Shankar has enthusiastically and tirelessly embraced

the mission of the Center and been an exemplary partner to Regent Blum. He remarked that the Blum Center will be working to forge connections with the Silicon Valley to address opportunities to help the developing world. It will serve as a conduit by which companies can fund projects and bring forward new technology while working with students and professors to develop new ideas and solutions. He noted that the Regents often comment about the slow pace of change at the University, but this program has accomplished a tremendous amount in three years.

Regent Garamendi said that it was wonderful that the University was extending its service mission beyond the needs of the community to the entire world. He recalled that, as a Peace Corps volunteer four decades ago, he was able to work for humanitarian causes but was not able to earn undergraduate credit as well; he was pleased that UC students would now be able to fulfill both purposes. Regent Garamendi thanked Regent Blum for serving as an inspirational leader of the Center for Developing Economies.

### 3. **CONFERRING OF HONORARY DEGREES AND SUSPENSION OF BYLAW 29.1**

The President recommended that a special class of honorary degrees be awarded to students prevented from completing their University of California degrees as a result of Executive Order 9066 pursuant to regulations adopted by the Assembly of the Academic Senate on June 17, 2009.

The President recommended further that the Board, on a one-time basis justified by unique circumstances, temporarily suspend Bylaw 29.1 (Honorary Degrees) and the Policy on the Awarding of Honorary Degrees pursuant to Bylaw 7.3 to permit the award of a special honorary degree to these students.

Committee Chair Island acknowledged a profound regret and deep sorrow at the internment of Japanese Americans during World War II; he offered that the University could now take a step to help rectify those events for the students who at one time were removed from the University in accordance with Executive Order 9066.

Interim Provost Pitts thanked Committee Chair Island for his comments and explained that a joint group of the Academic Senate and members of the administration began work on this issue months ago, and that he was pleased to bring it before the Regents. Vice President Sakaki and Professor Daniel Simmons, of the law school at UC Davis and incoming Vice Chair of the Academic Senate, jointly chaired the joint committee and presented its work.

As a third-generation Japanese American whose parents and grandparents were interned during World War II, Vice President Sakaki expressed her profound pleasure and honor to be able to present this item. With the support of the President and the leadership of the Academic Senate, she and Mr. Simmons co-chaired a joint faculty-administration task force which was charged to consider how UC might recognize its students whose educations were interrupted by the internment of Japanese Americans. She thanked the

task force members, particularly Principal Analyst Eric Heng from Student Affairs and Executive Director Winnacker and Senior Policy Analyst Abrams of the Academic Senate for their diligent efforts. Ms. Sakaki also acknowledged the special contributions of Bill Kidder, Assistant Executive Vice Chancellor at UC Riverside, whose extensive research on this topic informed and guided the work of the task force.

Mr. Simmons told the Regents that it had been his great privilege to participate on the task force and bring this recommendation forward. He remarked that in these times of dire forecasts and difficult decisions, it was a pleasure to highlight an item that reminds the University of its important effect on people's lives. Recalling that America had come to recognize that Executive Order 9066 had been a fundamental violation of civil and Constitutional rights, Mr. Simmons noted that the University now had an opportunity to likewise recognize the events that affected many of its students during World War II.

Ms. Sakaki informed the Regents that approximately 700 Japanese American students were enrolled at the University of California in 1941-42. As a result of the Executive Order, many of these students were unable to continue their education or complete their degrees. Some UC faculty went to great lengths to help students graduate by travelling to the internment camps and administering exams. Although some students eventually earned degrees at colleges in the Midwest or on the East Coast, most were never able to complete their UC educations. Ms. Sakaki explained that yearbooks, campus registrars, and other sources had helped the University begin to identify those students.

