

Board of Admissions and Relations with Schools

Minutes of Meeting

July 1, 2022

I. Consultation with the Office of the President – Graduate, Undergraduate, and Equity Affairs

Han Mi Yoon-Wu, Executive Director, Undergraduate Admission

Chase Fischerhall, Associate Director, A-G and Transfer Policy Analysis & Coordination

Tongshan Chang, Director, IRAP

1. Area C

With Christopher Ograin, UCSB, Area C Faculty Group Representative

In response to the *Mathematics Framework for California Public Schools, K-12*, which provides guidance on how to implement Common Core standards, BOARS was asked whether any changes to the Area C (math) criteria were needed. To assist BOARS, an Area C Faculty Group was assembled to scrutinize the *Framework*. The Faculty Group did not recommend any changes to Area C criteria, noting that current language is sufficiently flexible to accommodate any curricular changes to existing courses or any new courses that may be developed. The *Framework* is for all California public school students, not just those who are UC-bound, but as there is no conflict between Area C and the *Framework*, implementation should not be burdensome.

Nevertheless, the Faculty Group did have concerns with the *Framework* itself. The *Framework* proposes a new math pathway, Mathematics: Investigating and Connecting (MIC). The Faculty Group found this proposed pathway fully redundant with the existing Integrated pathway and in need of much further pedagogical development before it could be considered for adoption. Members concurred that the proposed pathway was underdeveloped, and also that development of courses in this proposed third pathway could divert resources or students from pathways that would better prepare them academically given each student's goals. Members also noted that the sequencing of courses in the different pathways could have the unintended consequence of delaying students from taking Calculus, for example, making them less competitive for some majors at UC. Others noted that some statistics classes do not include enough Algebra II. Early high school communications and counseling are needed to help students identify their best pathway.

- Analyst Feer will draft a memo summarizing BOARS' concerns for transmittal to the State Board of Education.

2. Pathways+ Update

The fall 2022 entering cohort will be the first group of transfer students eligible for the Pathways+ program. Students are self-reporting Pathway completion. The ongoing impacts of

the pandemic may also be a factor in student behavior and Pathway completion, making it difficult to assess the impact of Pathways+. Outcomes data will help set a baseline for future evaluation.

Members asked about profiles of students who used the Transfer Admission Guarantee (TAG) option. These students are generally less diverse than the general applicant population and more often from the higher “feeder” schools.

II. BOARS Business

1. Ethnic Studies Considerations

With Representatives from the Ethnic Studies Faculty Writing Group

Chair Sorapure noted that a key goal is to provide all California high schools students an equal opportunity to prepare academically for UC, and that it is therefore essential to understand how a UC admissions requirement in ethnic studies might align with the high school graduation requirement in ethnic studies mandated by AB 101.

Writing Group members noted that AB 101 requires coursework in “ethnic studies”, which is different from multicultural education, from diversity, equity, and inclusion education, and from anti-bias and anti-racism education. They noted that the Model Curriculum may be unwieldy for some educators. They also noted that ethnic studies methods are missing from the Model Curriculum, but are represented in the proposed course criteria and guidelines for a possible Area H course that they had drafted. Further, AB 101 allows schools four ways to comply, and an Area H draft should be able to accommodate each method. UC eligibility requirements in A-G coursework already exceed state graduation requirements in 6 of 7 areas. AB 101 comes with state funding for development of courses.

Members noted that “ethnic studies” can be interpreted differently, more so than other A-G subjects, and that some school districts might develop curricula to fulfill AB 101 that would not align with the criteria in the draft Area H proposal, thereby possibly excluding UC hopefuls from those California school districts. Other subjects have external referents for minimum criteria. Writing Group members indicated the need for leadership by UC in this important area and the value of coordination.

Members desire more data: How many schools have ethnic studies courses that could articulate to the draft Area H proposal? What are the application and enrollment trends of students with ethnic studies courses and those without? Some suggested that despite the funding for AB 101 implementation, schools that are already under-resourced and low-sending would only still be further disadvantaged. It was noted that students from schools that do not have ethnic studies courses satisfying the proposed Area H requirement could take such a course via SCOUT or they could be admitted by exception without having satisfied the requirement; additional communication and outreach on these options would be important.

After the Writing Group representatives left, BOARS continued its deliberations. Chair Sorapure proposed the formation of a joint working group between BOARS and ethnic studies faculty in AY 2022-23 to address several key issues that have emerged this year in the discussion of a possible ethnic studies Area H admissions requirement. These include both implementation questions and the need to articulate the value of an ethnic studies course as necessary

preparation for a UC education. Members were also interested in better understanding how California public high schools plan to design courses to satisfy AB 101. Balancing time to decision with significant external pressure may be a challenge.

Members suggested that the goals of teaching ethnic studies to California high school students are to empower students by an understanding of their cultural history in relation to the larger society and thereby to improve their life outcomes and to increase mutual understanding among Californians of all backgrounds. As a result of AB101, school districts across the state will be offering a variety of ethnic studies courses that are deemed appropriate by each local community to best serve its students. Many will be based on portions of the State Department of Education Ethnic Studies Model Curriculum; some are likely to be based on a curriculum to be recommended by a group of UC ethnic studies faculty; and some on other curricula. This diversity of curricula offers the opportunity to discover which curricula best satisfy the University's goals. Some members suggested that BOARS recommend that consideration of a future ethnic studies requirement for UC admission be based on the findings of research on outcomes of the diverse ethnic studies courses to be offered in CA high schools. Other members did not see such research as prerequisite for deciding on the Area H proposal and course criteria.

