

The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

January 16, 2019

The Academic and Student Affairs Committee met on the above date at UCSF–Mission Bay Conference Center, San Francisco.

Members present: Regents Butler, Elliott, Estolano, Graves, Lansing, Morimoto, Ortiz Oakley, Pérez, Tauscher, and Zettel; Ex officio members Kieffer and Napolitano; Advisory members May and Weddle; Chancellors Block, Christ, Leland, Wilcox, and Yang; Staff Advisor Klimow

In attendance: Regent Kounalakis, Assistant Secretary Lyall, General Counsel Robinson, Provost Brown, Senior Vice President Gulbranson, Vice Presidents Brown and Budil, Vice Provost Gullatt, and Recording Secretary Li

The meeting convened at 1:15 p.m. with Committee Chair Pérez presiding.

1. APPROVAL OF MINUTES OF PREVIOUS MEETING

Upon motion duly made and seconded, the minutes of the meeting of November 14, 2018 were approved.

2. UPDATE ON UC CENTER SACRAMENTO

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown introduced the UC Center Sacramento (UCCS or Center), stating that he believed that one of the great challenges of this present time was skepticism toward public institutions and public leaders and asked how the public could regain its faith. Provost Brown quoted President Napolitano in his answer, “You fight for it.” The University has demonstrated that, through UC Center Sacramento, it has embraced this challenge by seeking to train students to provide trusted public service. Faculty also provide public service through the Center as well. UC Center Sacramento combines classroom teaching with hands-on internship experience at the State Capitol, providing State government with eager, energetic, and well-educated students and preparing UC students to be the next policymakers and lawmakers in Sacramento. The Center also ensures that UC scholarship and knowledge is informing policymakers and lawmakers. As a public university, UC has a responsibility to build a bridge between itself and the Capitol, and UC Center Sacramento is such a bridge. The detailed assessment initiated by Provost Brown revealed that the Center is unique in American higher education—uniquely Californian and uniquely UC. Provost Brown added that he was struck by Regent Pérez’s observation that, in the time

that Regent Pérez was Speaker, the Center did not perform outreach to his office or to connect him with students.

Provost Brown did not think that Regent Pérez was alone in that experience. Provost Brown underscored that the richness of the California-relevant public service training that the Center seeks to provide. He hopes that UC Center Sacramento would be the preeminent public service and experiential learning program that creates a direct path between UC scholarship and the needs of the State.

Provost Brown spoke about five goals identified for the Center. First, UC aims to expand the reach of student internships by placing UC interns in over 50 percent of State Senate and Assembly offices, as well as in all 34 executive departments and agencies in Sacramento each year. In the past year, UC has placed interns in 25 percent of Assembly offices, 20 percent of Senate Offices, and under 40 percent of the executive branch offices. UC is also looking to place interns in Sacramento City government and nongovernmental organizations in Sacramento. However, there are physical constraints at the Capitol, because there is insufficient office space for staff, let alone interns. Multiple offices have informed UC that they welcome interns but do not have the room to accommodate them. The second goal is to grow UC Center Sacramento enrollment by 150 percent to 400 students, at a rate of 100 students per term (including summer terms), in the next decade. This growth necessitates increasing student advising, housing, and financial aid. The third goal is to increase the Center's public engagement. Provost Brown stated that it was his belief that, with strengthened collaboration and coordination with Sacramento leaders, UC can reach 100 percent of appointed and elected State officials. The Center has hosted over 40 events this past year with over 3,500 attendees from across the Sacramento community, demonstrating a hunger for policy-relevant knowledge that UC offers regarding challenges facing the State. Provost Brown also called for ideas to better hear directly from the State Legislature and agencies to ensure that UC is addressing their needs. UC would need full-time equivalent (FTE) enhancements to better work with the Legislature and agencies in identifying their needs. The fourth goal is to meet the facilities and housing needs of the Center. Provost Brown reported progress in the search for new facilities. Currently, UC leases housing space from California State University (CSU), Sacramento about five miles from the Center, which is not optimal for immersion in the Capitol experience. Provost Brown reported progress in finding solutions to housing as well. The fifth goal is to increase staffing in order to achieve these ambitions, make the connections, and support development activity. Provost Brown credited Chancellor May and UC Davis Provost Ralph Hexter for being co-stewards of the Center and acknowledged UC Davis for subsidizing the Center through its service without a formal governance role, and Provost Brown believed that this must be addressed. Provost Brown would be working with President Napolitano and the campus leadership teams to determine which priorities to fund and how to fund them. Provost Brown then invited UCCS Director Richard Kravitz to introduce the guest speakers.

Dr. Kravitz introduced Thomas McMorro, chair of the UC Center Sacramento Board of Advisors. This board, which includes current and former legislators, government staff, University administrators, and a representative from the Academic Senate, provides

strategic direction and assists with critical challenges, such as identifying suitable student housing. Mr. McMorrow is an attorney and political strategist who has worked in Washington, D.C. and Sacramento. He served as student director of UC Washington Center (UCDC) while a student at UCLA and has also served as chair of the advisory board of Coro Fellowship, a nationwide program that provides leadership training to college graduates for public service. Mr. McMorrow has served on the Center's Advisory board for ten years, with the last two years as chair.