The Vice President introduced to the Regents Aiko (Grace) Amemiya who had travelled from Iowa to attend the meeting. Ms. Amemiya grew up in Vacaville and enrolled at UC Berkeley in 1938, where she completed her lower-division pre-nursing program courses; she then enrolled in the School of Nursing at UCSF. In 1942, pursuant to Executive Order 9066, Ms. Amemiya, her mother, her sister, and her two brothers were given seven days' notice to evacuate their home and report to a military detention center in Turlock. In August of that year, Ms. Amemiya and her family were sent to the Gila River internment camp in Arizona. After leaving the camp, Ms. Amemiya could not return west, and attended the St. Mary's School of Nursing in Rochester, Minnesota. Later she joined the U.S. Cadet Nurse Corps, proving care to wounded soldiers. Mr. Simmons and Ms. Sakaki invited her to the Regents meeting to share her story.

Ms. Amemiya thanked the Regents for allowing her the opportunity to speak. She explained that her first name, Aiko, means "love" in Japanese, and that she was coming before them with a loving heart.

From the time she was eight years old, Ms. Amemiya always wanted to be a nurse. At that time, her sister attended UC, and Ms. Amemiya was determined to do the same. Her family valued education highly, and she, her sister, and her two brothers all attended Berkeley. When she herself was at UC Berkeley, Ms. Amemiya felt she was living a dream – that she would become a nurse through the University of California.

The bombing of Pearl Harbor on December 7, 1941, had a devastating impact on the lives of Ms. Amemiya's family. She and her siblings had to quit school and did not know where they were going or what would happen to them. Ms. Amemiya recalled that leaving home with just two suitcases was a shocking experience; all other possessions were discarded or left behind.

Ms. Amemiya remarked that she had been fortunate in having a short term of pre-nursing at UCSF and that she was able to help as a nurse at the camp hospital. To her joy and pleasure, the doctors and dentists were UC graduates. After being released, Ms. Amemiya and her former UCSF roommate sought to resume their nurses' training. After being rejected from many schools because of their ethnicity, Ms. Amemiya and her friend were accepted by the St. Mary's School of Nursing in Rochester, Minnesota. St. Mary's had the largest number of Japanese American students through the U.S. Cadet Nurse Corps Program. As a senior cadet, Ms. Amemiya was allowed to choose her area of specialty, and she asked to be placed in an army hospital.

Ms. Amemiya received her diploma from St. Mary's in 1946. Although she had her degree, she felt that part of her life was incomplete because she was not able to return to UC. But, she remarked, she had always been proud to say she attended the University of California. Noting that she was eight years old when she decided to go to UC and now is 88 years old, she expressed the hope that eight would be her lucky number. She thanked the task force for all of its hard work and stressed that her heart, and those of her classmates, would be filled with joy and gratitude if the item were to be approved.

Mr. Simmons asked the Regents to approve the award of a special class of honorary degrees to former students affected by Executive Order 9066. He requested that Regents' Bylaw 29.1 and the moratorium on honorary degrees be suspended in this instance. He emphasized that the situation was so unique that a specially-crafted honorary degree would not threaten the integrity of the Regents' long-standing policy. He stressed that the action would not create a precedent for the awarding of honorary degrees in the future and that it would be given only to individuals who had a previous academic relationship with the University of California which had been unjustly terminated. Mr. Simmons maintained that the awarding of honorary degrees in this circumstance would convey an important message about UC's core values, particularly its commitment to justice.

The Academic Council and the Academic Assembly voted unanimously to approve a regulation authorizing the degree, pending approval by the Board of Regents. Senate Regulation 625 provides that persons enrolled at a campus of the University of California during the academic year 1941-42, who were removed or excluded under Executive Order 9066, and who were therefore unable to receive a degree from a University of California campus, be awarded an honorary degree. The degree itself is unique in that it is issued by the University of California, not by a specific campus, and contains the phrase "*Inter Silvas Academi Restituere Iustitiam*," i.e., "to restore justice within the groves of academe." Mr. Simmons anticipated that, pending the approval of the Regents, the degrees would be signed by the Chair of the Regents, the President of the University, the Chair of the Academic Council, and, perhaps, the Governor of the State of California.

