

# Association of Christian Schools International v. Stearns, et al.

## Expert Report of John Aubrey Douglass Regarding The History of UC Admissions<sup>1</sup>

### A. Introduction

#### A.1. Purpose of Report

I have been asked to explain the history of and purposes behind the admissions process and A-G requirements used by the University of California. Specifically, the following brief outlines the authority and role of the University in setting its admissions criteria since its establishment by the State of California in 1868. I also address precedent of past and current school accreditation, the setting of curricular requirements (including the A-G course pattern that dates back to the 1920s), the review of individual courses, and the general paths of admission standards that have afforded access by the University to qualified students.

Since its founding, the University of California has:

- Maintained a close working relationship with the state's public and private schools in developing and maintaining a college preparatory curriculum – a relationship that has been critical in preparing students for postsecondary education and expanding access and socioeconomic opportunity.
- Maintained the autonomy of the University to establish policies and procedures related to admissions to a highly sought public good (a university education at a selective public institution).
- Publicly stated its eligibility standards that are tied to the academic requirements set by the University.

#### A.2. Expert Qualifications

Among my qualifications for providing the following analysis are the following.

- I have written extensively on the broad issues of access and equity in higher education in the US and in Europe, focused on both historical and contemporary policy issues, and including publications in scholarly and policy journals including *The American Behavioral Scientist*, *the European Journal of Education*, *the History of Education Quarterly*, *Change Magazine*, *California Politics and Policy*, *Higher Education Policy and Management* (OECD journal), *Perspectives* (UK journal) and *Higher Education Policy*.
- My book *The Conditions for Admissions: Access, Equity, and the Social Contract of Public Universities*, published in April 2007 by Stanford University Press, provides the an in-depth historical and contemporary analysis of the admissions practices and purposes of public universities in the United States, with a significant focus in the manuscript on the University of California as a case study.
- My book *The California Idea and American Higher Education*, published by Stanford University Press in 2000, provides the only comprehensive history on how and why California developed it pioneering higher education system, and includes an analysis of changing admissions criteria over time among the three public segments (the University of California, the California State University, and the California Community Colleges). The California Idea has just been published in Chinese.
- I have significant policy and practitioner experience related to admissions issues at the University of California. This includes authoring a study sanctioned by the universitywide office of the UC Academic

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<sup>1</sup> This report is based in part on research for the book, *The Conditions for Admission: Access, Equity and the Social Contract of Public Universities* (Stanford University Press, 2007).

Senate and the UC Office of the President and completed in 1997 on UC admissions and the respective role of faculty, the administration, and the Board of Regents in setting admissions policies. I also was the Director of Policy Analysis for the universitywide office of the UC Academic Senate from 1997-98, sitting in on meetings of various senate committees, including the Board of Admissions and Relations with Schools, and providing reports and analysis on major issues related to admissions policies.

## **B. The History of UC's Eligibility Criterion and Admissions Paths**

### **B.1 A Few Notes on the Context: University Autonomy and Admissions**

In considering the history of the University of California's admissions policies and practices, it is important to note a number of important contexts.

#### *Becoming A Public Trust:*

California's land-grant university has an important legal status and broad autonomy relative to other entities of the state. California's state university was first established and chartered via statutory law in 1868. Among other stipulations, the founding legislation charged the University of California's Board of Regents with the authority to regulate the selection of students, including determining "the moral and educational qualification of applicants for admission to the various courses of instruction."<sup>a</sup> The charter reflected the consensus among lawmakers that the University should be independent in setting admissions policies, free from undue political or sectarian influence.

In 1879, further solidifying the authority of the Regents to set admission criteria, the California State Constitution elevated the University to the status of a "public trust." This meant that the legislature, and later voters with the innovation of the initiative, could pass no law regarding the internal management of the University, with the exception of regulatory controls and laws relating to its public fiduciary responsibilities.<sup>b</sup>

The prerogative of the University of California to set its admissions standards was reaffirmed in 1960 when the California legislature placed elements of the California Master Plan for Higher Education within the Donahoe Act. The 1960 Donahoe Act offered a single statute describing the mission of each of California's three public higher education segments: the University of California, the California State University system, and the California Community Colleges. Many elements of the Master Plan were not included in the statute, instead acting as a general agreement between the various public higher education segments and state government. This included the agreed upon pool of students from which each of the segments would draw. Under the Master Plan, the University of California admits all students who ranked in the top 12.5 percent of all high school graduates in the state (as determined by UC), guaranteeing them a place in at least one of the University's campuses. The 12.5 percent target was not placed in statute due, in large part, to the constitutional autonomy of the Board of Regents and the explicit authority of the University to set admissions standards, policies, and procedures.

#### *The Role of the Academic Senate:*

The Board of Regents, in turn, vested authority for "setting the conditions of admission" in the University's faculty, and specifically its Academic Senate. The Senate, the representative body of the faculty, had been formally established in the 1868 state charter to, under the delegated authority of the Regents, manage most of the academic and business affairs of the new university.

The Academic Senate created a number of committees to set admissions requirements and policies and to set standards for high school curriculum, including the Committee on Credentials, Committee on Admissions, Committee on Examinations, and a Committee on Schools. In 1929, the Board of Admissions and Entrance Examinations absorbed all of these functions, except relations with schools. In 1939, the Committee on Schools was consolidated into the larger board, creating the contemporary Board of Admissions and Relations with Schools (BOARS).

#### *High School Accreditation:*

Another important context for understanding the history of admissions policies and practices at the University of California is related to the development of high school accreditation. To promote the high school in California, and to set standards for college preparatory courses, University faculty visited schools and reviewed their curriculum, creating a benchmark for accreditation. In turn, students from a University accredited school taking specific courses could be admitted to the University with the recommendation of their principal. University accreditation of public and private high schools existed from 1884 until 1964 when the University deferred to the Western Association of College and Schools for general accreditation (which is described in more detail in part C below).<sup>c</sup> However, the concept of University course review and approval has existed from 1884 until the present.

#### *The Notion of UC Eligibility:*

Throughout the history of the University, and beginning in earnest in the 1880s, the University has attempted to set admissions requirements to help ensure that the University admits students who have a reasonable chance of succeeding academically at the University and eventually graduating. At the same time, the University developed the concept that any student who meets these minimum requirements will become "UC Eligible," guaranteeing her a place at one or more of the University's campuses. As California's population has grown, so has the number of UC campuses essential for accommodating these students, first with Berkeley, then in 1919 including UCLA, and eventually ten campuses – nine undergraduate campuses.

Access to the University, however, is calibrated not only to assess quality of secondary schools and the abilities of their graduates; financial considerations have also shaped admissions practices. From 1920 to 1960, the University of California admitted students from approximately the top 15 percent of the state's high school graduates (with various caveats discussed below); in 1960, and as part of an effort to reduce costs to state taxpayers and shift more students to California's community colleges, the statewide target was set at the current 12.5 percent, effectively requiring the University to raise its admissions standards.

## **B.2. Four General Paths for Admission**

Since the 1880's, the University of California has maintained in one form or another four routes for admission and enrollment at the undergraduate level.

- Regular Admission (statewide and local):

#### *Regular Admissions: Eligibility in the Statewide Context*

Over the history of the University of California, the vast majority of students have been admitted under "regular admission" criteria that make them eligible to attend at least one of the University's campuses. Between approximately 1884 and today, Regular Admissions has included students who graduated from an accredited California high school (from 1884 until 1964, accredited by UC faculty, later by the Western Association of

Schools and Colleges), who have taken a prescribed distribution of UC approved courses in required subjects, and who have graduated with a sufficient overall academic record in those subjects.

What changed over time in the Regular Admissions process has been the specific college preparatory subjects required by the University, options for meeting those requirements, and the addition of the submission of standardized test scores.

In 1931 and extending into the 1950s, the University's required subjects included a pattern of courses equaling 10 to 11 Carnegie Units (each unit equivalent to a one year course) and achieving a B (3.0) grade point average (as stipulated under Senate Regulation 269).<sup>d</sup> That unit requirement was increased around 1960 to the present 15 units – which are now called the A-G requirements reflecting the seven subject area requirements and which are more fully explained later in this report.

