

VII. REPORTS OF STANDING COMMITTEES (Continued)

B. Board of Admissions and Relations with Schools (BOARS) (oral report)

- **Michael Brown, Chair**

An update on recent BOARS activities

In addition to an oral report, the following report on "Inclusiveness Indicators," has been provided as an informational resource developed by BOARS to inform discussion of UC admissions policies.

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS

INCLUSIVENESS INDICATORS

Introduction and Explanation

Purpose

The 1868 state law that established the University of California directed the Regents to “so apportion the representation of students, when necessary, that all portions of the State shall enjoy equal privileges therein” (section 14). The ideal of representing the population of California continues to inspire UC admissions policy. In 1988 the Regents stated goals for UC admission policy, in language they reaffirmed in 2001 and again in 2004. They declared “That the University shall seek out and enroll, on each of its campuses, a student body that demonstrates high academic achievement or exceptional personal talent, **and that encompasses the broad diversity of backgrounds characteristic of California.**” (emphasis added) This was part of Resolution RE-28, which passed by a 22 – 0 vote on May 16, 2001.

The purpose of “inclusiveness indicators” is to allow UC to monitor how well it is fulfilling its commitment to represent “all portions of the State.” Over the years, researchers have produced many studies that bear on this question, but different studies have used different kinds of information and various methods of analysis, so it is difficult to determine whether UC students have become less or more representative of the state, and by how much. Some of the annual data UC has published in recent years does give an indication of trends, particularly with respect to gender, race, and ethnicity. The indicators presented here build on those analyses, and extend the comparisons to include socioeconomic and geographic dimensions of California.

The following text explains how the indicators have been constructed. It does not attempt to explain why the observed patterns occur. The purpose is to provide a broader set of facts to inform discussion of UC admissions policies.

Indicators Based on High School Data

Indicator 1. The first series of bar charts and tables on Pages 6 to 9 show the percentages of 10th grade students in California public high schools who progress through each stage toward enrollment at UC. For each year, the calculations begin with 10th graders three years earlier. For example, the chart and tables for 2004 begin with the 459,588 students who were 10th graders in 2001. The number of high school graduates in 2004 was 343,484, which is 74.7 percent of the number of 10th graders in 2001. According to reports from high schools, 115,680 of the 2004 graduates had taken the “a to g” courses required for UC eligibility. The number of “a to g graduates” was 33.7 percent

of all graduates that year, and 25.2 percent of the 10th graders in 2001. According to the College Board, 62,239 California public high school seniors took SAT II examinations in 2004; this number is 18.1 percent of the 2004 graduates, and 13.5 percent of the 10th graders in 2001. Finally, UC data show 52,470 California public high school seniors applied for admission as UC freshmen in 2004-2005. Of these, 43,786 were admitted, and 25,768 eventually enrolled. Overall, the number who enrolled was 7.5 percent of the 2004 graduates, and 5.6 percent of the 10th graders in 2001.

Indicator 1 also shows this progression separately for under-represented racial and ethnic categories (URM includes African American, Chicano, Latino, and American Indian), and for males. These groups have lower percentages of students who progress through each stage toward UC enrollment.

The calculations for Indicator 1 have been done separately for each year, 2001 through 2004, to show trends over time.

Indicator 2. The next set of charts and tables on Pages 10 to 13 focuses on the number of students admitted to UC as freshmen each year, as a percentage of the number of high school graduates the preceding spring. For each California public high school, the “admission ratio” in a particular year is the percentage of graduates who are admitted to a UC campus. To construct Indicator 2, the high schools are first ranked in order according to their admission ratio. The 1st decile contains high schools with the lowest admission ratios, and the 10th decile contains high schools with the highest admission ratios. Each decile accounts for 10 percent of the total number of high school graduates in that particular year. The number of high schools in each decile varies somewhat, because the number of graduates differs among high schools. In particular, the 1st and 2nd deciles contain larger numbers of high schools than the other deciles, because these deciles include large numbers of continuation and alternative high schools, which have few graduates per school.

The 10th decile of high schools, which by definition produced 10 percent of all California public high school graduates, accounted for 30.4 percent of all UC freshman admits from California public high schools in 2004. The 9th decile accounted for 17.9 percent of the freshman admits. Taken together, these two top deciles produced 20 percent of all California public high school graduates, and 48.3 percent of the UC freshmen admitted from California public high schools. These percentages are similar in the three preceding years. Note that a particular school might be included in a different decile in different years, depending on how its admission ratio varied from year to year.

Indicator 2 also shows results separately for URM and male students. In these separate charts and tables, the schools included in each decile are the same as in the overall analysis for that particular year. The charts and tables show that high schools in the 5th and 6th deciles accounted for relatively large numbers of URM students admitted to UC. In other words, a relatively large share of URM freshmen from California public high schools came from high schools that did not have very high overall admission ratios.

Indicator 3. The table on Page 14 focuses on admission ratios for URM students. In 2004, the number of URM graduates from California public schools was 149,725. The UC admission ratio for high school graduates from these public schools was 12.74 percent. If 12.74 percent of URM graduates had been admitted to UC, the number of URM admits would have been 19,075. The actual number of URM freshmen admitted from these California schools was 9,106. The “gap” of 9,969 is the difference between 19,075 and 9,106.

If, in each high school, the admission ratio for all racial and ethnic groups were the same, the predicted number of URM admits would have been 13,442. The amount of the under-representation gap due to differences within schools is therefore 13,442 minus 9,106, or 4,336. This is the amount of the gap that would be eliminated by equalizing admission ratios within each high school.

The rest of the under-representation gap is due to the fact that some high schools have higher admission ratios than others, and relatively large numbers of URM graduates come from high schools with lower admission ratios. Equalizing admission ratios across high schools would eliminate the remaining 5,633 of the admission gap.

For Chicano and Latino graduates, about 60 percent of the gap is due to between-school differences, and that share increased between 2001 and 2004. In contrast, for African American graduates of California public high schools, about three-fifths of the under-representation gap is due to differences in admission ratios within high schools.

Indicators Based on Household Census Data

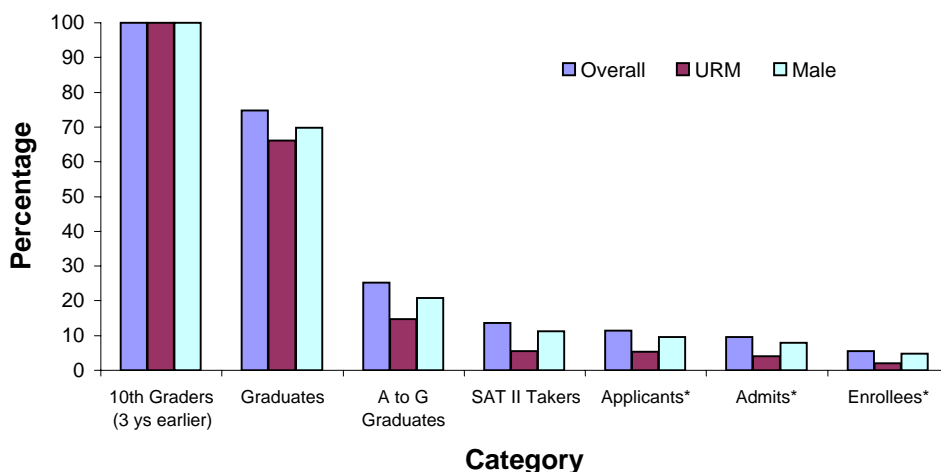
In addition to gender and ethnicity, socioeconomic variables such as students' household income or parents' education are also important dimensions of the "diversity of backgrounds characteristic of California." Data on these come from the annual Current Population Survey of households, conducted by the U.S. Census. Two indicators have been constructed, comparing the self-reported characteristics of California students admitted to UC with the composition of California households who have children age 5-18.