Ms. Sakaki indicated that the decision to grant honorary degrees under these very unique circumstances is not unprecedented. In 2008, the University of Washington, the University of Oregon, and Oregon State University all granted degrees to Japanese American alumni prevented from completing their degrees due to internment. In 2003, former governor Gray Davis signed Assembly Bill 781, authorizing a high school district, a unified school district, or a county office of education to retroactively grant high school diplomas to persons who were interned during World War II. And finally, Assembly Member Warren Furutani introduced Assembly Bill 37, which would require the community colleges and California State University to confer an honorary degree upon each person, living or deceased, who was forced to leave his or her postsecondary educational studies as a result of federal Executive Order 9066. The bill would also request that UC do the same. Assembly Bill 37 has been heard and unanimously supported by both the Senate and Assembly education committees and is now before the Senate Appropriations Committee. The proposed item, if approved, would be in concurrence with Assembly Bill 37.

Regent Gould asserted that the Board felt it a great privilege and honor to award these degrees and conveyed the Regents' pride in having these students in the University community.

Regent Schilling congratulated the task force for a job well done and urged that the degrees be rapidly conferred in deference to the age of the recipients.

Regent-designate DeFreece thanked the University for its leadership and effort on this issue.

Regent Johnson expressed her pride in supporting the resolution and remarked that this item and the preceding item had done much to reverse her extreme dismay over the current fiscal dilemma.

Regent-designate Hime requested that the Board minutes reflect that all three Regents-designate support the action.

Regent Bernal remarked that he was proud to be a member of the UC community and that the passage of this item would mark a powerful moment for the University of California.

Regent Garamendi recalled finding a copy of Executive Order 9066 in a house that had been previously owned by a Japanese American family. Today's action will make this a very good day for the University.

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



#### 4. **FALL 2009 UNDERGRADUATE ADMISSIONS OUTCOMES**

Vice President Sakaki told the Regents that in fall 2009, UC received a total of 98,000 freshman applications. Applications from California residents increased by approximately 1.6 percent; this relatively small growth signaled the end of a demographic bulge commonly referred to as “Tidal Wave II.” She stated that the number of California high school graduates is now expected to decline slightly for the next eight years.

In January, the Board adopted the President’s recommendation to reduce freshman enrollment targets by 2,300 new students. To meet those targets, the University admitted roughly 2,700 fewer freshman students in fall 2009. As of early June, UC had received 34,296 Statements of Intent to Register (SIRs); this number is anticipated to drop three to four percent over the summer. The ultimate result should be very close to the reduced target of around 33,000 new California freshmen. Because the University places a priority on its transfer mission, the President had recommended an increase of 500 community college transfer students; based on the SIRs, it appears that the University will meet, and most likely exceed, this goal.

Freshmen students continue to be very well prepared for UC. They take many more college preparatory courses than are required, and their grade point averages (GPAs) and test scores continue to increase. In terms of accessibility, more than 40 percent of freshmen have parents who did not graduate from college, and just under 40 percent are from low-income families. Over 20 percent come from high schools ranked in the bottom 40 percent of schools based on Academic Performance Index (API) ranking. GPAs for transfer students have been stable for the past three years. Roughly 50 percent of transfer students are first generation college students, and 42 percent are from low-income families.

In January, UC estimated that African American students would compose between 3.4 and 3.8 percent of the 2009 class, a slight decrease from the previous year. The SIRs came in at the high end of that estimate, about 3.8 percent. An increase of one percent was anticipated for Chicano-Latino students, which was borne out by their increase from 20 percent to just under 21 percent of the total enrolled class. Asian American student representation increased slightly, and the number of white students decreased slightly, a trend that reflects the changing demographics in California. Gains were also seen at the transfer level, with underrepresented students increasing from 21.5 percent to 22.6 percent of the incoming class, and each group showing some increase.