The University has historically offered the option for students to take an examination in required subject areas if, for some reason, a student failed to take the necessary number of University approved courses in each specified subject area: e.g., if a school does not offer all the approved A-G courses or if a student simply enrolls in insufficient A-G courses. Meeting University admissions requirements by taking subject-based examinations is a method for access to the University that dates back, in one form or another, to the 1870s – even before the development of accreditation and the contemporary A-G requirements.

In the 1880s, University faculty developed a set of subject-based examinations that a student could take to fulfill the University's admissions requirements; by the 1950s, University-approved exams were offered by the College Entrance Examination Board (CEEB) that could be taken in lieu of missing A-G course requirements – what are today the SAT Subject Tests. Academic senate policy also allowed students to validate any missing subject requirements by satisfactory work in University Extension, or satisfactory completion of a course in another institution such as a community college. All of these alternative methods for meeting the subject requirements, plus the opportunity to take Advanced Placement and International Baccalaureate exams, are available to students today.

In 1968, the University added the requirement that all freshman applicants take and provide standardized test scores, including either the SAT and ACT, and three subject based tests; however, until 1979, the University used these test scores in the admissions process for only a small fraction of students who were at the margin of UC Eligibility - those who had between a 3.00 and 3.09 GPA in required courses.

In 1979, test scores became a more significant factor in both eligibility and selection by UC campuses with the introduction of an "Eligibility Index" – a sliding scale of GPA in required courses and test scores, although still heavily weighted toward GPA. The Eligibility Index remains the primary mode for identifying Regular Admission students and has included one major adjustment: the requirement of a minimum test score.<sup>e</sup>

#### *Regular Admissions: Eligibility in the Local Context*

In the aftermath of a rancorous debate within the Board of Regents regarding affirmative action policies (focused not on UC eligibility criteria, but on the actual selection of students at the most competitive campuses) and the passage of Proposition 209 amending the state constitution to effectively end affirmative action in admissions, the University of California has embarked on a number of policy revisions. In terms of UC Eligibility, the most important policy revision has been the adoption of UC Eligibility in the Local Context (ELC).

UC Eligibility has historically been a statewide criterion for Regular Admission to one or more of the University's campuses. The ELC program essentially adds to the Regular Admissions process the stipulation that any

students who graduate in the top 4 percent of their high school class, as determined jointly by the University and local schools based on grades in A-G courses, are eligible for admission. ELC mimics earlier Special Admission criteria that admitted students from the top 10 percent of a high school class between 1934 and 1960.

- Entrance by Examination (now called "Eligibility by Examination"):

Since the 1920s, the University of California has offered the option for students graduating from accredited or non-accredited California high schools, and from postsecondary schools outside of the state of California, to take prescribed standardized tests that, with a sufficient score, make them UC Eligible.

- Special Admissions (now called "Admission by Exception"):

The University of California has long recognized the inevitability of the varying quality in the state's schools, and the different life chances and socioeconomic background of prospective talented students.

Regular admissions cannot always accurately gauge the great variety of human proclivities and special talents of prospective students in areas such as music, art, athletics, and other endeavors that are of value and promote creativity. The criteria for special admissions (sometimes referred to as special action and now called "admission by exception") has changed over time, but it has existed in one form or another since the 1880s; in the period between 1920 to 1960, special admissions constituted approximately 10 percent of all University undergraduate admissions, drastically reduced to 2 percent in 1960, and then increased to 4 percent in 1968, and then in 1979 to its present policy limit of 6% of all enrolled undergraduate students.

- Transfer at the Junior Year:

In 1907, California became the first state to pass legislation for the establishment and funding of a public two-year junior college system. University of California academic leaders were major supporters for the development of the local junior colleges as extensions of local schools, the creation of the Associate of Arts degree, and the reorganization of the University's curriculum into a lower and upper division. UC also created criteria for junior college students to transfer at the junior year to the University of California. Originally, University faculty accredited all public junior colleges, which became known by the 1960s as California's Community Colleges.

### **C. The History of UC's Role in the Accreditation of High Schools (Public and Private, Religious and Non-Religious)**

In 1884, to help promote the development of California's high schools and encourage students to take courses that prepared them for admission to the University of California, the University's academic senate was given the authority by the UC Board of Regents to accredit public and private high schools. Accreditation became an essential means to review the curriculum and set standards for secondary schools on a statewide basis – a model first pioneered in Michigan and adopted by most Midwestern and Western states in the late 1800s. Prior to the 1880s, students applying to the University of California could meet University admission requirements only by taking a set of "entrance" exams in required subjects offered at the University's campus at Berkeley and later in various locations around the state.

In 1884, the Academic Senate was also given authority to set policies and procedures for admissions. As part of their duties, University faculty thus set standards for preparatory courses required for admission in areas such as

algebra and geometry and classical language—requirements that could alternatively be met, as they can today, by passing the University's subject area exams.<sup>f</sup>

Prior to 1936, accreditation rested on two bases: (1) the UC scholastic record achieved by students from that high school, and (2) a report on the high school made by a University faculty member who spent a day in inspection of its curriculum, instructional facilities and procedures. Prior to 1936, accreditation was granted on an annual basis rather than for a continuing period.

In the 1930s, the University moved from a process in which faculty members visited, scrutinized, and judged the actual day-to-day teaching of courses of the college preparatory program of the secondary schools, to a procedure in which reliance was placed on the individual school principals to describe their schools' college-preparatory courses. In 1936, the Academic Senate fixed responsibility squarely on the high school principal for the maintenance of a satisfactory preparatory program of studies. New policies stated that:

- The period of accreditation was extended from one year to a continuing period, dependent on the scholastic performance of the school's graduates.
- University faculty members no longer visited individual schools and substituted visits with an exchange of information through the newly created Office of Relations with Schools.
- The determination of content of preparatory courses became the specific responsibility of the high school principal, subject to review by University officials under the direction of the Academic Senate.

Academic Senate Bylaw 92 stated that among the duties of the Senate's Board of Admissions and Relations with School ("BOARS") was the duty "to accredit those schools in California which in its judgment maintain such courses of study and such standards of scholarship as will enable their graduates to meet the admission requirements of the University and subsequently to pursue University work with success."

By the 1950s, University of California accreditation requirements included the following:

- 1 The school offers a college preparatory curriculum that includes instruction in the subjects required for University admission.
- 2 Graduates of the school have made satisfactory scholarship records in their freshman year at institutions of higher learning, as shown by college transcripts of record.
- 3 In the year in which application for accreditation is made, the school must have a graduating class that includes students who qualify for admission to the University.
- 4 The faculty of the school has at least four teachers who devote practically full time to instruction in academic subjects and who are adequately trained in the areas in which they teach.
- 5 The school must have laboratory facilities and equipment for the eleventh and twelfth grade science courses adequate for satisfactory instruction.
- 6 The supervision, operation, facilities, and book collection of the school library must meet the minimum standards as specified by the School Library Association of California.

- 7 The school must maintain an organized program of counseling and guidance, including college preparatory guidance, with responsibility for these activities specifically assigned to designated members of the faculty or administrative staff.
- 8 Administrative organization, classroom facilities, student and teaching loads, and marking standards must be satisfactory.
- 9 The school must be in session for the number of days stipulated by State law for each school year.
- 10 New schools in new districts are accredited only after their graduates have established a University or college record that indicates the school's college preparatory program is satisfactory.