Mr. McMorrow noted UC Center Sacramento's impact by drawing from his own experience with UCDC and from observing what has happened in Sacramento in the last decade. Through UCDC, Mr. McMorrow was one of the first interns at the Department of Justice in the post-Watergate era, and his experience at UCDC led him to opportunities with the Coro Fellowship and the Rand Corporation. Mr. McMorrow believes that UC Center Sacramento is doing what UCDC has done but more effectively with regard to connecting with public officials under the leadership of Richard Kravitz. In five years, the Center has gone from hosting monthly lectures with an average attendance of 30 or 40 people with some state government attendance to current biweekly lectures for roughly 200 attendees that include government officials and staff. The next lecture on immigration by Dean Kevin Johnson of King Hall, the UC Davis School of Law, expected over 200 attendees. In addition, faculty from the Center make themselves available to Capitol staff and policymakers to share their expertise. There is an opportunity to do more with the Center, which requires growth. Now that practical issues such as housing and scholarships are being addressed, students can focus on learning about the government and their role in it, and the Center's goal of reaching all of the Capitol seems more achievable. UCCS has an opportunity to have much greater impact than it has now, but one hurdle is practicality, and another is recruitment at the campuses, and the Center is finding success given the growing number of applicants.

Dr. Kravitz noted UC Center Sacramento opens doors to the Legislature for students, such as first-generation college students, who would not otherwise have such opportunities. Dr. Kravitz then introduced Fernando Ramirez, a UCCS graduate and UC Berkeley alumnus who is currently working in the California State Legislature. Mr. Ramirez was a UCCS student in spring 2017 and participated in the Global Leadership Program in association with UC Education Abroad, which sends students to Mexico for one semester and to Sacramento for another semester or quarter. Mr. Ramirez interned with Senator Hannah-Beth Jackson.

Mr. Ramirez wished to advocate for UCCS by sharing his own experiences. Mr. Ramirez was not aware of this opportunity until the end of his UC Berkeley career, but he joined the program not only to study at the National Autonomous University of Mexico in Mexico City, where Mr. Ramirez's parents are from, but also to go to Sacramento and determine whether he could have a career in public service. Mr. Ramirez felt very fortunate to be working for Senator Jackson, who represents his home district. He grew up in Santa Paula, California, a small agricultural town in Ventura County. The UCCS program is unique, because it is internship-focused and complemented by academics and provides students with professional development and the government office experience that they would not

have in a classroom setting. Mr. Ramirez was grateful to intern for Senator Jackson, because his experiences went beyond typical internship responsibilities. When he began his internship in January 2017, Mr. Ramirez was immediately given a legislative bill and given the freedom to ask questions and immerse himself into the legislative process. Mr. Ramirez shared the following wisdom with a new intern in his office: personalize the experience, make it one's own, and feel free to ask questions. Mr. Ramirez also demonstrated how his academic experience at UCCS complemented his internship. Through his courses, he gained expertise in legislative analysis of healthcare and human services policies and currently analyzes these policies as Senator Jackson's legislative aide. UCCS students appreciate the opportunity to contribute to the State, and the State benefits from the University's top talent. Mr. Ramirez was grateful for the opportunity to advocate for UCCS and was excited for its future.

Regent Kieffer voiced his appreciation of Provost Brown's leadership in promoting UCCS and reiterated the Regents' strong support for the program. Regent Kieffer also voiced appreciation for the advocacy of Mr. McMorrow, who is also his law firm partner.

Regent Lansing stated that she and Regent Ortiz Oakley are enthusiastic supporters of the program. Regent Lansing also asked to confirm that Provost Brown did not speak about UCCS housing efforts in detail and wanted to know why. Provost Brown explained that the University was pursuing opportunities but could not speak about the particulars yet.

Regent Morimoto found, with the exception of UC Davis due to its proximity, the overall student distribution for the program surprising. He asked whether this was due to an awareness issue or whether needs for students on other campuses were not being met, barring their participation. Chancellor Christ attributed UC Berkeley's low rate of participation due to its semester schedule (UCCS runs on the quarter system), as well as its popular summer program, Cal in the Capitol. Dr. Kravitz added that UCCS has addressed most of the issues affecting students on a semester system and has seen increased participation from UC Merced. UCCS has reached out to all nine undergraduate campuses, but UCCS representation is stronger in some campuses than in others. Dr. Kravitz welcomed the Committee's suggestions on how to more effectively access the deep pool of potential interest in the program. Provost Brown added that there was diversification growth but potential for more.

Regent Pérez asked Mr. Ramirez to elaborate on his experience with legislative bills while an intern for Senator Jackson, as well as the combination of the internship with academic work. Mr. Ramirez stated that he was one of two Health Justice Scholars within his cohort, and Senator Jackson's office was aware that his academic research must focus on a health project. He was therefore assigned Senate Bill 55, which extended the sunset of Senator Jackson's afterschool health recognition program. Mr. Ramirez learned the legislative process through this bill. Having been at UCCS for a semester as opposed to a quarter, Mr. Ramirez was present to watch the progress of the bill for a longer period of time. With regard to academic work, Mr. Ramirez explained that semester system students took additional classes to match the schedule of a quarter system student. Mr. Ramirez focused

on his academic research, developing a 25-page paper and presentation attended by some Regents. Mr. Ramirez reiterated how the experience prepared him for work.

Provost Brown asked Dr. Kravitz to share how UCCS developed the link between the academic courses and the internship experiences. Dr. Kravitz replied that every student at UCCS takes a core content course and a core methods course. The content course covers California policy and politics, and there are now elective courses in health policy, criminal justice policy, and education policy. The core methods course teaches practical skills for policy analysis, such as creating spreadsheets, data analysis, and survey research. The culmination of the student's work is to identify a policy research project that is often in association with their internship office in order that the work brings value to that office. The project is presented in a public poster presentation session at the end of term.