Noting that Committee Chair Island had requested information about how the diversity of incoming freshmen varies across UC campuses, Ms. Sakaki showed that the proportion of Chicano-Latino students ranges from 36.3 percent at Merced to 12.4 percent at Berkeley; the proportion of this population increased on all campuses except Berkeley, which stayed flat, and Riverside and Santa Barbara, which saw very small declines. In recent years, Native American and African American students have been slowly increasing at UC, but their numbers still remain relatively low. At the campuses, the proportion of African American students ranges from a high of 7.9 percent at Merced to 1.2 percent at

San Diego. This population increased slightly at Irvine and stayed flat at San Diego and Merced; at all of the other campuses it declined as a proportion of the whole. Native Americans remained a very small fraction of UC students, representing less than one percentage point of the incoming students on every campus except Santa Barbara and Santa Cruz. Despite the low percentage, the population of Native American students did increase at both of those campuses as well as at Davis, UCLA, and Merced.

Ms. Sakaki asserted that the campuses continue to employ innovative strategies and initiatives to market their programs and campuses to a very broad range of potential students. She believes that the University did well in 2009, given the challenges of enrollment reductions and the feeble national and State economy. At the freshman level, UC increased the overall quality of its incoming class, maintained an admirable level of access for disadvantaged students, and made slight gains in the proportion of students who are traditionally underrepresented. Transfer students reached the University's higher enrollment target, maintained quality, and increased diversity across all groups. She remarked that the campuses and their staffs are to be complemented for an excellent job in a very difficult year.

Regent Ruiz expressed concern about the extremely high drop-out rate in California high schools. He speculated that if the problem were to be remediated, the University could potentially experience a significant influx of new students. He asked the Vice President if data to this effect were available. Ms. Sakaki explained that the University has been working in partnership with primary and secondary schools as well as with community colleges and the California State University to try to increase the number students who are eligible and ready to apply to the University of California. Although there are many intersegmental, cooperative agreements, the drop-out rate continues to pose an extreme challenge.

Committee Chair Island asked President Yudof if the extremely low percentage of African Americans at the San Diego campus (1.2 percent) would begin to deter new African American students from attending UCSD. He expressed concern at this prospect and asked what efforts are being made to intervene in this trend. President Yudof affirmed that he and Chancellor Fox shared Committee Chair Island's concern. He believed that the upcoming additional emphasis on comprehensive reviews, combined with additional outreach efforts, will be of some assistance. The President mentioned that the University has constraints in this area.

Chancellor Fox pointed out that the local population of African Americans who qualify for eligibility at UC is lower in San Diego than in any of the other major campus cities in California. Accordingly, UCSD has to work harder to cultivate those students. She asserted that the number of African Americans is higher than the year before, but because of the restricted enrollment goals, those increased numbers were not reflected in the student population. She recounted that the campus had instituted a new program to visit African American community centers every month from September through May to try to prepare students for college and familiarize them with the UC requirements. At these

events, campus representatives also strongly encourage the students to visit the campus; she noted that Regent Zettel had recently joined her in one such community visit.

Regent Zettel thanked Chancellor Fox for inviting her to join the outreach program and noted that it was very well-planned and coordinated. Students and their parents were educated on how to access scholarship and loan programs, and many left with a more thorough understanding of the UC requirements and of the special programs at the campus. Chancellor Fox responded that the campus was very pleased that Regent Zettel was willing to accompany them on the visit. She added that the campus has begun another initiative: the Chancellor, vice chancellors, and deans all made advance calls to underrepresented students to ensure they felt welcome at the campus. This effort increased acceptance of offers by almost 30 percent. She commented that UCSD is open to any suggestions to improve in this arena, and that despite their very aggressive efforts, the results in fall enrollments were disappointing.

Committee Chair Island clarified that he did not intend to criticize the activities that have been undertaken at the campuses to date, but wanted to highlight the fact that they are not working. He asked that the University redouble its efforts and address the problem before it reaches a point where African American students will not want to go to UCSD because of its lack of African American representation. The Chair asserted that this criterion was a documented determinant for African American students. He asked President Yudof to supply him with regular updates as to efforts that are under way in San Diego, and to provide him with the results that are being achieved. He noted that the Report of the Study Group on University Diversity had focused on this concern, that it had determined that the University's efforts were inadequate, and had called for more efforts from which change could be expected.