In addition, UC's accreditation of high schools, public and private, included an on-going and reiterative exchange of information between the University and local schools and school districts. This included:

- 1 The annual University publication of the *List of Accredited Schools*, and publication of the list in *California Notes*, issued eight times during the year.
- 2 The annual publication of the *Prerequisites Bulletin*, in which is detailed a list of high school subjects prerequisite to various University curricula.
- 3 Reports on the scholastic performance of graduates of the high school, including individual reports offering a summary of the performance of graduates of other high schools of the state covering both the preceding year and the preceding three-year period, so the school could compare itself with other schools.
- 4 Visits to the high schools by members of the staff of BOARS, including review of school curriculum and syllabi.
- 5 "Awards of Merit" to schools whose graduates have achieved a superior scholastic record in the University.
- 6 Every three years the Admissions Office requests from each high school a review of the subjects that the school wishes to be used in satisfaction of the subject and scholarship requirements for admission.
- 7 Participation in College Advisement Programs.

In 1963, the Academic Senate, under the recommendation of BOARS, determined that the University, beginning in 1964, would no longer accredit high schools, and would instead defer to the Western Association of Schools and Colleges (WASC) as the official accreditation agency.<sup>9</sup> Local California schools, and the California State Board of Education, desired a broader process of school accreditation and had already joined WASC – part of a national network of regional accrediting agencies recognized by the US Department of Education. BOARS stated to the Assembly of the Academic Senate (the legislative body) that,

It is significant that almost every secondary school in California which offers courses which would satisfy the subject requirements for admission is on the [University of California] accredited list. Thus, if the procedure of accreditation by the University were dropped and otherwise qualified graduates from all schools in California were admitted without examination, no practical difference in students so admitted would take place. In considering the request of the Western Association of Schools and Colleges that the University cease publishing its list of accredited schools, the Board recognized that publication of two such lists would be confusing to the schools and the general public.<sup>h</sup>

The end of University accreditation of the state's public and private high schools in 1964 led to modifications in the Academic Senate's regulation regarding the review of college preparatory courses. University faculty and officials replaced University accreditation of a high school with a process of reviewing and approving individual courses. A student no longer needed to come from a University-accredited or even WASC-accredited high school, but simply needed University approved courses in required subjects.

By the 1990s, the continued growth of California's population and corresponding expansion in high school enrollment, along with the large increase in courses and course titles and a significant decline in the quality of high schools (influenced in part by huge demographic changes and a decline in public funding for California's schools on a per student basis), caused the University of California to reconsider the role of high school accreditation.

In 2002, BOARS approved a policy requiring all public and private high schools to be accredited by WASC to be eligible for UC A-G course approval. Most public and private high schools in the state were WASC accredited. Those few high schools that, prior to 2002, were not then WASC-accredited but had A-G approved courses were permitted to maintain their course lists with UC through June 2006, a period of time that was intended to be sufficient to obtain WASC accreditation.

## **D. The History of the University's A-G Requirements and Course Review Process**

### **D.1. The History and Intent of the A-G requirements**

Since its establishment in 1868, the University of California has required that students applying to the University demonstrate proficiency in specific fields of study. Requiring students to demonstrate knowledge in a range of subjects was intended to serve two interrelated purposes:

- 1 To communicate to students and their high school the University's assessment of the knowledge and abilities in a variety of disciplines needed to engage in University-level work;
- 2 To create admissions standards that, as assessed by University faculty, offered a reasonable chance for a student to succeed academically and graduate from the University—standards that were and are regularly evaluated.<sup>1</sup>

Although implemented differently by different institutions, all selective universities and colleges have employed a similar set of assumptions in their admissions practices. While retaining the ability of students to take exams that would allow them to meet admissions requirements, the University of California focuses on the satisfactory completion of University approved courses in required subjects as the most common path to admission.

Up until 1884, the University's requirement of showing subject-specific proficiency was accomplished by requiring students to take University generated exams in a variety of fields depending on the intended field of study of the student – for example exams for algebra and geometry for those wishing to enter the University's College of Agriculture and Mechanical Arts.

Between 1919 and 1931, students attending a University-accredited high school could chose (depending on their intended major) among a number of college preparatory courses, as long as their chosen courses amounted to 15 units (again, a one year course equaling 1 unit) between the 9<sup>th</sup> and 12<sup>th</sup> grade, as certified by the high school principal and the student graduated from the high school. Students could also meet subject requirements by passing



examinations that included fields such as English, US History, a laboratory science, mathematics (algebra and trigonometry), and a foreign language.

The contemporary structure of required A-G subject area courses was first established in 1931 and incorporated into Senate Regulations and Bylaws for "regular admission" to the University of California. A number of high school principals placed political pressure on the University to lower its admissions standards at a time of significant population growth. University faculty, however, observed the need to reform admission standards moderately in light of rising attrition rates at the University and refused to "abandon [the University's] selective policy. Otherwise our enrollments would double and the state required to double our facilities for freshman instruction."<sup>j</sup> The Academic Senate then set a pattern of core University "approved" courses in six areas beginning in 1931 – what were at the time called the "A-F requirements." Courses needed to be a year in length, taken during the last three years of the high school curriculum. The number of required units ranged from 10 to 11 units. Students needed to achieve a B average in these courses to be UC Eligible. These requirements included:

- a. US History or US History and Civics – 1 Unit
- b. English – 3 Units
- c. Mathematics – 2 Units
- d. Chemistry or Physics or Biology, or Zoology or Botany, or Physiology – 1 Unit
- e. Foreign Language (in one language) – 2 Units
- f. An Advanced Course(s) in one of the following fields: Mathematics, Chemistry, Physics (1 Unit) or an additional Foreign Language (require 2 Units)

As early as the 1930s, Senate Bylaws required public and private high schools with applicants to be freshman at the University to submit annually for approval a list of courses certified by the school as fulfilling the subject requirements. By the early 1960s, students applying to the University of California were required to complete 15 units of A-F courses.<sup>k</sup> In 1999 the University of California, in coordination with the California State University, added a seventh area of visual and performing arts (now "F" in the A-G requirements with "G" including college preparatory electives), which went into effect in 2003.<sup>l</sup>

## **D.2. University Course Approval Process After 1964**

As discussed previously, since the 1880s the University of California has engaged in a process of reviewing the content of the curriculum in California's public and private high schools. With the end of University accreditation of high schools, courses intended to meet UC's A-G requirements became the focal point of interaction with secondary schools.

A 1965 report to the Academic Senate noted that "with the rapid growth in the number of California secondary schools, the Director of Admissions and the admissions officers on the several campuses found it no longer feasible to rely simply upon the inclusion of a school in the list referred to above in the processing of an application for admission as a first-time freshman."<sup>m</sup> In other words, UC decided to again focus more heavily on the review of high school curricula. Changes in Bylaw 92 in 1965 required BOARS to:

- Require California high schools to submit for approval college preparatory courses, which are certified by the school as fulfilling the subject requirements for admission.
- Approve or disapprove courses submitted by a school and confer with schools concerning their programs.
- Require examinations as admission requirements for students from certain schools when the courses

required by the University are deemed insufficient and/or the performance of students who enter the University is problematic.

- Continue to study the records of students at this University from public and private schools in California.

Under the delegated authority of the Academic Senate, and specifically BOARS, the Director of Admissions henceforth was to continue the monitoring of A-F courses offered by a public or private school, and maintain,

a certified list of courses acceptable from high schools in satisfaction of the (a) - (f) requirements. No student is admitted unless the courses which satisfy the (a) - (f) requirements are properly included in the certified list. A list is prepared for each school by its principal and certified by him. It is prepared pursuant to standard instructions provided by the Director of Admissions, and it is reviewed by the Director of Admissions at the time of submission. Any question having to do with the inclusion of a particular course is resolved in correspondence and consultation, and the course in question remains on the certified list only if the Director of Admissions, acting for the Board, concludes that it is acceptable.<sup>8</sup>

The list of acceptable courses at each public and private high school was published each year – now available, along with guidelines on the required content of courses to meet University standards, on-line.