Indicator 4. The charts on Pages 15 and 16 show the percentage of households, and of UC students, by income bracket. Overall, for example, 22 percent of California households with school-age children in 2004 had incomes of \$100,000 or more, but 32 percent of UC admits from California were in this high-income bracket. Indicator 4 also shows the income breakdown within major racial or ethnic category. Within ethnic group UC freshmen are also more likely to come from high-income households, with the biggest differences from the California population observed for African Americans, Hispanics (Chicanos/Latinos), and Whites.

Indicator 5. Similarly, the final set of charts on Page 17 shows the percentage of households by the educational level of the head of household, and of UC students by the highest educational level attained by a parent. Overall, for example 16 percent of California households with school-age children in 2004 were headed by an adult with some post-graduate study, while 39 percent of UC freshman admits from California reported that one or more parents had some post-graduate education. Both URM and non-URM admits have parents with more education than in the population as a whole.

Indicator 1: 2004

Inclusiveness Indicators for All CA Public Schools with Grade 12--2004 Number of Students Progressing Through Each Stage Toward UC Enrollment

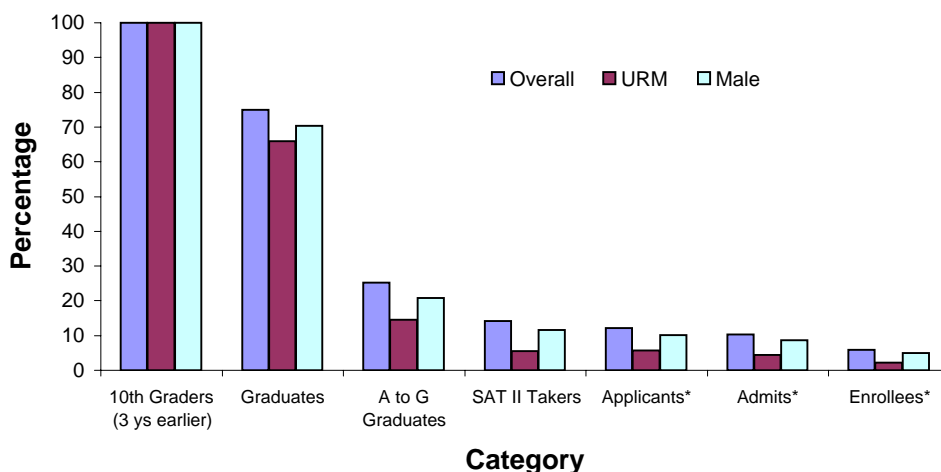


	10th Graders (3 yrs earlier)	Graduates	A to G Graduates	SAT II Takers	Applicants*	Admits*	Enrollees*
2004							
Total Number	459,588	343,484	115,680	62,239	52,470	43,786	25,768
% of 10th Graders	100.0	74.7	25.2	13.5	11.4	9.5	5.6
% of Graduates		100.0	33.7	18.1	15.3	12.7	7.5
% of A to G Graduates			100.0	53.8	45.4	37.9	22.3
% of SAT II Takers				100.0	84.3	70.4	41.4
% of Applicants					100.0	83.4	49.1
% of Admits						100.0	58.8
URM							
Total Number	226,730	149,725	33,348	12,409	12,149	9,106	4,707
% of 10th Graders	100.0	66.0	14.7	5.5	5.4	4.0	2.1
% of Graduates		100.0	22.3	8.3	8.1	6.1	3.1
% of A to G Graduates			100.0	37.2	36.4	27.3	14.1
% of SAT II Takers				100.0	97.9	73.4	37.9
% of Applicants					100.0	75.0	38.7
% of Admits						100.0	51.7
Male							
Total Number	236,533	165,310	49,173	26,683	22,760	18,900	11,278
% of 10th Graders	100.0	69.9	20.8	11.3	9.6	8.0	4.8
% of Graduates		100.0	29.7	16.1	13.8	11.4	6.8
% of A to G Graduates			100.0	54.3	46.3	38.4	22.9
% of SAT II Takers				100.0	85.3	70.8	42.3
% of Applicants					100.0	83.0	49.6
% of Admits						100.0	59.7

*UC applicants, admits, and enrollees include data for the entire academic year. However, if a student applied for more than one term within the same academic year or was admitted to multiple terms or campuses, this student was only counted once.

Indicator 1: 2003

Inclusiveness Indicators for All CA Public Schools with Grade 12--2003 Number of Students Progressing Through Each Stage Toward UC Enrollment

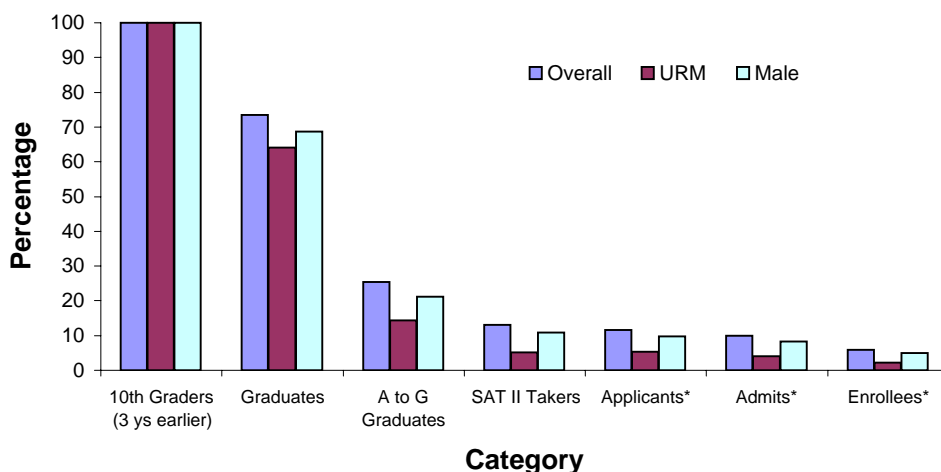


	10th Graders (3 yrs earlier)	Graduates	A to G Graduates	SAT II Takers	Applicants*	Admits*	Enrollees*
2003							
Total Number	455,134	341,290	114,506	64,153	55,023	47,281	27,013
% of 10th Graders	100.0	75.0	25.2	14.1	12.1	10.4	5.9
% of Graduates		100.0	33.6	18.8	16.1	13.9	7.9
% of A to G Graduates			100.0	56.0	48.1	41.3	23.6
% of SAT II Takers				100.0	85.8	73.7	42.1
% of Applicants					100.0	85.9	49.1
% of Admits						100.0	57.1
URM							
Total Number	219,414	144,827	31,892	12,013	12,561	9,550	4,941
% of 10th Graders	100.0	66.0	14.5	5.5	5.7	4.4	2.3
% of Graduates		100.0	22.0	8.3	8.7	6.6	3.4
% of A to G Graduates			100.0	37.7	39.4	29.9	15.5
% of SAT II Takers				100.0	104.6	79.5	41.1
% of Applicants					100.0	76.0	39.3
% of Admits						100.0	51.7
Male							
Total Number	233,775	164,364	48,817	27,321	23,640	20,092	11,825
% of 10th Graders	100.0	70.3	20.9	11.7	10.1	8.6	5.1
% of Graduates		100.0	29.7	16.6	14.4	12.2	7.2
% of A to G Graduates			100.0	56.0	48.4	41.2	24.2
% of SAT II Takers				100.0	86.5	73.5	43.3
% of Applicants					100.0	85.0	50.0
% of Admits						100.0	58.9

*UC applicants, admits, and enrollees include data for the entire academic year. However, if a student applied for more than one term within the same academic year or was admitted to multiple terms or campuses, this student was only counted once.