Regent Pérez asked whether everyone has coursework on Thursday. Dr. Kravitz said that this was no longer the case due to feedback and that courses are now held on Wednesdays and Fridays so that students can go to their internships on Thursday.

Regent Pérez asked Mr. McMorrow to compare the benefit of the UCCS model with that of the Coro model. Regent Pérez explained that he was once a member of the Coro board. Mr. McMorrow explained that the Coro model is highly competitive and intensive, and its participants feel prepared to work in the White House or Congress upon completing the fellowship. Mr. Morrow prefers UCCS because it provides students with a break from the campus experience while still earning academic credits, and UCCS is more affordable than UCDC. The practical experience of the program piques strong interest in public service careers in the Legislature and across the Executive Branch, and every public servant from UCCS is an ambassador for UC.

Regent Kounalakis requested UCCS contact information to learn more about acquiring interns. She also recommended that UCCS reach out to newly elected constitutional officers, because those officers were also in the process of looking for interns.

Provost Brown closed by remarking that the UCCS budget is not immediately visible in the University of California Office of the President (UCOP) budget and nestled within the Provost's budget. Therefore, when the UCOP budget is constrained, these types of programs also get constrained. Provost Brown appealed to the Regents as advocates for the University to support less visible programs such as UC Center Sacramento.

3. **STUDENT ATHLETES AT THE UNIVERSITY OF CALIFORNIA**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown introduced three student-athlete speakers who represent a diverse cohort of students across all UC campuses and playing 25 intercollegiate sports: Hailey Rittershofer, who plays soccer at UC Davis; Evan Singletary, who runs track at UC Irvine; and Chelsea Shu, a gymnast from UC Berkeley. This item was prepared at request of Regent Graves

and took form following a meeting at UC Irvine between Regent Graves, Regent Lansing, Regent-designate Weddle, and UC Irvine student-athlete Evan Singletary. An item was presented in September 2018 that focused on campuses' support of student-athletes' academic success and overall well-being. This item features first-hand experiences of the three student-athletes. Also speaking were UCLA Senior Associate Athletic Director Christina Rivera and Associate Vice President Jerlena Griffin-Desta.

Ms. Griffin-Desta explained that UC intercollegiate sports offers many options to student-athletes. Most UC campuses belong to the National Collegiate Athletic Association (NCAA) Division I, which reflects the highest levels of intercollegiate competition and provides the largest number of scholarships. Campuses not in Division I or not governed by the NCAA still adhere to Regents Policy 3501: Policy on Student Athletes and its guiding principles. While teams are not co-educational (coed), many sports are represented by male and female athletes. Graduation rates for Division I sports are particularly high, with women graduating at higher rates than men. Ms. Griffin-Desta noted that graduation rates for each NCAA Division encompassed all sports and athletes within those Divisions.

Regent Pérez noted that these were significant gender differences in graduation. Regent Pérez asked how much of these differences resulted from UC's failure to help students graduate, and what percentage of student-athletes leave UC early to play professionally. Ms. Griffin-Desta replied that Ms. Rivera would be able to answer that in her presentation.

Ms. Griffin-Desta highlighted the impressive number of NCAA scholarship recipients, which reflects campuses' commitment to academic and athletic development for student-athletes. UC campuses have a wide range of programs and services devoted to student-athletes' academic success and overall well-being, including physical and mental healthcare, career development, priority registration, and nutrition. Ms. Griffin-Desta then introduced Ms. Rivera, UCLA's Senior Associate Athletic Director and nationally recognized expert in the provision of student-athlete academic services.

Ms. Rivera stated that she was grateful to speak to the Regents as an educator serving student-athletes for nearly 20 years. The University's athletic programs allow student-athletes to play sports while earning a degree. Academic administrators share core principles that guide how they meet their responsibilities to student-athletes and to the institution. First, academic administrators must always attempt to fulfill the mission of the institution and reflect its values and standards. Next, they must encourage student-athletes to take advantage of and participate in the entirety of the institution. Academic administrators must also direct students toward self-reliance, self-discipline, self-responsibility, and independent decision-making. Student-athletes must retain full freedom of choice in the pursuit of their academic goals. Academic administrators may provide expertise and advice on strategies and alternatives, but student-athletes must ultimately be empowered to set their own paths that address their own individual interests, goals, and ambitions. Over the last few years, intercollegiate athletics has experienced a critical transition period; academic administrators must adopt policies and procedures to ensure the success of student-athletes while enrolled and after graduation. Responding to Regent Pérez's earlier question, Ms. Rivera said that, with regard to UCLA, male student-athletes

have more opportunities to pursue professional careers than female athletes, noting UCLA's prestigious men's basketball team. The Bruin Varsity Club degree completion program helps student-athletes return and complete degrees, and these students may continue to receive their original scholarships. UCLA's commitment to degree completion for student-athletes predates the Pacific-12 Conference (PAC-12) requirement.

Regent Pérez requested that Ms. Rivera provide data distinguishing student-athletes who departed college early to pursue a professional athletic career from student-athletes did not graduate for other reasons, because it would help the Regents realize what tools to realign. Ms. Rivera replied that the NCAA mandates that UCLA include the reason for departure when submitting its graduation success rates, so providing that data would not be a problem.