A surge in the submission of courses in the 1990s, added to the need for a more rigorous review by the University. Around 1999, the University required high schools, public and private, to submit more detailed information on their new A-G courses, including:

- The course goals and objectives
- Course assignments and syllabus
- Instructional strategy
- A description of how students were to be academically assessed

Also at the end of the 1990s, the University hired more staff reviewers and began providing more explicit explanations of course disapprovals. This system of individual course approval, however, remains an application of the University's process of setting standards, reviewing curricula and providing input to the state's vast network of public and private secondary schools – a process that dates back to 1884. Current language in Academic Senate Bylaw 145.B.5 and 6, with minor revisions in 1982, reflects the long tradition of the University of California, and specifically the Academic Senate, to set admissions standards, including the assessment of high school courses and curriculum.<sup>9</sup>

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## ENDNOTES

<sup>a</sup> "An Act to Create and Organize the University of California," passed March 23, 1868, *California Statutes of 1867-68*, 248.

<sup>b</sup> Under the 1879 State Constitution, the Regents possess exclusive power to operate, control, and administer the University of California, a "constitutional corporation . . . equal and coordinate with the legislature, the judiciary and the executive" explained the state attorney general. Bion M. Gregory (Legislative Counsel of California) to state Senator Henry J. Mello, January 6, 1989, California Postsecondary Education Commission Library; Constitution of the State of California (1879), Article IX, Section 9; *Regents of Univ. of Cal. v. City of Santa Monica*,

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77 Cal. App. 3d 130, 135 (1978); *San Francisco Labor Council v. Regents of Univ. of Cal.*, 26 Cal. 3d 785, 788-89 (1980); Joint Committee on Legislative Organization, Constitution Revision Commission, "Article IX, Education: Background Study," January, 1969, pp. 16-19, University of California, Santa Barbara, Special Collections. See: [http://sunsite.berkeley.edu/uchistory/archives\\_exhibits/masterplan/law2.html](http://sunsite.berkeley.edu/uchistory/archives_exhibits/masterplan/law2.html).

<sup>c</sup> Notice of Meeting of the Assembly of the Academic Senate (Vol. I, No. 1; October 25, 1963) <http://content.cdlib.org/xtf/view?docId=hb1779n6dr&doc.view=frames&chunk.id=div7&toc.depth=1&toc.id=div7&brand=calisphere>.

<sup>d</sup> Academic Senate Notice of Meeting of the Representative Assembly, Northern Section, Report of the Board of Admissions and Relations with Schools (Vol. V, No. 1; October 28, 1958). See: [http://content.cdlib.org/xtf/view?docId=hb4t1nb2df&query=&brand=calisphere;\\_Minutes, Academic Senate, Northern Section: Notice of Meeting of the Representative Assembly \(Vol. VIII, No. 2; January 8, 1962\)](http://content.cdlib.org/xtf/view?docId=hb4t1nb2df&query=&brand=calisphere;_Minutes, Academic Senate, Northern Section: Notice of Meeting of the Representative Assembly (Vol. VIII, No. 2; January 8, 1962)).

<sup>e</sup> The Eligibility Index is also called the "scholarship requirement," which, as stated on the UC website on admissions, "defines the grade point average (GPA) you must earn in the "a-g" subjects and the test scores you must achieve to be eligible for admission to UC. The University uses an Eligibility Index — a combination of GPA and test scores — to determine if you meet this requirement. Beginning with fall 2007 applicants, the minimum GPA is 3.0 for California residents, 3.4 for nonresidents." See [http://www.universityofcalifornia.edu/admissions/undergrad\\_adm/paths\\_to\\_adm/freshman/scholarship\\_reqs.html](http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman/scholarship_reqs.html).

<sup>f</sup> Minutes, University of California Board of Regents, March 4, 1884, Vol. V, 231-232. The Senate resolution, forwarded by President Reid, stated that "Upon the request of the Principal of any public school in California whose course of study embraces in kind and extent the subjects required for admission to any college of the University a Committee of the Faculty will visit such school and report upon the instruction there given. If the report of such committee be favorable, a graduate of the school, upon the personal recommendation of the Principal accompanied by his certificate that the graduate has satisfactorily completed the studies of the course preparatory to the College he wishes to enter, may at the discretion of the Faculty be admitted without examination." Examinations were required of the applicant in subjects not recommended by the principal. (Order amended September 10, 1895 and January 10, 1905).

<sup>g</sup> Assembly of the Academic Senate, Wheeler Hall Auditorium, Berkeley, October 25, 1963.

<sup>h</sup> *Ibid.* The report went on to say, "The alternative of replacing its own accreditation by that of the Western Association of Schools and Colleges was considered, but in view of the fact stated in the preceding paragraph, and the fact, revealed by a study by the University Dean of Educational Relations, that many outstanding universities and colleges, including Harvard, Yale, Columbia, and Princeton, do not require graduation from an *accredited* high school, the Board considered it would be more reasonable to eliminate the requirement that secondary schools of California be accredited in order that their graduates be admitted to the University on the basis of their high school record."

<sup>i</sup> The University of California has engaged in numerous studies to assess university admissions requirements and the overall success of students once they are admitted and enrolled. In the 1930 and through the 1950s, high schools, as part of the accreditation process, received information on how each of their students were doing at the university. A significant series of studies in the late 1950s and into the early 1960s repeatedly showed that the university A-F requirements, and grades in those required courses by students, predicted a high probability of the students gaining good grades and graduating from the University of California — studies in part conducted to also assess the possible use of standardized testing as part of the Regular Admissions process. The most significant study in that era was completed in 1958, and reviewed admissions standards back into the 1930s. See BOARS Report, University of California, Academic Senate Legislative Assembly, October 28, 1958; BOARS Report, Representative Assembly Minutes, October 25, 1960; also, John Aubrey Douglass, *The Conditions for Admission*, pp. 79-92.

<sup>j</sup> Discussion on reforming admissions and eventually creating the A-G requirement began in 1928. Minutes, Academic Senate Special Committee on Admissions, November 17, 1928.

<sup>k</sup> By 1979, as noted previously, the University of California adopted the Eligibility Index, which required a minimum GPA in required courses of 3.1 for California residents (students with a 3.0 to 3.09 GPA could become UC eligible by achieving a minimum test score in the SAT or ACT). That index, what UC call its "scholarship requirement," now requires a minimum test score for all regular admissions students.

<sup>l</sup> Changes in UC requirements, and those of CSU, provide for a period of consultation with local schools and the State Board of Education, and are delayed to allow schools and students to prepare and meet any new admissions requirements. For current A-G requirements at UC, see: [http://www.universityofcalifornia.edu/admissions/undergrad\\_adm/paths\\_to\\_adm/freshman/subject\\_reqs.html](http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman/subject_reqs.html).

<sup>m</sup> Notice of Meeting of the Assembly of the Academic Senate (Vol. II, No. 4; May 24, 1965). <http://content.cdlib.org/xtf/view?docId=hb9r29p2hk&doc.view=frames&chunk.id=div00010&toc.depth=1&toc.id=div00010&brand=calisphere>.

<sup>n</sup> *Ibid.* Senate Regulation 269 was changed in 1965 to read "269. Candidates applying for admission on the basis of a transcript of record from a secondary school in California must have completed the following subject requirements through the completion of approved courses of study as provided in By-Law 92 (D)."