Indicator 1: 2002

Inclusiveness Indicators for All CA Public Schools with Grade 12--2002 Number of Students Progressing Through Each Stage Toward UC Enrollment

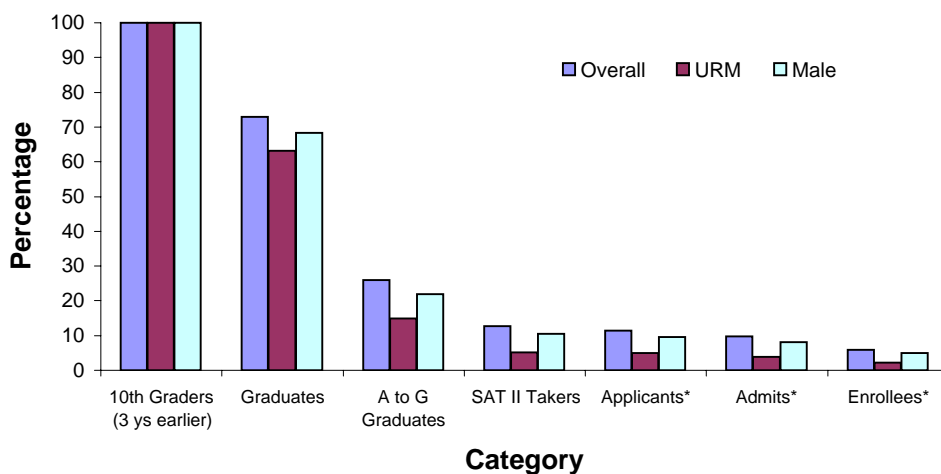


	10th Graders (3 yrs earlier)	Graduates	A to G Graduates	SAT II Takers	Applicants*	Admits*	Enrollees*
2002							
Total Number	444,064	325,919	112,676	58,054	51,718	44,315	26,454
% of 10th Graders	100.0	73.4	25.4	13.1	11.6	10.0	6.0
% of Graduates		100.0	34.6	17.8	15.9	13.6	8.1
% of A to G Graduates			100.0	51.5	45.9	39.3	23.5
% of SAT II Takers				100.0	89.1	76.3	45.6
% of Applicants					100.0	85.7	51.2
% of Admits						100.0	59.7
URM							
Total Number	211,629	135,530	30,367	10,996	11,113	8,571	4,718
% of 10th Graders	100.0	64.0	14.3	5.2	5.3	4.1	2.2
% of Graduates		100.0	22.4	8.1	8.2	6.3	3.5
% of A to G Graduates			100.0	36.2	36.6	28.2	15.5
% of SAT II Takers				100.0	101.1	77.9	42.9
% of Applicants					100.0	77.1	42.5
% of Admits						100.0	55.0
Male							
Total Number	228,391	156,958	48,409	24,644	22,116	18,780	11,407
% of 10th Graders	100.0	68.7	21.2	10.8	9.7	8.2	5.0
% of Graduates		100.0	30.8	15.7	14.1	12.0	7.3
% of A to G Graduates			100.0	50.9	45.7	38.8	23.6
% of SAT II Takers				100.0	89.7	76.2	46.3
% of Applicants					100.0	84.9	51.6
% of Admits						100.0	60.7

*UC applicants, admits, and enrollees include data for the entire academic year. However, if a student applied for more than one term within the same academic year or was admitted to multiple terms or campuses, this student was only counted once.

Indicator 1: 2001

Inclusiveness Indicators for All CA Public Schools with Grade 12--2001 Number of Students Progressing Through Each Stage Toward UC Enrollment

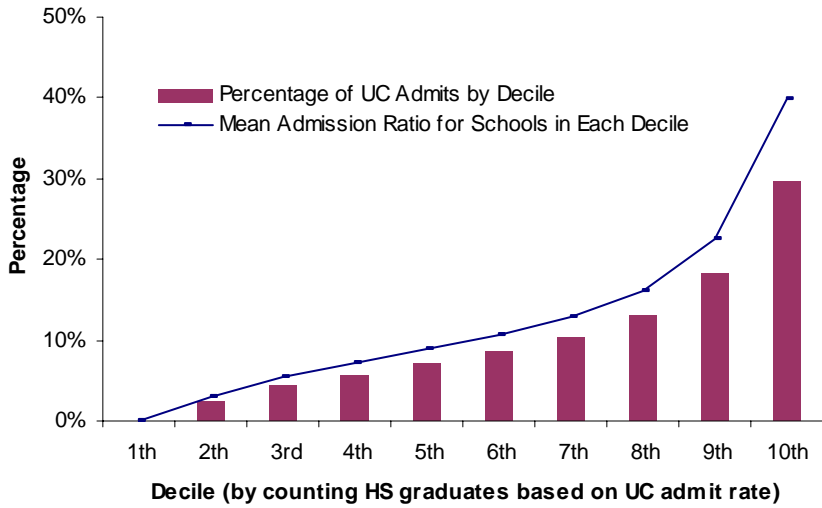


	10th Graders (3 yrs earlier)	Graduates	A to G Graduates	SAT II Takers	Applicants*	Admits*	Enrollees*
2001							
Total Number	433,528	316,124	112,469	55,376	49,401	42,306	25,568
% of 10th Graders	100.0	72.9	25.9	12.8	11.4	9.8	5.9
% of Graduates		100.0	35.6	17.5	15.6	13.4	8.1
% of A to G Graduates			100.0	49.2	43.9	37.6	22.7
% of SAT II Takers				100.0	89.2	76.4	46.2
% of Applicants					100.0	85.6	51.8
% of Admits						100.0	60.4
URM							
Total Number	204,199	129,003	30,278	10,568	10,204	7,889	4,351
% of 10th Graders	100.0	63.2	14.8	5.2	5.0	3.9	2.1
% of Graduates		100.0	23.5	8.2	7.9	6.1	3.4
% of A to G Graduates			100.0	34.9	33.7	26.1	14.4
% of SAT II Takers				100.0	96.6	74.6	41.2
% of Applicants					100.0	77.3	42.6
% of Admits						100.0	55.2
Male							
Total Number	222,790	152,175	48,827	23,563	21,184	17,985	11,157
% of 10th Graders	100.0	68.3	21.9	10.6	9.5	8.1	5.0
% of Graduates		100.0	32.1	15.5	13.9	11.8	7.3
% of A to G Graduates			100.0	48.3	43.4	36.8	22.9
% of SAT II Takers				100.0	89.9	76.3	47.3
% of Applicants					100.0	84.9	52.7
% of Admits						100.0	62.0

*UC applicants, admits, and enrollees include data for the entire academic year. However, if a student applied for more than one term within the same academic year or was admitted to multiple terms or campuses, this student was only counted once.

Indicator 2: 2004

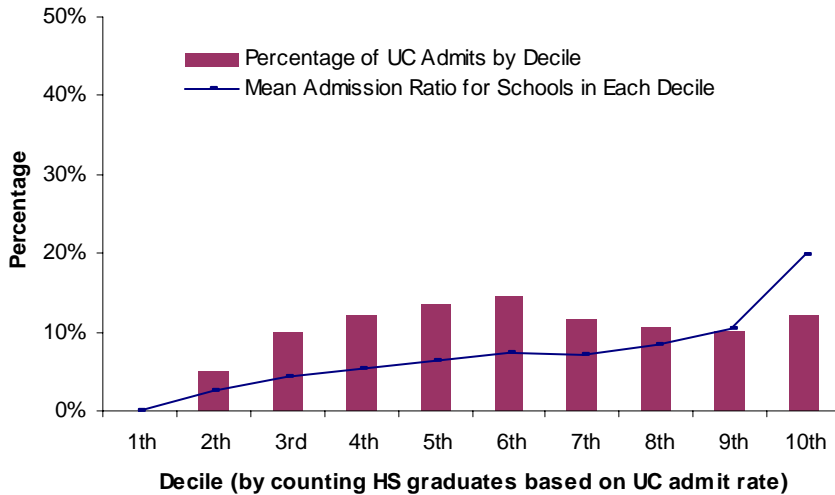
Percentage of Admits by Decile—2004 Overall



Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	790	0.0%	0.0%
2nd	321	2.4%	3.0%
3rd	111	4.5%	5.5%
4th	94	5.7%	7.0%
5th	103	7.2%	8.7%
6th	86	8.7%	10.5%
7th	90	10.3%	12.5%
8th	97	12.9%	15.7%
9th	89	17.9%	21.7%
10th	99	30.4%	38.5%
Total	1880	100.0%	12.2%