Ms. Griffin-Desta introduced Hailey Rittershofer, a member of the UC Davis women's soccer team and a biomedical engineering major working on synthetic constructs for optogenetic research at Faciotti Lab. Ms. Rittershofer is one of UC Davis' first openly gay student-athletes, founding an Athlete Ally chapter and working with the campus' LGBTQIA Resource Center.

Ms. Rittershofer introduced herself, stated that her pronouns were, "she," "her," and "hers," and that she identified as queer. When Ms. Rittershofer entered UC Davis in 2015 and joined the soccer team, she was still navigating her own identity and feared ostracism by the team because of her sexuality. At the time, the UC Davis sports community did not have programs in place for different identities, and Ms. Rittershofer felt immense pressure to conform, which made soccer, her outlet and passion, a major source of stress. This stress kept Ms. Rittershofer from playing at her full potential, and she experienced homophobia from a team captain in her second year. Motivated by this and a lack of discussion about LGBTQ identity in sport, Ms. Rittershofer became the student-athlete liaison at the LGBTQIA Resource Center and founded Davis Athlete Ally last year with other student-athletes and athletic outcomes advisers. In its first year, Davis Athlete Ally hosted a pride-themed basketball game, educated members on allyship, and raised \$500 for Davis Pride, an annual LGBTQ celebration event in the City of Davis. As of this academic year, Davis Athlete Ally is financially supported by UC Davis Athletics. Ms. Rittershofer was grateful to UC Davis Athletics staff and leadership for its support of Davis Athlete Ally. Ms. Rittershofer shared the following considerations and suggestions for the Regents upon reviewing the Board or Regents' student-athlete guidelines and UC LGBTQ policies: 1) add LGBTQ student-athlete education and support to Regents Policy 3501: Policy on Student Athletes, Guiding principle 10; 2) continue to support student-athlete exploration of identity outside sports and academics through programs such as student-athlete resource groups and Aggie EVO; and 3) recommend UC campuses to adopt policies comparable to NCAA guidelines that allow transgender and nonbinary student-athletes to compete. Ms. Rittershofer provided the Regents with additional resources to review.

Ms. Griffin-Desta introduced Evan Singletary, a student-athlete in the UC Irvine track and field team. Mr. Singletary is a member of the 4 x 100 meter relay team that was runner-up

in the Big West Championship and where he ran his season best, and he has also led his relay team to victory at the Mondo Team Challenge and Steve Scott Invitational.

Mr. Singletary introduced himself, stating that he is currently a sprinter on the UC Irvine men's track and field team and pursuing a double major in education and social policy. Mr. Singletary believes that he is receiving a world-class experience at UC Irvine because he is a student-athlete, and he has grown professionally, mentally, and personally due to the opportunity. Mr. Singletary recounted how he almost did not become a UC Irvine student-athlete. Having injured his hamstring twice in high school, Mr. Singletary was unable to receive an athletic scholarship upon entering UC Irvine and worked three jobs while maintaining good grades and focusing on recovery. Attempting to strike this balance had a negative impact on Mr. Singletary's health and well-being. Through the support of his head coach, Mr. Singletary earned an athletic scholarship after his second year of college and, through athletics, he has made numerous connections and found mentors who have helped him toward his dream of becoming a referee for the National Basketball Association (NBA). Many of Mr. Singletary's student-athlete peers do not have athletic aid and must work two to three jobs to support themselves financially, therefore missing the networking mentoring opportunities that he has had. Athletic aid has helped Mr. Singletary reduce the number of jobs he has had to work to financially support himself. He hopes that conversations about athletic aid can continue at the Regental level and with more student-athlete input.

Ms. Griffin-Desta introduced Chelsea Shu, a member of the UC Berkeley gymnastics team. Ms. Shu originally trained at the All Olympia Gymnastics Center. She placed third all-around in the 2014 regional championships and was state champion on balance beam in 2013 and 2014. She was all-around in floor run-up and third on vault in the 2014 state championships.

Ms. Shu stated that her gymnastics career began at five years old, and she trained nearly eight hours after school from the ages of nine through 17. Ms. Shu chose UC Berkeley for its academics, burgeoning gymnastics program, and the opportunity to be a part of something greater than herself. Prior to attending college, Ms. Shu led a sheltered lifestyle that focused on school and gymnastics, and she initially struggled to find her identity. At UC Berkeley, Ms. Shu met a diverse group of peers in her classes and student athletes from all over the world whose varied perspectives helped her form her own opinions. Ms. Shu also has access to and support from her athletic and healthcare team, who gave her a sense of security and empowered her to pursue her dreams. Her coaches have encouraged activities outside of gymnastics and community involvement for growth and character development, which has boosted Ms. Shu's confidence and helped her find her identity. Ms. Shu hopes future student-athletes have access to the same opportunities that she has had, and she hopes the Regents better understand the importance of supporting student-athletes as they transition to the professional working world after graduation. At UC Berkeley, the ratio of student-athlete to professional development advisor is disproportionate, and Ms. Shu recommended more networking events or shadowing opportunities for student-athletes. Ms. Shu expressed her gratitude to her mentors, coaches,

teammates and others, as well as gratitude for the opportunity to play her sport and speak to the Regents.

Regent Graves thanked the presenters, Provost Brown, and his team. He hoped Provost Brown and his team can share the student-athlete recommendations provided to the Regents with athletic directors systemwide.