<sup>o</sup> Current Academic Senate Bylaws (Academic Senate Bylaw 145.B.5 and 6) state that the responsibility of BOARS includes: Consistent with Bylaw 40 the Committee shall: (Am 28 May 2003)

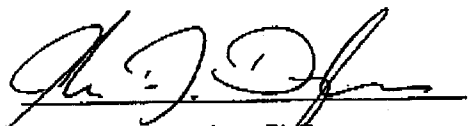
- 1 Advise the President and appropriate agencies of the Senate on matters relating to admissions of undergraduate students.
- 2 Recommend to the Assembly the admissions criteria for undergraduate status. (En 28 May 2003).
- 3 Regulate the examination and classification of all applicants for admission to undergraduate status, and report thereon to the Assembly, including the authority, in exceptional case, to admit applicants with minor deficiencies. (Am 26 May 1982; Am 28 May 2003).
- 4 Maintain the standard of preparation required of students who enter the University directly from California secondary schools in the course of passing on applications for advanced standing from other colleges and universities. Advanced standing credit is granted for work of quality comparable to that required of students in this University.
- 5 Require secondary schools in California whose graduates are to be admitted on a transcript to submit for approval a list of those courses certified by the school as fulfilling the subject requirements for admission. The committee shall review these courses annually. If the studies outlined in 145.B.6 below indicate that such action is advisable, it may require that applicants from certain schools take examinations established by the Board as a condition for admission. (Am 26 May 1982).
- 6 Require secondary schools in California whose graduates are to be admitted on a transcript to submit for approval a list of those courses certified by the school as honors level courses in history, English, advanced mathematics, laboratory science, and foreign language. The committee shall review these courses annually. (En 26 May 1982).
- 7 Compile information on curricula and scholarship standards in California secondary schools. On authorization by the President, the committee shall confer with representatives of schools and colleges on appropriate scholastic matters. It shall annually report to the Assembly statistical information about applicants admitted to advanced standing, and about the scholastic achievements of students admitted as freshmen; and at appropriate intervals it shall report on its policies and practices regarding admissions, specifying exceptions to Senate Regulations that have been permitted. (Am 15 Jun 1971, 28 May 1980, 26 May 1982).

John Aubrey Douglass: Report on History of UC Admissions

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13

**Signature**



John Aubrey Douglass, Ph.D.

Senior Research Fellow

Center for Studies in Higher Education

University of California, Berkeley

May 7, 2007

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**John Aubrey Douglass, Ph.D.**

**Data and Information Considered As Basis and Reasons for Opinions**

Publications referred to in the report

His years of research

The Complaint in this case and the parties' briefs on the Motion to Dismiss

UC A-G Guide ([http://www.ucop.edu/a-gGuide/ag/content/GuidetogaReqs\\_2007.pdf](http://www.ucop.edu/a-gGuide/ag/content/GuidetogaReqs_2007.pdf))

**Compensation**

The compensation to be paid for work on this report, deposition testimony, and trial testimony is \$100 per hour.

**Testimony in Other Cases**

None in the preceding four years, at trial or by deposition.

# CURRICULUM VITAE

## John Aubrey Douglass

Senior Research Fellow – Public Policy and Higher Education

Center for Studies in Higher Education

Last Revised 4.2007

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**CSHE** | Center for Studies in Higher Education

PHONE: 510-643-9211 or 510-642-5040  
SOUTH HALL ANNEX #4650  
UNIVERSITY OF CALIFORNIA  
BERKELEY, CA 94720-4650

FAX: 510-643-6845  
WEBSITE: <http://cshe.berkeley.edu/jdouglass>  
E-MAIL: [douglass@berkeley.edu](mailto:douglass@berkeley.edu)

### AREAS OF SPECIALIZATION

Research and writing on nation-state systems of higher education, international comparative analysis of access and equity, the role of research universities in economic competitiveness, international science policy regimes, the political and policy history of California, and the history of higher education.

### EDUCATION

Ph.D., History of American Public Policy, UC Santa Barbara (UCSB), 1992  
MA, History, Program in Public History, UCSB, 1981  
BA, History, Pitzer College, Claremont, California, 1978  
University of Bath, England 1976-77

### PROFESSIONAL AND RESEARCH EXPERIENCE

*Senior Research Fellow - Public Policy and Higher Education, Center for Studies in Higher Education, UC Berkeley: 2000-*  
*Editorial Advisory Board, Assoc. for the Study of Higher Education, *History of Higher Education* 2004 -*  
*Editorial Board, *Perspectives: Policy and Practice in Higher Education* (UK journal) 2002-*  
*Deputy Director, Center for Studies in Higher Education, UC Berkeley: 1999-2002*  
*Research Fellow, Center for Studies in Higher Education, UC Berkeley: 1997-2000*  
*Director of Policy Analysis, Universitywide Academic Senate, University of California Office of the President: 1997-98*  
*Executive Director, UCSB Division of the Academic Senate, University of California, Santa Barbara: 1991- 97*  
*Lecturer, Department of History, UCSB (California History, Economic History, History of Education): 1991-1997*  
*Consultant/Analyst, Universitywide Office of the Academic Senate, University of California: 1996-97*  
*Coordinator, Long-Range Planning, Office of Budget and Planning, UCSB: 1989 -1991.*  
*Planner and Senior Analyst, Chancellor's Office, UCSB: 1981-88.*  
*Historian, Department of Agriculture, Green Mountain National Forest, Vermont: 1979-81*

### HONORS, AWARDS, AND VISITING POSITIONS:

*Visiting Professor, Institute d'Etudes Politiques de Paris (Sciences Po) Fall 2006*  
*Visiting Fellow, New College, University of Oxford/Oxford Center for Higher Education Policy Studies: 2002-03*  
*Spencer Post-Doctoral Fellowship, National Academy of Education, 1993-95*  
*Senior Policy Analyst, Visiting Appointment, California Postsecondary Education Commission (CPEC): 1988-89*  
*University of California Regents Fellowship, UCSB, 1988-89*  
*Rockefeller Foundation Fellowship, 1979-81*

### CURRENT PROJECTS AND GRANTS

Editor, Research and Occasional Paper Series, Center for Studies in Higher Education, UC Berkeley 1999-  
Founding Director, University of California History Digital Archive and Website – Funded by the University of California Office of the President (henceforth UCOP) and co-sponsored by the Bancroft Library (UC Berkeley) and the California Digital Library: <http://sunsite.berkeley.edu/uchistory/>

Co-Director, California Master Plan for Higher Education Webservice – Funded by UCOP and the Hewlett Foundation:  
[http://sunsite.berkeley.edu/uchistory/archives\\_exhibits/masterplan/](http://sunsite.berkeley.edu/uchistory/archives_exhibits/masterplan/)  
 Co-PI, The Student Experience in a Research University project, funding from UCOP: <http://ishi.lib.berkeley.edu/cshe/seru21/>

## PUBLICATIONS/REPORTS/PAPERS

### Recent Academic Publications

*The Conditions for Admission: Access, Equity, and the Social Contract of Public Universities* (Stanford University Press, 2007).

Publication in Chinese of *The California Idea and American Higher Education: 1850 to the 1960 Master Plan*, including special preface, "Building a Culture of Aspiration," Educational Science Publishing House, Beijing China (April 2007).

"The Entrepreneurial State and Research Universities in the United States: Policy and New State-based Initiatives." *Higher Education Management and Policy* (OECD). Vol. 19, No. 1, pp. 84-120. (March 2007).

The Waning of America's Higher Education Advantage: International Competitors Are No Longer Number Two and Have Big Plans in the Global Economy, CSHE Research and Occasion Papers Series, CSHE.9.06. (June 2006)

With David Ward, "Higher Education and the Specter of Variable Fees: Public Policy and Institutional Responses in the United States and United Kingdom," *Higher Education Management and Policy* (OECD), vol. 18, no. 1, 2006; pp. 1-28.

Universities and the Entrepreneurial State: Politics and Policy and a New Wave of State-Based Economic Initiatives. CSHE Research and Occasion Papers Series, CSHE.14.06. (September 2006)

"How All Globalization is Local: Countervailing Forces and their Influence on Higher Education Markets," *Higher Education Policy*, vol. 18, no. 4, Dec 2005: 445-473.

With Jodi Anderson, *Promoting Civic Engagement in the University of California: Recommendations of the Strategy Group on Civic and Academic Engagement*, Center for Studies in Higher Education, December 2005,

"The Carnegie Commission and Council on Higher Education: A Retrospective," CSHE Research and Occasion Papers Series, CSHE14-05, November 2005

"New System of Top-Up Fees: Brief on English HE Market Response" CSHE Research and Occasion Papers Series, CSHE 12.05 (October 2005)

"Higher Education as a National Resource," *Change Magazine*; vol. 37, no 5. Sep/Oct 2005: 30-38

"A Comparative Look at the Challenges of Access and Equity," *Higher Education Policy*, vol. 18, no. 2, Jun 2005; 87 - 116

David Ward and John Douglass, "The perils and promise of variable fees: Institutional and public policy responses in the UK and the US," *Perspectives: Policy and Practice in Higher Education* (UK), vol. 9, no. 1 2005.