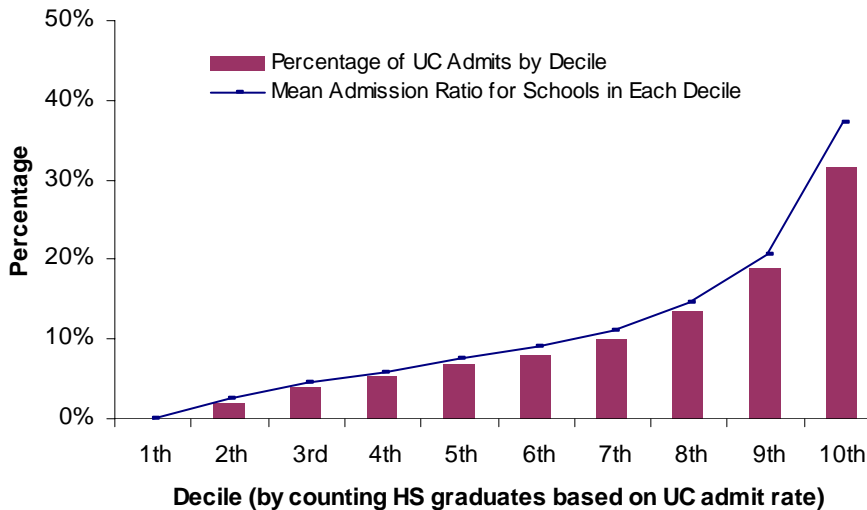
Percentage of Admits by Decile—2004 URM



Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	790	0.0%	0.0%
2nd	321	5.2%	2.5%
3rd	111	10.0%	4.2%
4th	94	12.3%	5.3%
5th	103	13.5%	6.4%
6th	86	14.4%	7.5%
7th	90	11.7%	7.1%
8th	97	10.6%	8.4%
9th	89	10.1%	10.4%
10th	99	12.1%	19.6%
Total	1880	100.0%	5.7%

Percentage of Admits by Decile—2004 Male

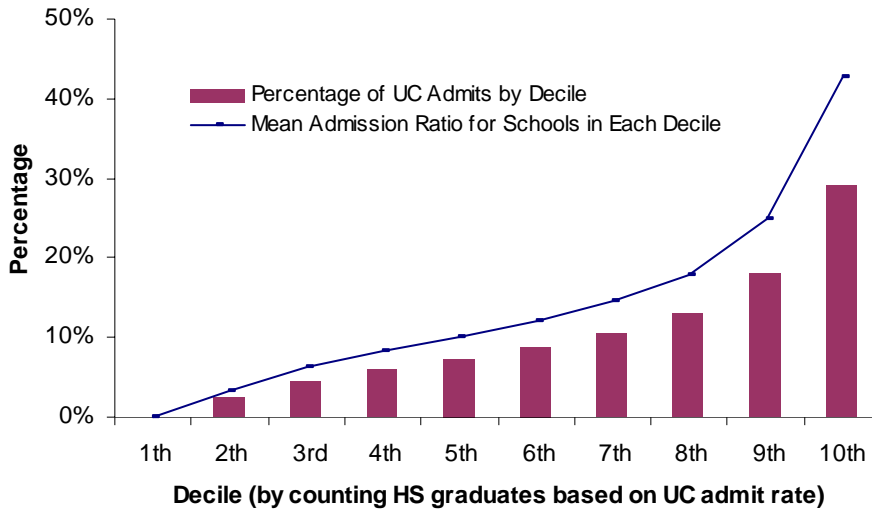


Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	790	0.0%	0.0%
2nd	321	2.1%	2.4%
3rd	111	4.0%	4.5%
4th	94	5.2%	5.8%
5th	103	6.8%	7.5%
6th	86	8.0%	8.9%
7th	90	9.8%	10.7%
8th	97	13.3%	14.3%
9th	89	18.5%	20.0%
10th	99	32.3%	36.0%
Total	1880	100.0%	11.0%

Indicator 2: 2003

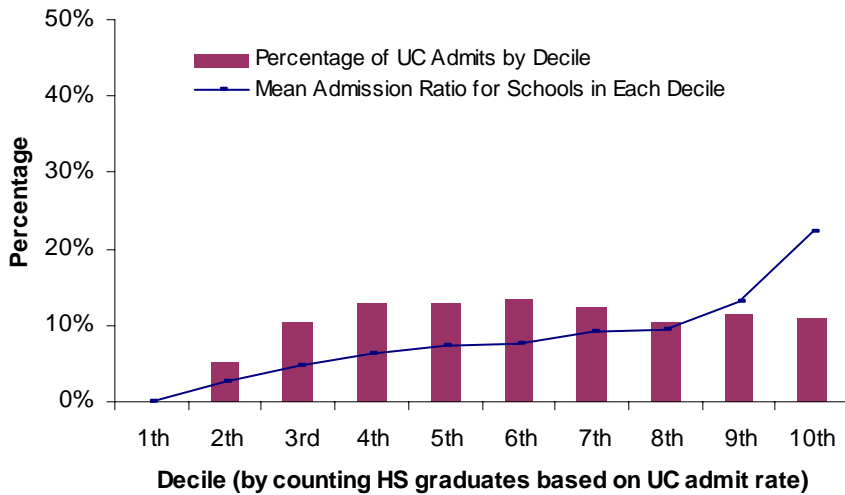
Percentage of Admits by Decile—2003 Overall



Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	818	0.0%	0.0%
2nd	267	2.5%	3.4%
3rd	107	4.7%	6.3%
4th	101	6.1%	8.3%
5th	97	7.2%	9.9%
6th	95	8.7%	11.9%
7th	89	10.7%	14.5%
8th	88	13.0%	17.8%
9th	97	18.1%	24.5%
10th	93	29.0%	42.2%
Total	1852	100.0%	13.7%

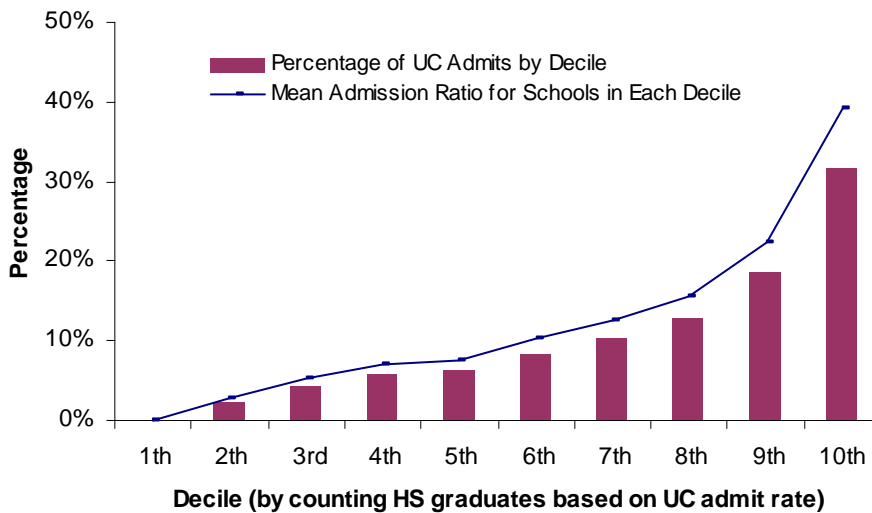
Percentage of Admits by Decile—2003 URM



Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	818	0.0%	0.0%
2nd	267	5.1%	2.6%
3rd	107	10.4%	4.8%
4th	101	12.7%	6.3%
5th	97	12.8%	7.1%
6th	95	13.5%	7.6%
7th	89	12.4%	9.1%
8th	88	10.5%	9.3%
9th	97	11.6%	12.9%
10th	93	11.0%	22.2%
Total	1852	100.0%	6.5%