Others noted that one of the four means of complying with AB 101 is to take a course approved for the UC A-G requirement, suggesting that UC can provide leadership here in developing ethnic studies curricula.

- Chair Sorapure and Vice Chair Knowlton will follow-up with the Writing Group to ensure consistency with the next BOARS and to suggest next steps that can be taken in concert.

III. Consultation with Academic Senate Leadership

Robert Horwitz, Academic Council Chair

Susan Cochran, Academic Council Vice Chair

- The Senate's Climate Memorial to the Regents passed the faculty vote and has been sent to President Drake. It should be presented to the Regents at their upcoming July meeting.
- The state budget has been finalized. Among other highlights: UC received a 5% base budget increase, and will do so for the next four years, too, so long as UC meets certain performance targets. The budget fully funds current over-enrollments. For campuses over the Regent's non-resident enrollment cap, this year's swap for California residents has been fully funded. Less than expected was received in one-time funds for use in seismic retrofitting and new construction. Funds for climate change research at several campuses were included, as were funds for a new co-gen plant at Berkeley and campus expansion funding for Riverside. Donor-matching funds for immunology and immunotherapy research at UCLA were awarded.
- The Intersegmental Committee of Academic Senates approved a new version of the Intersegmental General Education Transfer Curriculum. The California General Education Transfer Curriculum (CalGETC) will go for systemwide Senate review at each segment in the fall.
- Off-cycle Regents meetings included the Health Services Committee (HSC) and the Innovation, Transfer, and Entrepreneurship Committee (ITEC).

- At the HSC, 1) UCLA Health presented its strategic plan for growth. 2) A recent UC Health report on diversity, equity, and inclusion identified lack of Senate membership as one cause of low morale among some clinician groups. The Senate has convened its own group of clinicians to deliberate. 3) On a related note, the Joint Clinical Affiliations Committee (JCAC) met prior to their presentation to the August HSC meeting on the outcomes of the first year of the interim Regents policy governing affiliations with certain health care providers. Contract negotiations are still in progress at several locations, but have closed successfully at many more. JCAC asked UC Health to include more specific metrics in its report, beyond general quality metrics. The complaint process for trainees and staff assigned to an affiliated location is still unresolved. The complaint process for staff at UC hospitals who object to performing or assisting in certain procedures also needs clarification, especially given the federal Hobbs decision.
- At the ITEC, 1) the body recognized there was no need to change the APM to include special recognition for Innovation and Transfer efforts because these efforts are already recognized. 2) Oversight for the new patent tracking system will be sent to the campuses, with limited back-up from UCOP. Each campus will be choosing its own software.
- The Academic Council endorsed a memo from the University Committee on Academic Freedom (UCAF) indicating that posting departmental political statements was fine, but certain disclaimers must be included. Further, anonymity should be preserved when determining political positions within departments.
- No clear legal strategy to address academic integrity issues involved with online student tutoring services has been identified. A coalition with the other segments and student groups to expand the California Code of Education's existing protections for theses, dissertations, etc., has been proposed. The Chief Financial Officer is checking whether UC holds investments in these companies. Individual faculty are encouraged to use watermarks and to include academic integrity statements on syllabi and the like.
- Approval of new Masters programs remains at systemwide for now, but continued pressure, especially regarding self-supporting graduate and professional degree programs, is expected. Review and approval at systemwide has previously caught several bad proposals, does not delay the process (unless revisions are needed), and includes reviewers who are subject matter experts. Local financial pressures must be considered against academic quality, which is sometimes best done at systemwide.
- Searches for the new Provost and the new Vice Provost for Academic Personnel and Programs continue.
- The Academic Council continues to discuss fully online degree programs, now in the light of the residency requirement.
- Planning for fall terms given ongoing pandemic concerns continues.

IV. Chair's Announcements

Madeleine Sorapure, BOARS Chair

- The University Committee on Preparatory Education (UCOPE) is shifting from this year's focus on the Analytical Writing Placement Examination and the Entry Level Writing Requirement toward its overall charge and preparatory education more generally. Campuses should receive access to Smarter Balanced Assessment scores to help with writing placement.
- The Transfer Task Force held its last meeting. Their report will be presented to the Regents.

V. Further Discussion and New Business

None.

Adjournment 2:05 pm

Minutes prepared by Kenneth Feer, Principal Analyst

Attest: Madeleine Sorapure, BOARS Chair

Attendance:

Madeleine Sorapure, Chair

Barbara Knowlton, Vice Chair

Hector Rodriguez, UCB

Anne Britt, UCD

Sergio Gago Masague, UCI

Li Cai, UCLA

Abbas Ghassemi, UCM

Wallace Cleaves, UCR

Julian Betts, UCSD

Michael Stryker, UCSF

Greg Mitchell, UCSB

Laura Giuliano, UCSC