Faculty Representative Croughan remarked that the eligibility reform policy will likely result in a significant increase in the number of African American, Chicano-Latino, and Southeast Asian enrollments; however those improvements will not be seen until fall of 2012. That notwithstanding, community groups involved with the work on the reform policy recommended several mechanisms for recruitment, and many of them have offered to collaborate with the University to do more outreach through organizations such as churches, community centers, and high schools. Some of these efforts have already begun. Ms. Croughan observed that this type of involvement would normally fall under Student Affairs, but she, former Academic Senate Chair Brown, Chair of the Board on Admissions and Relations with Schools (BOARS) Hurtado, and former BOARS Chair Rashid have continued in this effort as an outgrowth of their role in the development of the reform policy.

Ms. Croughan next recalled a positive personal experience she had this year when her daughter, who is Native American, applied to UC. Her daughter was accepted to three campuses, and within a week of her acceptance, she was contacted by the Native American Student Association, the Native American Staff Association, and the Native American Faculty Association from the campuses. She was invited to multiple events on all three campuses, and she continued to be invited to those events after she declined

acceptance to two of them. It was an outreach done in earnest, and as a result her daughter felt empowered and very welcomed.

Regent Lozano suggested that the University needs to address not only admissions and enrollment, but also retention and graduation of students. She expressed concern that the University's efforts to maximize efficiencies and reduce expenses might impinge on its commitment to diversity. She stressed that UC must not only enroll these students but also give them a place where they feel they have an opportunity to succeed and have resources to help them. She encouraged the Regents to strive to maintain the programs that help underrepresented students complete their degrees at the University.

Regent Johnson asked if extra efforts are being made to recruit underrepresented students from community colleges. She noted that community college students have demonstrated the drive and ability to complete the requisite 60 units to attend the University, and would seem to be viable candidates for success at the University level. Vice President Sakaki informed Regent Johnson that UC has an intersegmental transfer work group that is working to increase the number of transfer students and expand their diversity.

Regent Kozberg remarked that California State University (CSU) runs a program called Super Sunday; CSU representatives visit community churches to talk to potential students and their parents; the media strongly supports the effort and it is extremely successful. She offered that UC should consider partnering with CSU, particularly in light of the budget cuts, to leverage their strength in this arena. Ms. Sakaki responded that the University is currently looking at a variety of ways to partner with other educational systems, including collaborative counselor conferences with CSU.

President Yudof asked if Dean Christopher Edley, who is of the law school at UC Berkeley and is leading the University's efforts in this field, could address the Board. Mr. Edley informed the Regents that UC has been at work on a Community College Transfer Task Force with CSU and the community colleges since January; he is co-chairing it with high-level officials of the other two systems. By August, the Task Force intends to develop ways in which the three segments can boost the transfer process to the four-year institutions. Mr. Edley explained that the group had worked through dozens of possibilities, but that the fiscal collapse had caused a dramatic shift in its focus. Accordingly, the Task Force will be presenting approximately six no-cost recommendations to the three segment leaders. It will look beyond the short-term no-cost recommendations to outline a series of longer-term projects that could be put into effect once the budget crisis is over. He noted that the community college representatives cautioned that they could not over-invest resources and attention on the transfer mission at the expense of their other missions. He also volunteered that the community colleges had expressed frustration in identifying UC's and CSU's transfer requirements that vary not just by campus, but also by department. The process is extraordinarily complicated for students to decipher, and the bureaucracy within the universities can be daunting for a student at a community college. Mr. Edley asserted that the Task Force was devoting a considerable amount of attention to these difficult issues.

Committee Chair Island remarked that he looked forward to the completion of Mr. Edley's work and intended to review it for suggestions on how the University can address diversity through community college transfers.