Percentage of Admits by Decile—2003 Male

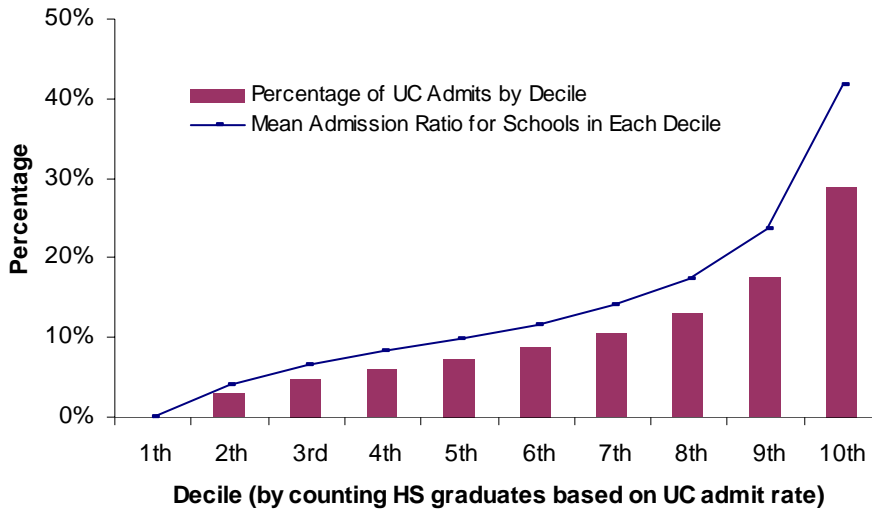


Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	818	0.0%	0.0%
2nd	267	2.2%	2.7%
3rd	107	4.2%	5.1%
4th	101	5.7%	7.0%
5th	97	6.2%	7.6%
6th	95	8.4%	10.2%
7th	89	10.4%	12.4%
8th	88	12.8%	15.4%
9th	97	18.6%	22.1%
10th	93	31.6%	38.8%
Total	1852	100.0%	12.1%

Indicator 2: 2002

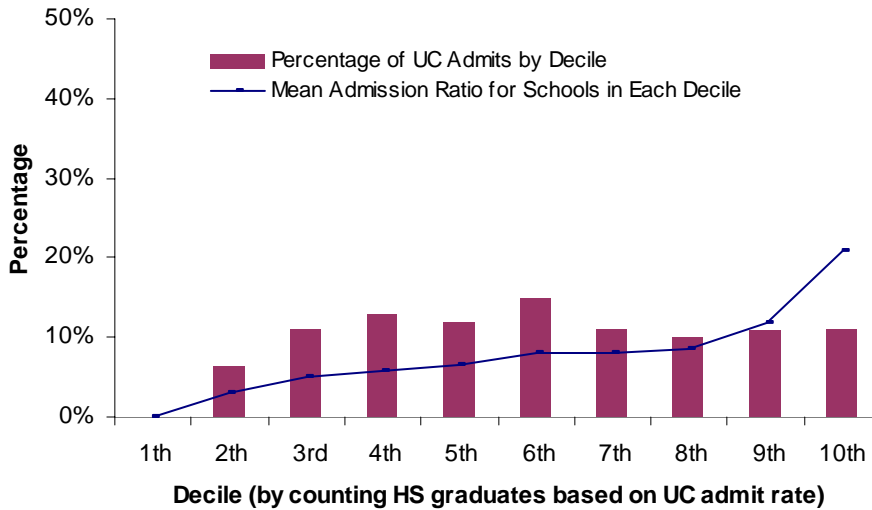
Percentage of Admits by Decile—2002 Overall



Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	876	0.0%	0.0%
2nd	201	2.9%	3.9%
3rd	108	4.9%	6.5%
4th	89	6.1%	8.1%
5th	99	7.3%	9.8%
6th	92	8.7%	11.5%
7th	93	10.5%	13.9%
8th	84	12.9%	17.2%
9th	86	17.3%	23.1%
10th	90	29.4%	40.7%
Total	1818	100.0%	13.4%

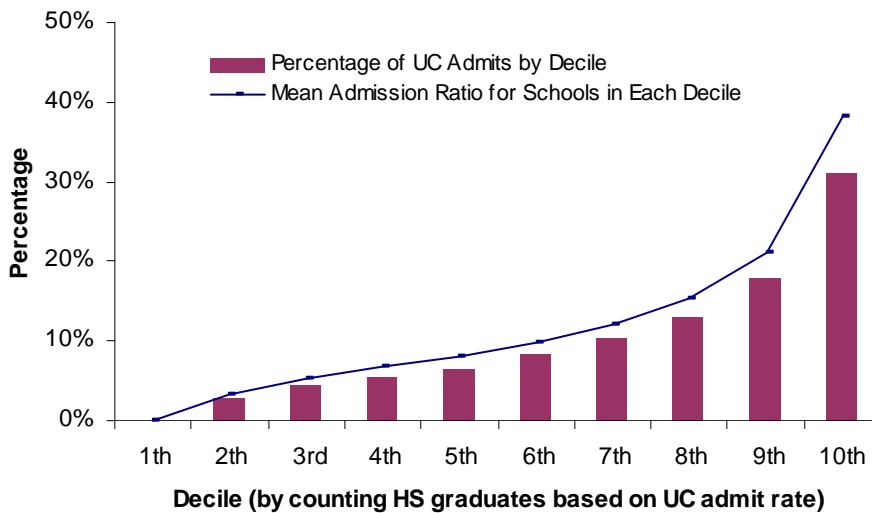
Percentage of Admits by Decile—2002 URM



Data Table

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1st	876	0.0%	0.0%
2nd	201	6.3%	3.0%
3rd	108	11.0%	5.0%
4th	89	12.8%	5.8%
5th	99	11.9%	6.5%
6th	92	14.8%	7.9%
7th	93	11.0%	8.0%
8th	84	10.0%	8.5%
9th	86	10.9%	11.7%
10th	90	11.2%	20.7%
Total	1818	100.0%	6.2%

Percentage of Admits by Decile—2002 Male

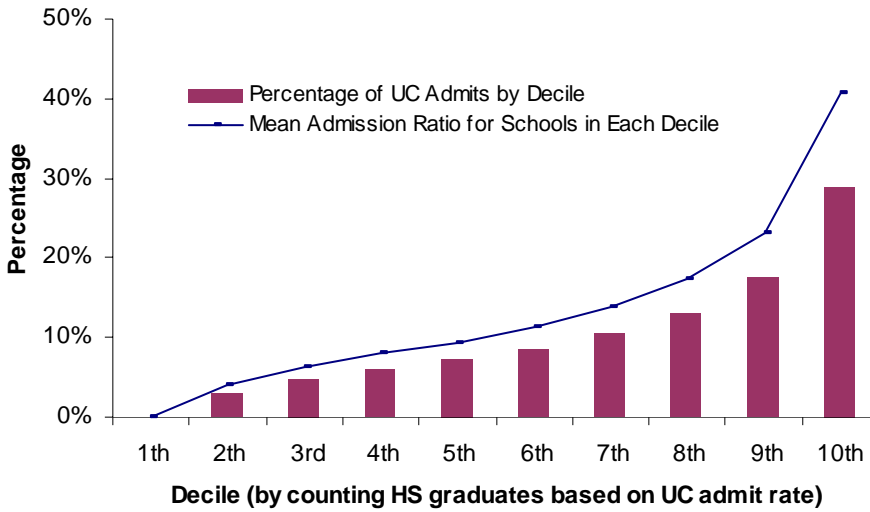


Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	876	0.0%	0.0%
2nd	201	2.7%	3.2%
3rd	108	4.5%	5.4%
4th	89	5.6%	6.8%
5th	99	6.6%	7.9%
6th	92	8.3%	9.8%
7th	93	10.2%	11.8%
8th	84	13.0%	15.1%
9th	86	17.6%	20.5%
10th	90	31.5%	37.6%
Total	1818	100.0%	11.8%