Regent Pérez noted that the presentation did not include as much about the challenges student-athletes face when balancing academics with athletics. Regent Pérez stated that he had shared a flight with the UC Irvine men's volleyball team, who had won consecutive games, had not attended class in one week, and faced a daunting challenge of competition and coursework. Regent Pérez also mentioned a radio interview of UCLA gymnast Katelyn Ohashi's coach, Valerie Kondos Field, about prioritizing enjoyment for Ohashi in competition. Regent Pérez called for an obligation not only to help student-athletes succeed academically, but also to ensure that students are not engaging in a joyless experience. Regent Pérez showed appreciation for Ms. Rittershofer's recommendations and for what she has done at UC Davis. Regent Pérez looked forward to all the student-athlete recommendations and hoped the Regents would consider them seriously.

Faculty Representative May shared that his experience as a faculty member with student-athletes has been positive. He has learned to accommodate practice schedules, has experienced a show of responsibility for academic work, and believes that his experience is not unique.

Ms. Rivera shared an anecdote about Ms. Field and Ms. Ohashi, whose gymnastics floor routine on January 12, 2019 was gaining wider media attention. Ms. Ohashi was receiving requests from Ellen DeGeneres, Ryan Seacrest, *Good Morning America*, and others for interviews. Ms. Ohashi's primary concern, however, was how much class she would miss. Ms. Rivera commended Ms. Ohashi for being an exceptional student-athlete and notes that there are countless other UC student-athletes just like her who need to be celebrated and acknowledged.

Regent Pérez hoped hear more stories about coaches like Ms. Field, whose concern for student-athletes goes beyond competition. He stated that Ms. Field was retiring and hoped that there are more coaches like Ms. Field.

Regent-designate Weddle commented on how impactful the recommendations were and expressed appreciation for the student-athlete speakers. She urged the Committee not only to continue inviting students to Regents meetings, but also to continue soliciting recommendations on how to support students' success and well-being.

4. APPROVAL OF PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR TWO GRADUATE PROFESSIONAL DEGREE PROGRAMS, BERKELEY AND SANTA CRUZ CAMPUSES

The President of the University recommended approval of the multi-year plans for charging Professional Degree Supplemental Tuition (PDST) for the Leadership for Educational Equity Program at UC Berkeley and the Natural Language Processing program at UC Santa Cruz. Effective upon approval of the multi-year plans, PDSTs are established for the programs and the maximum annual PDST levels for the five-year period specified in the programs' multi-year plans can be assessed (as shown in Display 1).

DISPLAY 1: Proposed Professional Degree Supplemental Tuition Levels for AY 2019-20 through AY 2023-24*

	2018-19	2019-20	2020-21	2021-22	2022-23
Leadership for Educational Equity, UC Berkeley					
Resident PDST Level	\$8,000	\$8,240	\$8,488	\$8,742	\$9,004
Nonresident PDST Level	\$8,000	\$8,240	\$8,488	\$8,742	\$9,004
Natural Language Processing, UC Santa Cruz					
Resident PDST Level	\$20,000	\$20,600	\$21,220	\$21,856	\$22,508
Nonresident PDST Level	\$20,000	\$20,600	\$21,220	\$21,856	\$22,508

* The amounts in the display reflect the maximum PDST levels to be assessed, effective as of the academic year indicated. Assessing PDST levels less than the level indicated in the display requires approval by the President with the concurrence of the Chancellor. PDST levels may be assessed beyond the period covering the program's approved multi-year plan but not in excess of the maximum levels specified in the final year. Assessing PDST levels greater than the amounts in the display requires Regental approval of a new multi-year plan.

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Regent Pérez invited Student Observer Jazz Kiang to comment on this item. Mr. Kiang introduced himself, stating that he is a Ph.D. student in Higher Education at UCLA and chair of both the UCLA Student Fee Advisory Committee and the UC Student Association Council on Student Fees. Mr. Kiang encouraged the Regents to continue considering the financial challenges for professional students with regard to Professional Degree Supplemental Tuition (PDST). Due to the nature of their programs, professional students have fewer opportunities to serve as teaching assistants and graduate student researchers, so jobs without fee remission benefits may be the only options. These jobs may be unresponsive to increased cost of attendance such as PDST. Mr. Kiang recognized the work of Regent Graves, Regent-designate Weddle, and Regent Lansing that brought forth the discussion about the student-athlete population, and Mr. Kiang hopes to see discussion of other vulnerable populations, such as student parents and differently abled students. Mr. Kiang also raised the issue of the Student Services Fee, calling it crucial to financing student services, and cited Regents Policy 3101: The University of California Student Tuition and Fee Policy, which states that the Student Fee Advisory Committee recommends how the Student Services Fee is used. Mr. Kiang encouraged the Regents to create a work group that would update the last analysis of student services fees, which was released in October 2008.

Provost Brown explained that this item was being brought forth to the Regents because this was the first time that Professional Degree Supplemental Tuition (PDST) was being proposed for these graduate professional degree programs. Failing to implement PDST would affect these programs in the coming year. Provost Brown introduced the Leadership for Educational Equity Program (LEEP) at UC Berkeley, a three-year Ed.D. program for educational leaders looking to move into executive leadership positions. He also introduced UC Santa Cruz's Natural Language Processing program (NLP), a Master of Science degree program which prepares candidates to work in the natural language processing field. Office of the President (UCOP) staff have reviewed both programs for multi-year plans and have worked with campus representatives to ensure that proposals meet at least threshold requirements of Regents Policy 3103: Policy on Professional Degree Supplemental Tuition. Provost Brown introduced UC Berkeley Divisional Finance Leader Alejandro Luna and LEEP Faculty Director Rick Mintrop.