Regent Garamendi recalled that the issue of recruiting underrepresented students has been discussed repeatedly during his two-and-a-half years on the Board, and that progress on it has been scant. He voiced support for Regent Kozberg's suggestion to join in CSU's successful program. Regent Garamendi opined that the problem could not be solved by the Office of the President, but needed to be addressed by the chancellors, their staff, and the professors on the campuses. He observed that the campuses seemed to successfully recruit underrepresented students for athletic teams, and that the same effort and focus should be placed on the academic programs. He believes that each campus should be held accountable, and that each must determine ways to address the local demographic variations for both transfer and freshman students.

Mr. Edley indicated that efforts are under way, but that they are progressing slowly due to a lack of resources; he suggested that the University should investigate ways to accelerate the process. He informed the Regents that the Task Force has been trying to formulate strategies to create a transfer culture on all of the community college campuses; many of them simply do not send students to UC or provide a clear path for transfer. However, the University needs to determine the budget priority of this overall effort, as it would require resources that are currently not available.

Regent Ruiz highlighted the success of the Puente Project in bringing community college students to UC. Ms. Sakaki agreed that Puente is extremely effective and that it is a highly valued intersegmental program. Dr. Pitts observed that the Puente Project, like other academic preparation programs, is politically tenuous; each year, funding for it is removed from the State budget and then successfully reinstated. The University contributes almost a third of the money for those programs, and will continue to commit a substantial portion to the degree that it is able, but they are resource-intensive and the Governor would like to re-appropriate their funding during hard budget times.

Regent Kieffer asked if the University tracks potential candidates from high schools or middle schools to determine how the pool varies over time, what kind of interventions are made, and what becomes of those students. Ms. Sakaki confirmed that UC does look at students' completion of UC requirements and endeavors to make more students eligible to apply to the University. These programs, however, are very labor-intensive. Regent Kieffer inquired if the University could determine, for instance, from an overall pool of eighth-grade students, how many would persist to twelfth grade and what kind of intervention programs could be applied to them. Mr. Edley clarified that the campuses do not have detailed data regarding the populations of underrepresented minorities in the public high schools. He noted that some students are identified through various outreach programs, but there is not a comprehensive system. He enthusiastically supported a new transcript evaluation system which provides individual high school students with a report that documents their progress towards college readiness and what requirements they still need to meet. This is a very valuable tool that requires some contribution from the high

schools, and it has been expanding over the past few years. Mr. Edley speculated that it will create a basis for the kind of comprehensive attention and targeting that Regent Kieffer desired.

Regent Bernal expressed his belief that some of the most cost-effective outreach and retention work has been accomplished through the Student Initiated Outreach (SIO) programs on the campuses. He inquired into the financial health of the SIO program, and asked if the budget reductions had directly affected their efforts to recruit and retain underrepresented students. Ms. Sakaki replied that each of the campuses and each of the vice chancellors for Student Affairs is making difficult budget decisions while endeavoring to maintain quality services to both incoming and continuing students.

Committee Chair Island proposed that the Regents have a future discussion with President Yudof about campus efforts to address diversity issues. Citing diversity as a core value of UC, and noting the Board had previously expressed its expectation for improvement at the campuses, he asked what would happen to campus leaders if conditions further deteriorate. He noted that he would continue to pursue the issue until it was satisfactorily resolved.

President Yudof responded that the revised performance evaluation of the chancellors will include, for the first time, a review of their record on diversity with regard to faculty, students, and staff. He acknowledged that diversity is his responsibility as President, but that it fell to the campuses to exert the effort required to meet their goals. He recalled several endeavors undertaken in the past by campuses and chancellors and reiterated that the work must be done college by college, and admissions officer by admissions officer. He stated that he will insist upon accountability, but the Regents should not expect a directive from the Office of the President to solve the problem.

The meeting adjourned at 10:50 a.m.

Attest:

Secretary and Chief of Staff