Indicator 2: 2001

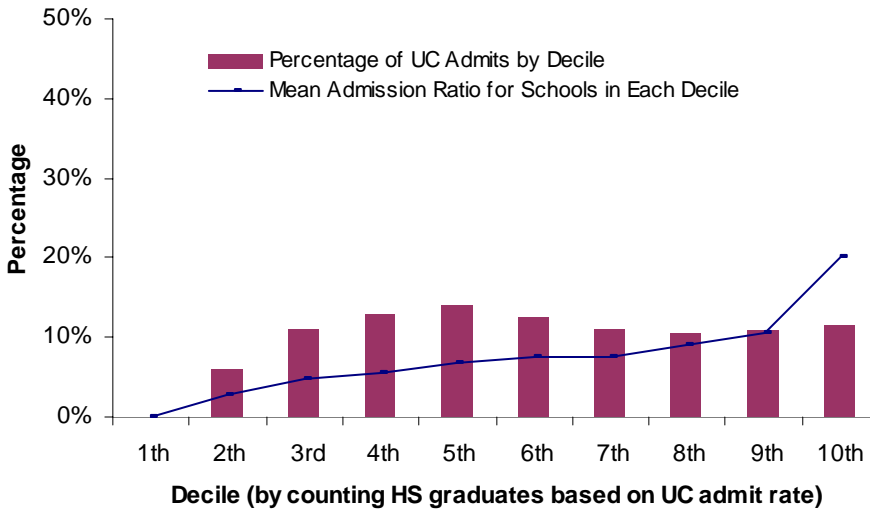
Percentage of Admits by Decile—2001 Overall



Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	865	0.0%	0.1%
2nd	137	3.1%	4.1%
3rd	101	4.8%	6.3%
4th	92	6.0%	7.9%
5th	92	7.3%	9.3%
6th	88	8.7%	11.3%
7th	88	10.5%	13.7%
8th	88	13.3%	17.3%
9th	85	17.5%	22.8%
10th	89	28.8%	40.2%
Total	1725	100.0%	13.1%

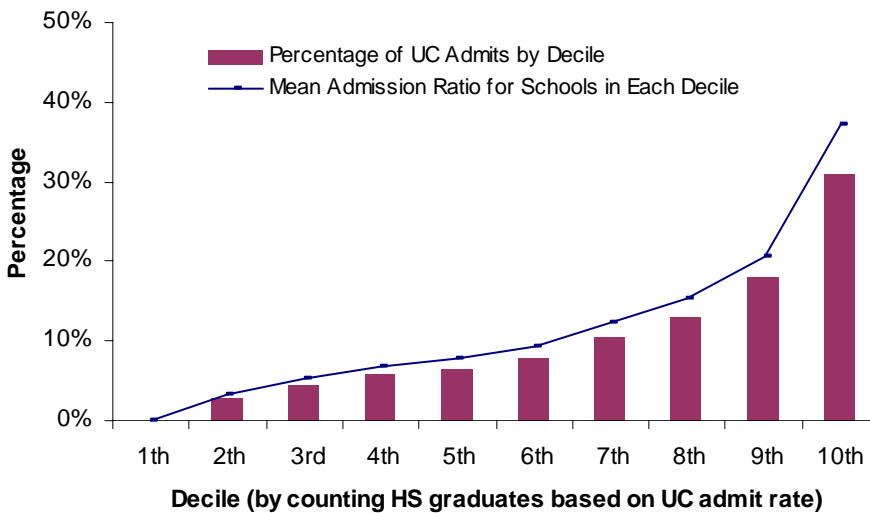
Percentage of Admits by Decile—2001 URM



Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	865	0.1%	0.0%
2nd	137	6.1%	2.7%
3rd	101	11.0%	4.7%
4th	92	12.6%	5.5%
5th	92	14.0%	6.6%
6th	88	12.5%	7.4%
7th	88	11.0%	7.6%
8th	88	10.5%	8.9%
9th	85	10.7%	10.5%
10th	89	11.5%	20.0%
Total	1725	100.0%	5.9%

Percentage of Admits by Decile—2001 Male



Data Table

Decile	# of Schools	% of Admits	Admission Ratio
1st	865	0.0%	0.0%
2nd	137	2.8%	3.3%
3rd	101	4.5%	5.3%
4th	92	5.7%	6.6%
5th	92	6.7%	7.7%
6th	88	7.7%	9.0%
7th	88	10.5%	12.1%
8th	88	13.3%	15.4%
9th	85	18.0%	20.4%
10th	89	30.8%	36.8%
Total	1725	100.0%	11.6%

Indicator 3

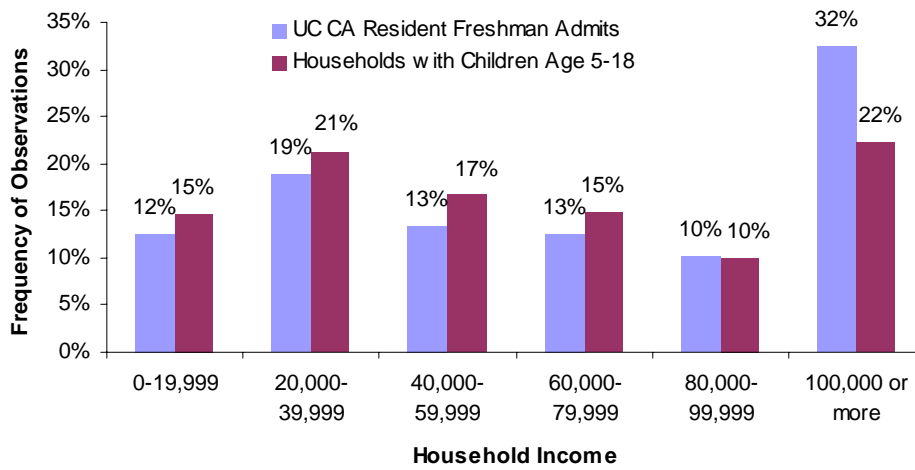
Gap Analysis for Underrepresented Minority (URM) Admits to the University of California (CA Public Schools with a 12th Grade)

	2004	2003	2002	2001
URM Admits (African American, Chicano/Latino, and Native American)				
Actual URM Graduates	149,725	144,827	135,530	129,003
Overall Admission Ratio	12.74%	13.85%	13.60%	13.38%
Predicted URM Admits	19,075	20,059	18,432	17,261
Actual URM Admits	9,106	9,550	8,571	7,889
Gap	9,969	10,509	9,861	9,372
URM Admits (if no differences within schools)	13,442	14,680	13,559	12,630
Gap Due to Differences within Schools	4,336	5,130	4,988	4,741
Gap Due to Differences between Schools	5,633	5,379	4,873	4,631
Proportion of Gap Due to Differences within Schools	43%	49%	51%	51%
Proportion of Gap Due to Differences between Schools	57%	51%	49%	49%
African American Admits				
Actual African American Graduates	25,267	24,860	23,453	22,474
Overall Admission Ratio	12.74%	13.85%	13.60%	13.38%
Predicted African American Admits	3,219	3,443	3,190	3,007
Actual African American Admits	1,458	1,695	1,486	1,360
Gap	1,761	1,748	1,704	1,647
African American Admits (if no differences within schools)	2,511	2,809	2,581	2,428
Gap Due to Differences within Schools	1,053	1,114	1,095	1,068
Gap Due to Differences between Schools	708	634	609	579
Proportion of Gap Due to Differences within Schools	60%	64%	64%	65%
Proportion of Gap Due to Differences between Schools	40%	36%	36%	35%
Chicano/Latino Admits				
Actual Chicano/Latino Graduates	121,418	116,847	109,043	103,795
Overall Admission Ratio	12.74%	13.85%	13.60%	13.38%
Predicted Chicano/Latino Admits	15,469	16,183	14,830	13,888
Actual Chicano/Latino Admits	7,377	7,590	6,800	6,263
Gap	8,092	8,593	8,030	7,625
Chicano/Latino Admits (if no differences within schools)	10,666	11,556	10,656	9,926
Gap Due to Differences within Schools	3,289	3,966	3,856	3,663
Gap Due to Differences between Schools	4,803	4,627	4,174	3,962
Proportion of Gap Due to Differences within Schools	41%	46%	48%	48%
Proportion of Gap Due to Differences between Schools	59%	54%	52%	52%