"Less than the Sum of its Parts? What is Missing in UK Mass Higher Education," *Perspectives: Policy and Practice in Higher Education* (UK), Vol. 9, No. 1, 2005.

"All Globalization is Local: An Assessment of Countervailing Forces in the Markets for Higher Education," CSHE Research and Occasion Papers Series, CSHE 1.05 (January 2005)

"The Dynamics of Massification and Differentiation: a Comparative Look at Higher Education Systems in the United Kingdom and California," *Higher Education Management and Policy* (OECD), vol. 16, no. 3, 2004; 9-31.



"The Challenges of Higher Education Access and Equity: Changing Patterns of Policymaking in the US and the UK" chapter in David Palfreyman and Theodore Tapper (ed), *The Politics of Access to Higher Education* (RoutledgeFalmer Press, 2004).

With Richard Flacks, Gregg Thompson and Kyra Caspary, *Learning and Academic Engagement in the Multiversity: Results of the First University of California Undergraduate Experience Survey*, Student Experience in the Research University – 21<sup>st</sup> Century Project, Center for Studies in Higher Education, June 2004.

"Desegregating University Responses to Market Changes," *Universities' Quality Development*, Proceedings of the International Conference on University Quality Development, University of Oslo. 2003.

"Scanning the New Market Horizon: Higher Education Savants in Historical Perspective," *Minerva* 41: 381-395, 2003.

"Brokering the 1960 Master Plan: Pat Brown and the Promise of California Higher Education," in Martin Schiesl (ed.) *Responsible Liberalism: Edmund G. 'Pat' Brown and Reform Government in California, 1958-1967* (Los Angeles: Brown Institute of Public Affairs, 2003).

"Is California Higher Education a Model for UK HE?" *Perspectives: Policy and Practice in Higher Education* (UK), vol. 7, no. 2, 2003.

"The Dynamics of Massification: A Comparative Look at Higher Education Systems in the UK and California," Research Papers Series, Oxford Centre for Higher Education Policy Studies, University of Oxford, February, 2003.

"Big Designs in England: New Labour Offers a New Round of Higher Education Reforms," *International Higher Education*, no. 31, Spring 2003.

"A Reflection and Prospectus on California Higher Education: The Beginning of a New History," chapter in Ali Modarres and Jerry Lubenow (ed.), *California's Future in the Balance: Transportation, Housing/Land Use, Public Higher Education, and Water* (California Policy Issues Series - Berkeley: Institute of Governmental Studies Press/Brown Institute of Public Affairs, March 2002).

"From Multi- to Meta-University: Organizational and Political Change at the University of California in the 20<sup>th</sup> Century and Beyond," CSHE Research and Occasion Papers Series, CSHEI 4.02 (May 2002).

"Investment Patterns in California Higher Education and Policy Options for a Possible Future," CSHE Research and Occasion Papers Series, CSHE 5.02 (April 2002)

"Observing the Rhythms of a Major University," introduction to *The University of California Office of the President and Its Constituencies, 1983-1995* (Regional Oral History Office, Bancroft Library, University of California - Berkeley, March 2002).

"Prospectus on California Higher Education," Institute of Governmental Studies, *Public Affairs Report*, Vol. 42, No. 4, Winter 2001.

"Anatomy of Conflict: The Making and Unmaking of Affirmative Action at the University of California," chapter in David Skrentny (ed.) *Color Lines: Affirmative Action, Immigration and Civil Rights Options for America* (University of Chicago Press, 2001).

"How California Determined Admissions Pools: Lower and Upper Division Targets and the California Master plan for Higher Education, CSHE Research and Occasion Papers Series, CSHE.2.01 (September 2001)

"Earl Warren's New Deal: Post-War Planning and Higher Education," *Journal of Policy History*, Vol. 12, No. 4, 2000.

"A Tale of Two Universities of California: A Tour of Strategic Issues Past and Prospective," *Chronicle of the University of California*, No. 4, Fall 2000.

"A Certain Future: Sputnik, American Higher Education and the Survival of a Nation," chapter in Roger D. Launius, John M. Logsdon, and Robert W. Smith (ed.), *Reconsidering Sputnik: The Soviet Satellite and its Repercussions* (Studies in the History of Science, Technology and Medicine - Harwood Academic Press), Fall 2000.

*The California Idea and American Higher Education, 1850 to the 1960 Master Plan* (Stanford University Press, 2000)

"Institutional Differentiation and Coordination: A Case Study of California" chapter in Jon File and Leo Goedegebuure (eds.), *Thinking About the South African Higher Education Institutional Landscape: An International Comparative Perspective on Institutional Differentiation and Restructuring* (Council on Higher Education, Pretoria, South Africa, 2000)

"Adventures in California Higher Education: Is the Past an Indicator of the Future?" *Coastlines*, Vol. 31, No. 1, Summer 2000.

"The Cold War, Technology and the American University," CSHE Research and Occasional Paper Series, CSHE.2.99 (Fall 1999)

"The Evolution of a Social Contract: The University of California in the Aftermath of Affirmative Action," *European Journal of Education*, Vol. 34, No. 4, 1999.

"A Brief on Improving UC Intercampus Articulation: Creating a Model for Agreements," CSHE Research and Occasional Papers, CSHE.3.98 (April 1998)

"Shared Governance at the University of California," CSHE Research and Occasional Papers, CSHE.1.98 (March 1998)

"Anatomy of Conflict: The Making and Unmaking of Affirmative Action at the University of California," *American Behavioral Scientist*, Volume 41, No. 7 (April 1998).

"A Sputnik Reflection," *Space Times*, January-February 1998.

"Planning New UC Campuses in the 1960s: A Background Paper for UC Merced on the Role of the Universitywide Academic Senate," CSHE Research and Occasional Papers, CSHE.2.98 (December 1998)

"Brokering the 1960 Master Plan: Pat Brown and the Promise of California Higher Education," a special issue of *California Politics and Policy* focusing on the administration of Governor Edmund "Pat" Brown, 1997.

"The Role of the University of California Academic Senate in Admissions Policy: Establishing Working Rules," CSHE Research and Occasional Papers CSHE.1.97 (May 1997)

"Californians and Higher Education: Political Culture, Educational Opportunity and State Policymaking," *History of Higher Education Annual*, Vol. 16, 1996.

"Setting the Conditions of Admissions: The Role of University of California Faculty in Policymaking," study commissioned by the University of California Academic Senate, Feb. 1997 (see <http://ishi.lib.berkeley.edu/cshe/jdouglass/publications.html>).

"Shared Governance at the University of California: An Historical Review," *NOTICE* (UC systemwide publication for faculty), Vol. 20, No. 2, November, 1995.

"High Hopes: UCSB Academic Plans in Historical Perspective," *Coastlines* (Summer 1995) pp. 10-11,26-27

"On Becoming an Old Blue: Santa Barbara's Controversial Transition from a State College to a Campus of the University of California," *Coastlines* (Spring 1994) pp. 6-11.

"Isomorphism and the Quest for UCSB's Raison d'être," *Coastlines* (Winter 1993) pp. 37-39.

"Creating a Fourth Branch of State Government: The University of California and the Constitutional Convention of 1879," *History of Education Quarterly*. Vol. 32, No. 1 (Spring 1992) pp. 31-72.

"The Depression, the Forest Service and the Political Culture of Vermont: Implementing New Deal Conservation and Relief Policy," *Journal of Forest and Conservation History*, Vol. 34, No. 4 (October 1990) pp. 164-178.

"California Déjà Vu: Past and Future Efforts to Plan for Higher Education Expansion," in *Public Historical Studies Network*, Fall 1989, No. 19.

"Prospective For A National Forest: Economic Influences On Vermont's Effort To Manage Forest Resources," *Vermont History*, Vol. 54, No. 2 (Spring 1986), pp. 69-87.