Mr. Mintrop stated that LEEP has existed for about 13 years and has graduated approximately 50 students. In 2015-16, the program discontinued admitting cohorts because it was losing faculty without replacement. LEEP has a nearly 90 percent completion rate but has experienced time-to-degree issues. Graduation is bifurcated between students who graduate on time and others who are delayed and do not receive needed support. LEEP graduates have been successful moving into career positions for which they have prepared. Applicants are at least principals in public schools or in comparable positions. Students tend to be 35-45 years of age and pursuing higher-level, decision-making careers. LEEP is a professional program taking place on weekends over the summer, separating it from the usual offerings at UC Berkeley Graduate School of Education. All students are full-time professionals and high-powered leaders, so Student Observer Jazz Kiang's concerns about teaching assistant and graduate student researcher opportunities do not apply. The signature pedagogy of the program is based on problem-solving in real-life settings; the dissertation addresses problem-solving in the student's own setting. There is a textbook and agenda attached to this program. UC Berkeley is restarting the LEEP after a hiatus, because it has been able to hire new faculty again and improve the advising capacity of the program. Charging PDST would address the time-to-degree issue by allowing the program to hire support staff, writing support, and dissertation coaches, the last of which the program previously did not have. LEEP is one of most diverse doctoral programs on the UC Berkeley campus, which matches its focus on equity. LEEP actively recruits students from districts that themselves recruit administrators from underrepresented backgrounds. In 2013, students in LEEP were consulted and saw the need for more support in order to graduate. Two-thirds of prospective students queried agreed that having PDST would make sense. Mr. Mintrop noted that he was asking for \$8,000 per student, and students in the master's degree program are accustomed to PDST of \$6,000. The PDST would go toward financial aid, writing support, and dissertation coaching.

Mr. Luna added that the general faculty population is very diverse and that they continue to hire diverse faculty under current leadership.

Regent Ortiz Oakley asked for the average salary of principals or assistant principals in socioeconomically challenged communities in the K-12 system. Mr. Mintrop responded

that salaries ranged from \$85,000 to \$100,000. Regent Ortiz Oakley asked the speakers to confirm that LEEP focuses on K-12 educators, and Mr. Mintrop confirmed it while noting that it may change in the future.

Regent Ortiz Oakley asked Provost Brown what the percentage was of educational administrators with an Ed.D. versus a Ph.D. in the UC system. Provost Brown did not have the data on hand but could retrieve it. Regent Ortiz Oakley asked why UC would put more debt burden on professionals working in some of the most difficult K-12 systems. Regent Ortiz Oakley was under the impression that UC Berkeley was seeking PDST to start or restart a program. He noted that these are educators—not engineers, business majors, or architects—who are already earning low wages. Regent Ortiz expressed confusion and concern about a program that is supposed to serve educational equity and stated that he would have an issue supporting the proposal, adding that it did not seem to fit the original spirit of PDST as the Regents had proposed and also seemed like the wrong tool for the problem. Mr. Mintrop responded that the program is targeted toward higher-earning administrators—people who make \$250,000 when they reach the top level. The Superintendents of the Oakland Unified School District, Berkeley Unified School District, and Hayward Unified School District were graduates of the program. A large number of students are at the mid-level and make \$130,000 to \$140,000. For the few struggling students the program did have, Mr. Mintrop and his team intended that PDST could be used as financial aid. Students typically take out loans to finance tuition in the hope of paying it back and are able to do so. Mr. Mintrop stressed that this program is not a diploma mill and that, without PDST, the UC Berkeley Graduate School of Education can no longer offer LEEP. He said that the options were to charge an additional \$8,000 in tuition or not to have the program restart.

Regent Estolano asked Mr. Mintrop what the median income of LEEP alumni is while noting that this PDST would add upwards of \$26,000 to \$27,000 in loans for students making approximately \$135,000. Mr. Mintrop replied that, in a 2013 or 2014 survey of LEEP students, there was skepticism but willingness to accept PDST in exchange for better services. Regent Estolano asked whether students were polled using the cumulative amount of \$27,000, and Mr. Mintrop stated that he did not recall the exact phrasing of the question. He added that students were informed of PDST and did not totally reject it.

Regent Estolano applauded this program for being a game changer for its graduates even when run without the optimal resources or staffing, and she commended it for its diversity. She asked what the annual financial aid package would look like with PDST. Mr. Mintrop responded that it is not clear how many students would qualify for aid but he provided the following example: out of ten students, LEEP would recruit three students would need aid, and the financial aid package would be \$9,000 per year. Regent Estolano called attention to the fact that a LEEP student would take \$80,000 in loans and receive \$9,000 in aid per year, and asked what the salaries were of the two writing instructors and the coordinators. Mr. Luna responded that the academic coordinator would receive \$100,000, and the writing instructors would work at about 32 to 33 percent time, not full-time. Regent Estolano voiced her discomfort in supporting the proposal. She acknowledged that it is an excellent

program but stated that students taking on ten percent of salary as debt does not seem to fulfill the program's equity goals.