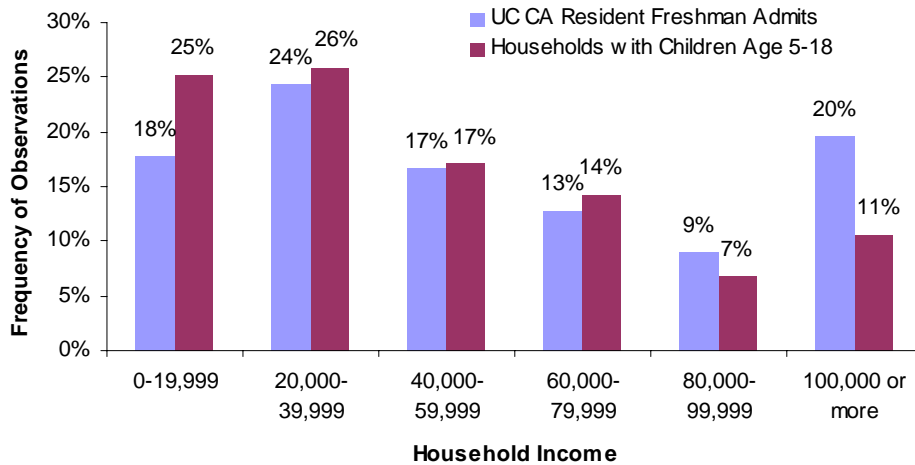
Indicator 4

Household-Based Indicators—California Residents

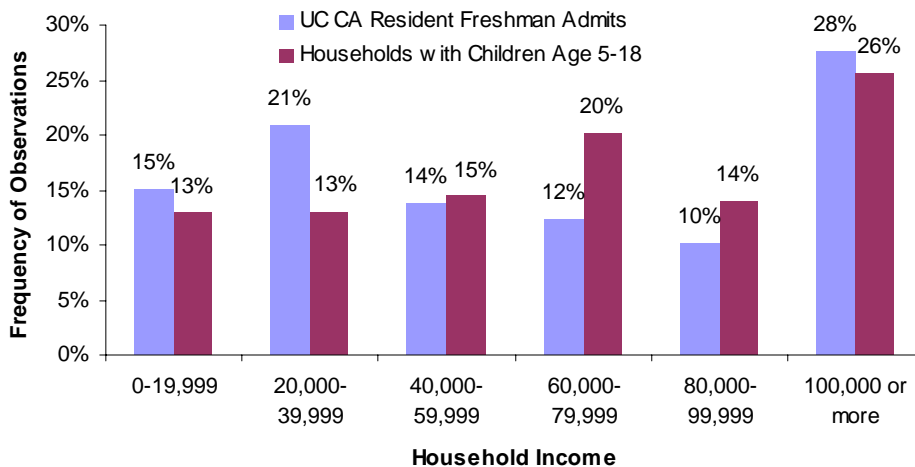
Household Distributions by Income, 2004--Overall



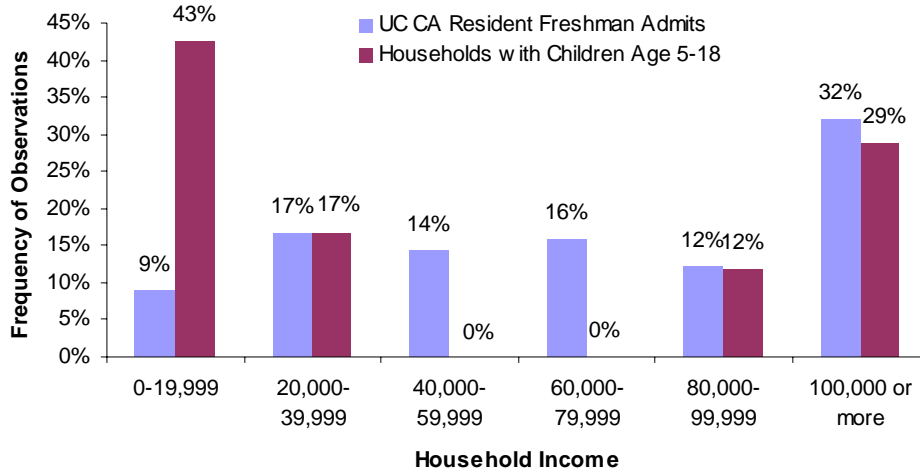
Household Distributions by Income, 2004—African American



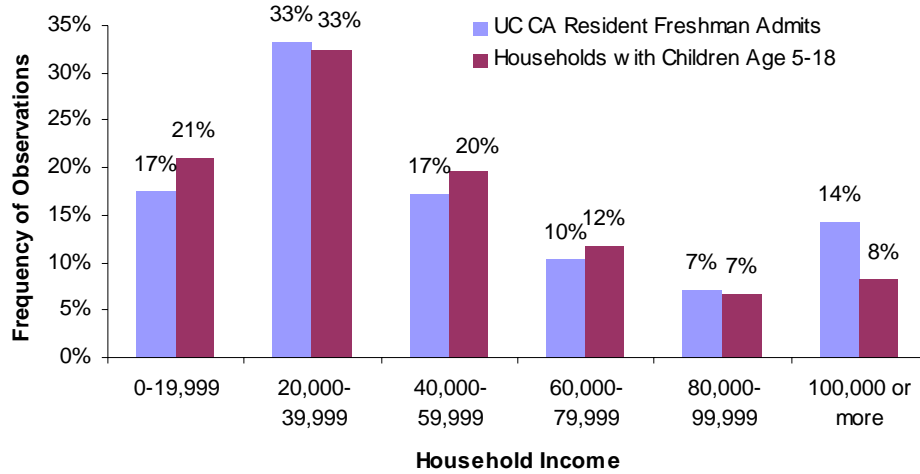
Household Distributions by Income, 2004--Asian



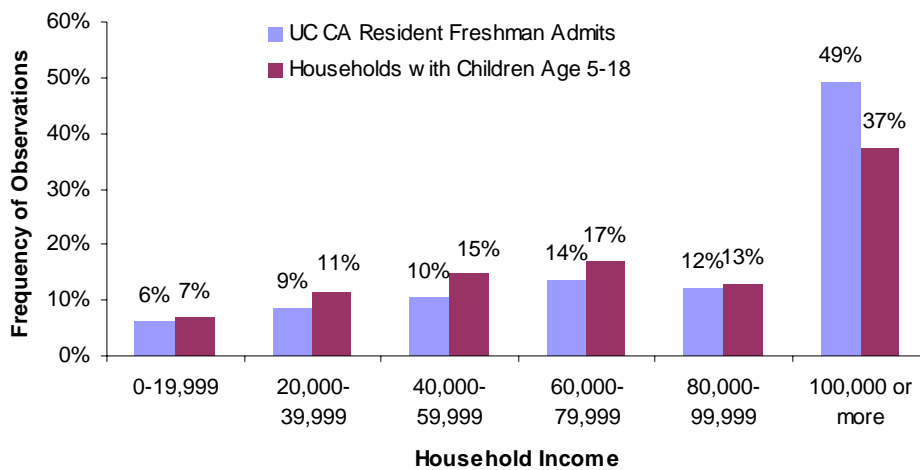
Household Distributions by Income, 2004—Native American