"The Santa Barbara Harbor: Nature Confronts the Breakwater," chapter in Rochelle Bookspan (ed.), *Santa Barbara by the Sea* (Santa Barbara: McNally & Loftin, West, 1982).

**Selected Reports (some published in the CSHE series):**

"Lower and Upper Division Student Targets and the California Master Plan for Higher Education: How California Determined Admissions Pools," for the Office of the President and the UC Regents, September 2001.

"The University of California: An Historical Brief" for the California Research Bureau, Winter 2000.

"Planning New UC Campuses in the 1960s: The Role of Universitywide Academic Senate Special Advisory Committees," Universitywide Academic Senate, brief for the Task Force on UC Merced, December 1998.

"Survey: Nine Academic Senate Divisions and the Universitywide Office," Task Force on Governance, Universitywide Academic Senate, October 1998.

"A Brief on Improving UC Intercampus Articulation," Universitywide Committee on Educational Planning, April 14 1998.

"A Brief on Planning the Tenth Campus and the Role of the Universitywide Academic Senate," Universitywide Academic Senate, February 12 1998

Assisted in "Final Report: Academic Senate Task Force on Governance," Task Force on Governance, Panel 2 - Universitywide Academic Senate, February 12 1998.

"The Future of UC Undergraduate Admissions: A Working Paper for BOARS," Board of Admissions and Relations with Schools, Universitywide Academic Senate February 6 1998.

"Shared Governance at the University of California: An Historical Review," Universitywide Academic Senate, November 1997.

"VIP Admissions at the University of California: A Brief on Four Possible Options," Universitywide Academic Senate, October 23 1997.

"A Brief on the Historical Development of the UC Academic Senate and the Universitywide Administration," Task Force on Governance - Panel 2, Universitywide Academic Senate, August 18 1997.

"A Brief on the Possible Role and Working Rules of BOARS," Board of Admissions and Relations with Schools, Universitywide Academic Senate, May 20 1997.

"A Brief on Existing and Potential Modes of Interaction Between the Academic Senate and the Regents," Task Force on Governance - Panel 2, Universitywide Academic Senate, April 29 1997

"A Brief on the Events Leading to the University of California's Board of Regents' Decision to End Race, Ethnicity and Gender in Decisionmaking," Task Force on Governance, University of California, March 1997.

Proposal and Plan: Humanities and Social Science Building, University of California, October 1990, 50 pp.

"The Development of Space Standards in California," chapter in California Postsecondary Education Commission, *A Capacity for Learning*, Report No. 90-3, January 1990.

Proposal and Plan: Physical Sciences Building, University of California, September 1986, 170 pp.

Proposal and Plan: Biotechnology Seawater Laboratory, University of California, August 1984, 50 pp.

"The Green Mountains of Vermont and its National Forest," US Forest Service, Department of Agriculture, October 1981, 160 pp.

### **Papers & Presentations**

"Immigrant University: The Dynamics of Race, Major, and Socioeconomic Characteristics at the University of California," paper presented at the SERU/UCUES Research Symposium, Assessing the Undergraduate Experience in the Postmodern University, University of California – Berkeley, March 25, 2007.

"National and Supranational Policies, Models and Rates of Success in Expanding Higher Education Access," paper presented at the symposium, *The Crisis of the Publics: An International Comparative Study on Higher Education Reforms and Possible Implications for US Public Universities*, University of California – Berkeley, March 26-27, 2007

"Trouble in Paradise: A View on the Strength and Weaknesses of US Higher Education," Keynote speaker at the conference *The Transformation of Higher Education: International Influences*, Université du Littoral Côte d'Opale (ULCO), Centre Universitaire Saint Louis, Boulogne-sur-Mer, France, November 22, 2006

"The Nexus of Science and Economic Policy: The Entrepreneurial State, the Role of Universities, and a Look at High Tech Trends in the US and EU," Higher Education Management 13<sup>th</sup> Guest Lecture, Institute of Education - University of London, October 5 2006

"Waning of America's Higher Education Advantage," American Center - Institute d'Etudes Politiques de Paris (Sciences Po), November 13, 2006

"The Entrepreneurial State: State-Based Initiatives in the US and a Second Stage in University-Industry Collaborations" co-sponsored by the Organisation for Economic Cooperation and Development (OECD) and the Institute d'Etudes Politiques de Paris (Sciences Po), October 5 2006

"California Falling: The Links Between Equity, Growth and the Postmodern Economy," keynote speech, California Association for Institutional Research, November 18, 2005.

"The Entrepreneurial State: State-Based Initiatives and US High Technology Policymaking," World Bank-CMI Workshop on University-Industry Linkages in Europe and North America Downing College, Cambridge University - September 26-27, 2005

"When Publics Become Like Privates: An Analysis of Variable Fee and Tuition Trends in the US and UK Universities" OECD – La Defense Site, Paris, September 30, 2005.

"Is UK Higher Education Greater Than the Sum of Its Parts?" UK and US Higher Education Funding and Access Symposium, University of Oxford, September 28-30, 2004

With David Ward, "The Specter of Differential Fees: Policy Considerations," UK and US Higher Education Funding and Access Symposium, University of Oxford, September 28-30, 2004

"A Comparative Look at Issues of Access and Funding: US and the EU," SciencePo, Paris, September 22, 2004.

"A Comparative Look at the Challenges of Equity: Changing Patterns of Policymaking and Authority in the UK and US Higher Education," Association for the Study of Higher Education Annual Conference, Portland, Oregon, November 12, 2003.

"All Globalization is Local: Desegregating University Responses to Market Changes," International Conference on Universities' Quality Development, Norwegian University of Science and Technology in Trondheim, Norway, October 1 – 3, 2003.

"UK Proposals for Endowments Need a Reality Check: An Environmental Scan of US Higher Education Private Support and Endowments," Universities UK, London, England, September 9, 2003.

"Desegregating the Student Experience," Society for Research in Higher Education annual conference, Glasgow, December 11, 2002.

"Massification, Differentiation, and Costs in US Higher Education," Association of Dutch Universities, Utrecht, Netherlands, October 30, 2002.

"A Quite Revolution: Tracking Shifts in US Technology Transfer Policy," Center for Higher Education Policy Studies, University of Twente, Netherlands, October 28, 2002.

"The Origins and Character of Mass Higher Education in the US," presentation at the conference "New Government, New Labour, New Direction: Is UK HE a Viable Third Way?" Oxford Center for Higher Education Policy Studies, New College, University of Oxford, September 2002.

"The Economy and Federal Higher Education Policymaking During the Reagan Presidency," presentation at the conference "The Reagan Presidency," UCSB Interdisciplinary Humanities Center and Vanderbilt University, UC Santa Barbara March 28-30, 2002.

"A Reflection and Prospectus on California Higher Education," presentation at the conference "California's Future in the Balance," Brown Institute of Public Affairs and the Institute for Governmental Studies – UC Berkeley, Los Angeles, November 15, 2001

Countervailing Forces: Affirmative Actin and the Adoption of the SAT at the University of California," at the conference Rethinking the SAT, UC Academic Senate, UC Santa Barbara, Nov. 16-17, 2001.

"A Regional College Movement that Matched the Ambitions of Californians," Presentation at the Conference "The Future of the California State University: Reclaiming a University for all the People of California," CSU California Faculty Association, California State University Sacramento, November 16, 2000.

"The California Idea: UC Yesterday and Today," California Studies Association, Faculty Club, UC Berkeley, October 28, 2000

"From Multi- to Meta-University: Organizational and Political Change at the University of California in the 20<sup>th</sup> Century and Beyond," 19<sup>th</sup> International Congress of Historical Sciences – University of Oslo, Norway, August 10, 2000

"The Future of Affirmative Action in California: A Status Report," Faculty of Education Seminar, University of Oslo, September 9, 1999.

"Planning California's Higher Education System," Faculty of History Seminar, University of Oslo, September 10, 1999.

"The Cold War, Technology and the American Research University," Pacific Coast Branch of the American Historical Association," August 7, 1998, University of San Diego.