Regent Morimoto noted that, with regard to comparable public institutions, LEEP is priced at the \$8,000 differential over the next couple of years. He asked whether this higher price reflected the cost of restarting the program or whether LEEP costs can be reduced while still maintaining quality on par with programs from comparable public institutions. Mr. Mintrop replied that there is no Ed.D. program in the country of LEEP's stature that did not have an academic coordinator and that he was still helming LEEP despite having a budget cut by two-thirds during the recession that has not been restored. Mr. Mintrop stated that he was seeking an economic base for LEEP to survive or to restart because of the service it provides to the field in which he has much direct experience. Mr. Mintrop acknowledged the Regents' debt concerns but emphasized the uniqueness of LEEP's role and function. LEEP will fundraise but cannot return without funding. Mr. Luna added that one comparable program in Texas has not begun, and the University of Virginia has a four-year program, so LEEP is more economical.

Regent Morimoto asked what the sizes of the comparable programs were. Mr. Mintrop replied that those Ed.D. programs tend to be larger because they have adjunct professors and support staff. LEEP is run at research professor capacity, and the intent is to maintain quality over quantity.

Regent Butler asked how this proposal had come before the Regents. Provost Brown explained that programs with State funding that need additional funds to strengthen the academic quality of their offerings must come before the Regents for review. The Regents have articulated the factors they will consider in evaluating and determining whether to support the fee requested. Regent Pérez added that new applications come before the whole Committee while renewals require the review of two to three Regents, and he explained that Provost Brown and his staff provide feedback to the programs in advance in order to prepare them for factors the Regents will consider.

Regent Butler asked whether the department has had this conversation with Chancellor Christ. Chancellor Christ responded that there is a rigorous campus review—there are reviews by the Graduate Council of the UC Berkeley Academic Senate, Dean of Graduate Studies, and Vice Provost for the Graduate Division—that tends to stop at the Provost level. The program must also meet rigorous and extensive requirements before a proposal can be submitted for review.

Regent Graves stated that, as he recalled, the highest number of people of color with doctorates is in the education field and that diversity is not as pressing an issue. He also foresaw that the number of people pursuing a Ph.D. in education as opposed to an Ed.D. would grow. He asked how other academic programs would be affected if PDST is not approved. Mr. Mintrop responded to Regent Graves' comment about diversity by stating that only one other doctoral program in the UC Berkeley School of Education is similarly diverse. Mr. Luna responded to Regent Graves questing, stating that the

Principal Leadership Institute (PLI) and Teacher Preparation programs already receive PDST that is not combined with the LEEP proposal.

Regent Lansing asked whether other UC campuses have a program like this and whether they charge more money. Mr. Mintrop replied that UCLA and UC Davis have similar programs. UCLA charges the same amount of money as LEEP if PDST is included. UC Davis charges less. Regent Pérez sought clarification because Mr. Mintrop had mentioned earlier that UCLA's program was larger. Mr. Mintrop confirmed this. Regent Lansing asked whether LEEP planned to become larger and whether it would raise tuition to grow. Mr. Mintrop responded that LEEP hopes to grow but that depended on how many faculty members it could hire. He added that tuition would not increase for growth, but rather this PDST would be for hiring more faculty in order to admit more students. Regent Lansing commented that she would support LEEP if it would charge the same amount as UCLA and it would mean there were three such programs at UC.

Regent Tauscher strongly recommended tabling the motion because she did not believe it would pass. She could not support the motion at that time but wanted to avoid an irreversible decision.

Chancellor Christ explained that graduate and doctoral education is much more expensive than undergraduate education. Longtime tuition suppression has made it more difficult for exclusively graduate schools to support their programs adequately. Chancellor Christ added that she strongly supported the proposal.

Regent Lansing agreed that the motion should be tabled if it would not pass. Chancellor Christ emphasized that a motion to table would be equivalent to keeping the program closed. Regent Pérez clarified the motion and voting rules.

Upon motion duly made and seconded, the Committee approved the recommendation to amend the item to remove the proposal for PDST for LEEP at UC Berkeley.

Provost Brown introduced UC Santa Cruz Professor of Computer Science, Marilyn Walker, and UC Santa Cruz Associate Dean of Engineering, Abel Rodriguez, who spoke about UC Santa Cruz's Natural Language Processing (NLP) program.

Mr. Rodriguez began his comments by explaining that, five years ago, UC Santa Cruz decided to explore opportunities in Silicon Valley through the development of four new professional programs. Two of those programs have already been approved for PDST: a Games and Playable Media program and a Serious Games program. NLP is the third program, and a fourth program on Human-Computer Interaction (HCI), also with PDST, would be proposed next year. UCSC is committed to meeting the needs of local communities such as Silicon Valley, and having a broad portfolio of options is important to doing that. PDST would generate revenue from international and other nonresident students, making the program more affordable for California students, particularly underrepresented groups. The faculty are committed to diversity, equity, and inclusion, and Mr. Rodriguez was also personally committed to diversity as a Latino.

Ms. Walker explained that NLP is a subfield of artificial intelligence (AI) involving the automatic processing of human language. There is a very large range of applications due to the ubiquity of language, and very specialized knowledge is needed to be successful as a practitioner of NLP. This program is unique in UC and one of few nationwide. The program's goal is to make graduates highly competitive for NLP jobs in the local technology (tech) industry in Silicon Valley. The program will begin with an initial cohort of 25 students and ramp up to a steady state of 50 students in five years. The curriculum consists of five core courses, electives, a three-quarter capstone project sequence—all of which combine deep technical training with strong practical applications. NLP seminars, job fairs, and summer project presentations will connect students with industry leaders and mentors. The program plans to reach out to the tech industry to recruit capstone project mentors, solicit money to sponsor those projects, and recruit elective instructors and speakers. The industry support has been positive so far—an industry advisory panel has been created with scientists from Amazon, IBM, Google, and Nuance, who have voiced a great need for these skills and have committed to hiring NLP program students. UCSC is proposing a PDST fee of \$23,000 for a one-year program, which Ms. Walker remarked was affordable. After completing the yearlong program, a student can garner excellent salary as an engineer in Silicon Valley. UCSC will use the 33 percent return-to-aid amount to provide aid to undergraduate minority students. PDST will allow UCSC to hire an executive director who will reach out to industry, recruit mentors, and help with job placements. PDST will also allow recruitment of industry speakers and lecturers, as well as recruit Ph.D. student teaching assistants who will also serve as mentors.