Household Distributions by Income, 2004—Hispanic

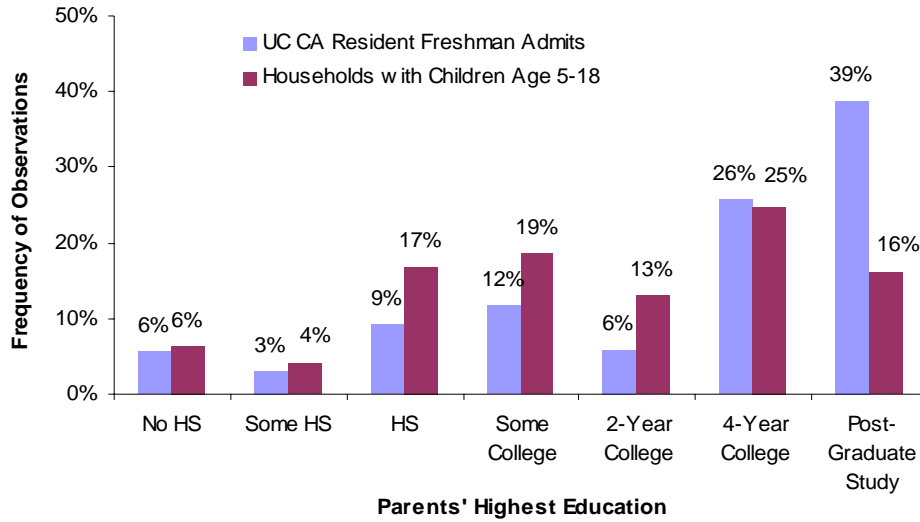


Household Distributions by Income, 2004—White

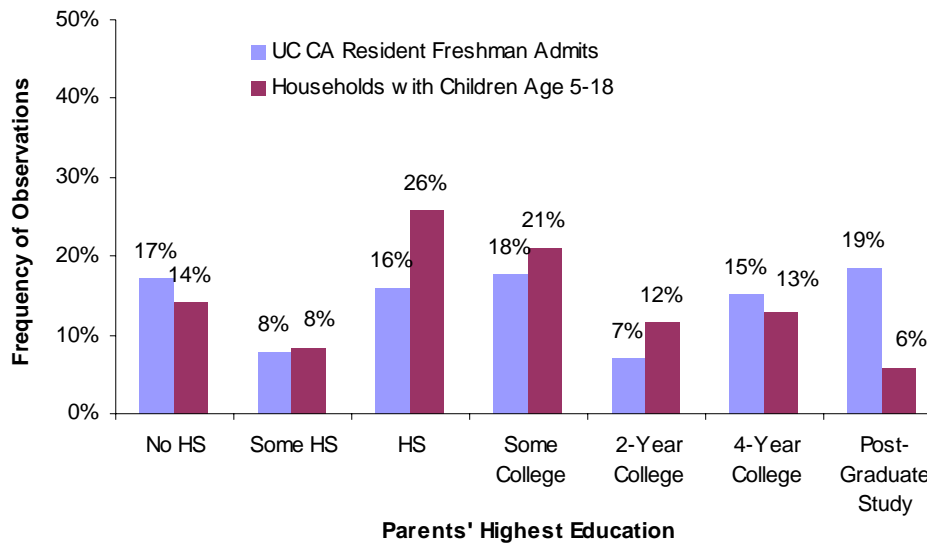


Indicator 5

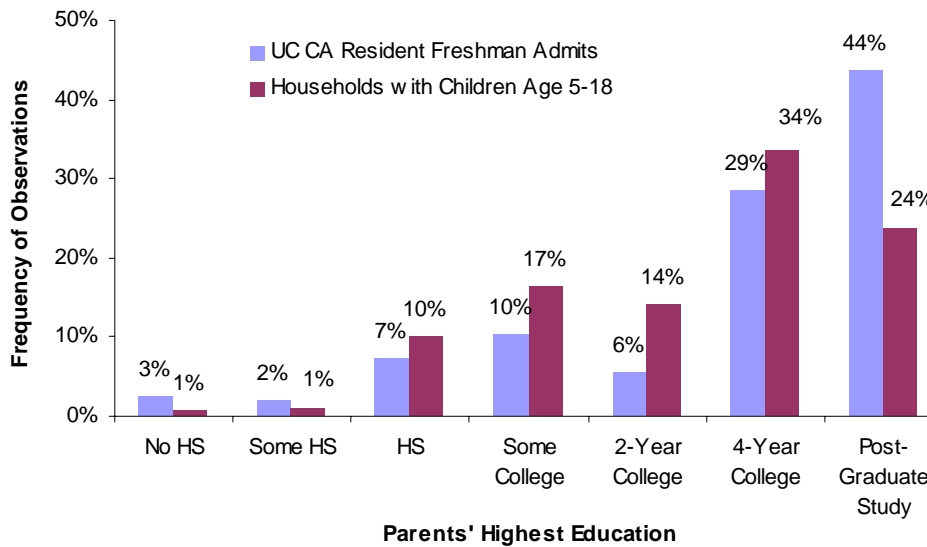
Household Distributions by Parents' Highest Education, 2004--Overall



Household Distributions by Parents' Highest Education, 2004--URM



Household Distributions by Parents' Highest Education, 2004--NON-URM



VII. REPORTS OF STANDING COMMITTEES (Continued)

- C. **Committee on Educational Policy (UCEP) (oral report)**
 - **Denise Segura, Chair**
An update on recent UCEP activities

- D. **Committee on Academic Personnel (UCAP) (oral report)**
 - **Anthony “Tony”, Chair**
An update on recent UCAP activities

- E. **Committee on Faculty Welfare (UCFW) (oral report)**
 - **Raymond “Rusty” Russell, Chair**
An update on recent UCFW activities

- F. **Committee on Planning and Budget (UCPB) (oral report)**
 - **Stanton “Stan” Glantz, Chair**
An update on recent UCPB activities

The University Committee on Planning and Budget prepared its report *Current Budget Trends and the Future of the University of California*⁴ to provide an analysis of long-term implications for UC of following different budgetary paths. The report projects the impact of four current and alternative budget scenarios on areas such as student fees and access, faculty and employee salaries, graduate education and the role of private fund-raising. As is stated in the forward to the report, UCPB hopes this analysis will be useful for faculty, administration, Regents, the general public and public policy makers “as a benchmark for realistic discussions of the future of the University of California and the future of higher education in California.” **At its May 24, 2006 meeting, the Academic Council voted unanimously to formally receive the “Futures” report for forwarding to the Assembly as an information item, and to encourage its broad distribution.**

⁴ Reprint as Appendix B starting on page 39 of this NOTICE of MEETING

VIII. UNIVERSITY AND FACULTY WELFARE REPORT (none)

IX. PETITIONS OF STUDENTS (none)

X. UNFINISHED BUSINESS (none)

XI. NEW BUSINESS

1. Parking – A Proposal to Fund Parking Through a Tax on New Construction or Major Renovation (discussion)

- **Judith Stern, UC Davis Assembly Representative**

At the May 10, 2006 Assembly meeting, Chair Oakley informed the Assembly that UC Davis Assembly Representative Judith Stern had requested as a future agenda item a discussion of developing a guiding principle that would include an assessment on all new buildings and major renovations to help fund parking structures.

Transportation Principles

June 2, 2006

DRAFT

The expansion of the UCD campus (new buildings, roads) and increased enrollment will result in the destruction of about 6000 parking spaces between the years 1990 to 2014. It is time to revisit parking principles to use a more equitable model than parking fees to fund transportation.

The overriding principle is that faculty, staff, and students should have options as to how they get to and from campus which include bikes, automobiles, buses and walking. No one should be financially penalized for choosing one option over another.

Background

The Campus Infrastructure includes roads, bike paths, walkways and parking structures (referred to as transportation system). When we build new buildings or there is a project that results in major renovations, this can increase demands on the transportation system. Transportation and Parking System (TAPS) has been a major source of revenue for the aforementioned infrastructure.

UC Davis Infrastructure Program.

Using a model developed by Stanford University, we are proposing that there should be a UCDIP that is applied to Transportation Programs.

- UCDIP should include an assessment on all projects regardless of size and funding sources.
- The UCDIP assessment (to be determined) will be calculated on total project costs and will be charged monthly based on project expenditures.
- The cost of replacement parking, building parking structures and surface spaces, bike paths walking paths and roadways will be paid for from the UCDIP assessment.

Fundamental to this proposal is the overriding principle that TAPS does not have to be a self-supporting unit.