"A Short History of UC Admissions," brief prepared for the California State Senate Select Committee on Higher Education Admissions and Outreach, September 22, 1997 meeting, Berkeley, California.

"A Certain Future: American Higher Education and the Survival of a Nation," invited paper given at the conference "Revisiting Sputnik: Forty-Years Since the Soviet Satellite," sponsored by NASA and the Wilson Center, Oct. 1, 1997, the Smithsonian, Washington D.C.

"Anatomy of Conflict: The Making and Unmaking of Affirmative Action Policy at the University of California," National Policy History Conference, Bowling Green State University, June 6, 1997.

"Governor Warren and Postwar Economic Reconstruction in California," paper given at a conference on "Economic Transitions Between Peace and War/War and Peace," University of California, Santa Barbara, April 12, 1997.

"A Brief on the Events Leading to the University of California's Board of Regents' Decision to End Race, Ethnicity and Gender in Decisionmaking," Task Force on Governance, University of California, March 1997.

"Reforming California's System of Higher Education," paper presented at Brown Institute of Public Affairs conference, "Creative Building for California's Future: The Pat Brown Years, 1959-1967." November 13, 1996.

"Defining Educational Opportunity: Changing Admissions Policy and Affirmative Action at UC," paper presented at the Pacific Coast Branch of the American Historical Association in August, 1996 in a session with Hugh Graham and Martha West on the history of affirmative action in California higher education.

"Building a University: The Transition from a College to a University," paper presented at the UCSB Golden Anniversary Symposium, Oct. 9, 1995.

"The California Idea: Progressives and the University of California," paper presented at the Center for the Study of Higher Education, UC Berkeley, April 6, 1995.

"Balancing Access with Quality: Creating California's Tripartite Higher Education System," paper presented at the meeting of the National Academy of Education, University of Stockholm and Swedish Academy of Science, September 23, 1994

"The University of California and Four Periods of Fiscal Crisis: 1868-1960," paper presented at the UC Group in Economic History, Berkeley, April 9, 1994.

"Major Transitions in the History of UC," with W. Elliot Brownlee for the University of California Academic Planning Retreat, Tiburon, California, Fall 1993.

"The Historical Context and Meaning of the California Master Plan for Higher Education," presented to the Office of the President Student Affairs staff, University of California, Oakland, March 8, 1993.

"Downsizing and Post-War Economic Conversion Revisited: California Higher Education, 1933-1947," presented at the Center for the Study of Higher Education, UC Berkeley, February 9, 1993.

"A Brief History of the California Master Plan for Higher Education," presented at the California Studies Conference, Sacramento, February 6, 1993.

"A Fourth Branch of State Government: The University of California and the Constitutional Convention of 1879," presented at the Annual Meeting of the History of Education Society, Atlanta, November 2, 1990.

"Old and New Methods for Planning Enrollment Resources," with Richard Jensen, presented at the National Meeting of the Society for College and University Planners, Atlanta, July 31, 1990.

"Higher Education Planning in Historical Perspective: California Faces the Future, 1960 and 1990," presented at the joint meeting of the National Council of Public History and the Southwest Oral History Association, San Diego, March 10, 1990.

### Reviews:

Book Reviews: *The Chosen: The Hidden History of Admissions and Exclusions at Harvard, Yale, and Princeton*, Nature, 2005.

Book Review: Clark Kerr, *The Gold and the Blue: A Personal Memoir of the University of California*, Vol. 1. in *The History of Education Quarterly* (2003).

Melvin I. Urofsky, *Affirmative Action on Trial: Sex Discrimination in Johnson v. Santa Clara*, review in the *Pacific Historical Review*, Spring 1999.

Joseph A. Amato, *A New College on the Prairie: Southwest State University's First Twenty-Five Years, 1967-1992*, in *The Public Historian*, Vol. 15 No 4 (Fall 1993) pp. 107-10.

Terry L. Anderson and Donald R. Leal, *Free Market Environmentalism*, in the *Journal of Forest and Conservation History*, Vol. 37 No 4 (October 1993) pp. 192-3.

Irving Bryant, *Adventures in Conservation with Franklin Delano Roosevelt*, in the *Journal of Forest and Conservation History*, Vol. 35 No 3 (July 1991) p. 145.

James R. Mills, *A Disorderly House: The Brown-Unruh Years in Sacramento*, in *The Public Historian*, Vol. 11, No 1 (Winter 1989), pp. 85-88.

Alfred Ames, *From Stump To Ship*, in *The Public Historian*, Vol. 8 No 4 (Fall 1986), pp. 120-124.

Philip Terrie, *Forever Wild: Environmental Aesthetics and the Adirondack Forest Preserve*, in *The Public Historian*, Vol. 1 No 1 (Winter 1986), pp. 95-97.

Article Referee: *Higher Education Management and Policy* (OECD), 2006

Article Referee: *The Review of Higher Education*, 2002

Article Referee: *Peabody Journal of Education*, 2001

Article Referee: *The Pacific Historical Review*, 1998.

Article Referee: *Journal of Policy History*, 1995.

Article Referee: *Journal of Forest and Conservation History*, 1989, 1994.

Article Referee: *The Public Historian*, 1993.

Book Referee: Johns Hopkins University Press 1992.

### **SCHOLARLY SYMPOSIUMS/CONFERENCES**

The following are major symposiums and conferences I organized, and either chaired or co-chaired with colleagues.

*Federal Support for Research Universities: Forty Years After the National Defense Education Act and the Establishment of NASA*

University of California – Berkeley, October 1, 1998

<http://cshe.berkeley.edu/ndea>

*Ranking Research Universities: A Discussion of Purposes and Influences*

University of California – Berkeley, January 29-30, 1999

*R&D Investment and Economic Growth in the 20th Century*

University of California – Berkeley, March 26-28, 1999

<http://cshe.berkeley.edu/randd/>

*The Loyalty Oath Controversy: A 50th Anniversary Retrospective*

University of California – Berkeley, October 7-8, 1999

[http://sunsite3.berkeley.edu/uchistory/archives\\_exhibits/loyaltyoath/symposium/index.html](http://sunsite3.berkeley.edu/uchistory/archives_exhibits/loyaltyoath/symposium/index.html)

*Designing the Campus of Tomorrow: The Legacy of the Hearst Architectural Plan, Present and Future*

University of California – Berkeley, February 10, 2000

[http://sunsite3.berkeley.edu/uchistory/archives\\_exhibits/hearst/index.htm](http://sunsite3.berkeley.edu/uchistory/archives_exhibits/hearst/index.htm)

*The Changing World of University Leadership and Governance: A Symposium in Honor of Clark Kerr and the Publication of His Memoirs*

University of California – Berkeley, May 4, 2001

<http://cshe.berkeley.edu/events/leadership/index.html>

*All UC Conference on University History*

University of California – Berkeley, April 25-26, 2002

[http://sunsite3.berkeley.edu/uchistory/pubs\\_resources/special\\_events/all\\_uc/index.html](http://sunsite3.berkeley.edu/uchistory/pubs_resources/special_events/all_uc/index.html)

*UK and US Higher Education Funding and Access Symposium*

Jointly organized by CSHE and the Oxford Centre for Higher Education Policy Studies (OxCHEPS)

New College and the Rothermere Institute, University of Oxford, September 28-30, 2004

*Civic Engagement in the Multiversity: Institutional Trends and Initiatives at the University of California*

University of California – Berkeley, June 10-11, 2005

<http://cshe.berkeley.edu/events/civicaacademic/symposium/index.html>

*The Crisis of the Publics: An International Comparative Study on Higher Education Reforms and Possible Implications for US Public Universities*

University of California – Berkeley, March 26-27, 2007

*CSHE@50: A Reflection and Prospectus on Globalization and Higher Education*

University of California – Berkeley, March 27-28, 2007

<http://cshe.berkeley.edu/events/csheat50/>

*Assessing the Undergraduate Experience in the Postmodern University*

University of California – Berkeley, April 25, 2007

<http://cshe.berkeley.edu/events/serusymposium2007/>