Ms. Walker spoke about diversity in the program. In UC Santa Cruz's traditional Master of Science in Computer Science (CS) program, 173 applicants out of 1,100 expressed interest in NLP. Eighty percent of applicants were international students, mostly from China, Taiwan, and India, the diversity of which is still good for natural language training, but only a small portion of these students are underrepresented in the industry. The goal is to create a more diverse pool of students by recruiting among UCSC's undergraduates, who are more diverse than undergraduates at San Jose State University and at other nearby California State University (CSU) campuses such as CSU Monterey Bay. UCSC is a Hispanic-Serving Institution (HSI); 43 percent of UCSC students are first-generation students. Out of the 2,053 students in UCSC's undergraduate CS program, 13 percent, or 271 students, are Hispanic. Based on these numbers, UCSC is confident it will hit its NLP targets. There are currently 414 women in UCSC's undergraduate CS program, or 20 percent (the Bachelor of Sciences program is 20 percent women, and the Bachelor of Arts program is 35 percent women). UCSC is working on improving the number of black students in its undergraduate CS program, and Ms. Walker is personally mentoring several black students who are members of the National Society of Black Engineers (NSBE), helping with job placement, and brainstorming ways to recruit more black students into the master's program. Women make up about 50 percent of the CS major in India, China, and Taiwan. UCSC's international applicant pool is 36 percent women, and it hopes to recruit more women to the NLP program from the international pool, which may change the environment for the women in the Ph.D. and undergraduate programs as well. UCSC will approach the tech industry for scholarships for the pool of international women.

Regent Elliott asked whether UCSC continued to expect 70 percent of students in the program to be international and mostly from two to three countries. He wondered how UCSC planned to achieve overall diversity if there were few California or United States residents in the CS program and numbers were projected to remain the same as far into the future as 2025. Ms. Walker replied that UCSC could take an active outreach role. PDST will provide UCSC with the funds to do more outreach, offer more fellowships, and therefore better affect the diversity in the application pool. Regent Elliott asked whether UCSC expected the numbers to be different from those it provided to the Regents. Mr. Rodriguez confirmed that predictions are based on the current pool, but UCSC is trying to affect that. Regent Elliott asked whether the focus was on language diversity, and Mr. Rodriguez clarified that the focus remains on ethnic, racial, and gender diversity, but he was responding to Regent Elliott's earlier point about the applicants coming from two to three countries. UCSC believes it can make a big impact on gender diversity and diversity generally, but it is difficult to forecast, hence the numbers presented to the Regents were based on the current applicant pool. Regent Elliott commended UCSC on having an articulated plan.

Regent Graves made a general comment that faculty and departments need to be as specific as possible with regard to actions they will take to improve diversity. This helps the Regents measure whether to renew PDST for their programs. Mr. Rodriguez responded with appreciation and reiterated the pipelines Ms. Walker had presented.

Faculty Representative May sought to confirm the total number of faculty were participating and from which departments. Ms. Walker responded that ten faculty members from Computer Science and Engineering, Linguistics, and Psychology would participate in the program. Mr. Rodriguez had developed financial incentives for the Linguistics department so it could provide course relief to its faculty teaching in the NLP program.

Regent Estolano stated that she would like to see a goal of 50 percent California resident participation instead of 26 percent, because UC should be trying to grow the talent base of California residents. Ms. Walker replied that international students apply to the master's program to find jobs in Silicon Valley and stay. Gender diversity is also greater in the international pool, and they are very high-caliber students. Most undergraduate students prefer employment to the master's program. Ms. Walker believed that offering financial aid to undergraduate students and creating a pipeline could encourage these students to stay. PDST would help the NLP program graduate five Hispanic students a year, making the UCSC rate ten percent Hispanic compared with one percent nationwide. Regent Estolano referred to the NLP program proposal and indicated that even 30 percent California resident participation is better than the projected 26 percent. Mr. Rodriguez reiterated the financial barriers to entry for resident students. UCSC hopes to first establish the NLP program and draw industry support, such as fellowships, which can finance an increase in California resident participation. Regent Estolano recommended setting a higher resident student goal and would view a higher goal quite favorably. Regent Estolano also predicted that the tech industry would be supportive of a higher resident student goal that is more diverse and would readily hire those graduates.

Regent Zettel expressed disappointment about the enrollment rate of 74 percent international students in light of recent unfavorable press about UC undergraduate enrollment, and she requested a report on NLP program progress, enrollment, and any adjustment to goals. Regent Pérez added that the Committee would like to see such a progress report earlier than the program's renewal date.

Upon motion duly made and seconded, the Committee approved the recommendation as amended and voted to present it to the Board.

The meeting adjourned at 4:05 p.m.

Attest:

Secretary and Chief of Staff