

The Regents of the University of California

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

May 15, 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, Pérez, Sures, and Zettel; Ex officio member Napolitano; Advisory member Weddle; Chancellors Block, Christ, Leland, and Wilcox; Staff Advisor Klimow

In attendance: Assistant Secretary Lyall, General Counsel Robinson, Provost Brown, Executive Vice President Stobo, Vice Presidents Brown, Ellis, Humiston, and Nation, Interim Vice Presidents Gullatt and Leasure, and Recording Secretary Li

The meeting convened at 10:50 a.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 March 13, 2019 were approved.

Student Observer Jazz Kiang made remarks concerning several items that were before the Committee. Firstly, with regard to the approval of Professional Degree Supplemental Tuition (PDST) at UC Berkeley, Mr. Kiang was concerned that student consultation was lacking, noting that there is currently no formal process for informing students of proposed programming. He echoed Regent-designate Weddle's comments at the March 2019 Regents meeting and called for the solicitation of student feedback prior to proposed programming. Mr. Kiang praised programs that combine surveys, focus groups, and departmental advisory boards but recommended formal student notification, such as what is done before undergraduate tuition increases. Secondly, he expressed his joy at seeing the Regents item regarding transgender and nonbinary student experiences and applauded the work of LGBTQ campus resource centers and student leader advocates. Mr. Kiang observed that steps such as adding gender-neutral restrooms and name changes have only been taken in the last few years. He acknowledged the work of students and staff and underscored that the University must do more, raising the example of how name changes are not reflected in all departments on campus. Mr. Kiang hoped that this Committee would continue to learn about unique student experiences and take the appropriate Regental action to ensure a supportive environment. Lastly, Mr. Kiang remarked on the accountability report on diversity for UC Health. He stated that he was wary of whether the associated mission and goals in an accountability exercise were clear. Diversity initiatives can have unclear goals. He quoted Regent Ortiz Oakley's comments from the March 2019 Regents meeting about privilege and access with regard to the national college admissions scandal. Mr. Kiang stated that such issues of privilege and access should be addressed beyond UC

Health. Successful accountability, especially in diversity, requires being intuitive and innovative. He closed his remarks by thanking Regent Graves for his service.

2. **ESTABLISHMENT OF A SEVENTH UNDERGRADUATE COLLEGE, SAN DIEGO CAMPUS**

The President of the University recommended that Section 15 (a) of the Academic Units and Functions, Affiliated Institutions, and Related Activities of the University, as provided for in Standing Order 110.1, be amended as follows:

Additions shown by underscoring

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10. Academic Colleges at San Diego

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(g) There is established at San Diego the Seventh College with undergraduate curricula leading to the degrees of Bachelor of Arts and Bachelor of Science.

[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 item, stating that the establishment of Seventh College would help UC San Diego manage enrollment growth to better support and advances student success. The six existing residential colleges combine aspects such as academics, student affairs and student learning, residential life, advising, general education, and co-curricular programming in a learning-conducive environment. UC San Diego is distinctive among universities with a college system, and the undergraduate experience there is shaped by the colleges' themes. This is part of a larger plan to accommodate past, current, and future student growth. The campus is already close to its 2035 target of 32,000 students.

Chancellor Khosla provided some history of UC San Diego's residential colleges. In the first 30 years, the campus had five colleges; there has only been one additional college since then. UC San Diego is unique in its structure compared with other college systems in that all of general education happens in the colleges. The majors are determined by the departments, and the general education is determined by the colleges. Students receive their advising, student affairs guidance, and residential experience through the colleges. Currently, these colleges can only offer one year of guaranteed housing to undergraduate students, but, for the last five years, Chancellor Khosla has propagated his vision of a four-year housing guarantee to all undergraduate students at below market prices. UC San Diego's goal is to establish two additional colleges for a steady state of 32,000 students. Dean John Moore has led several faculty committees over the last two years, and UC San Diego is confident that it has the whole campus' complete support and that it has developed a program that will define the future of general education. The college system provides a small, liberal arts residential experience in a Research 1 university, and this underscores the importance of not having overcrowded colleges. UC San Diego's goal is for each college to have 4,000 students, so it would need eight colleges to accommodate a steady state of 32,000 students. Currently, lower division students live in the colleges, and upper

division housing is being built in order to guarantee four-year housing for undergraduate students.

Mr. Moore stated that, as of fall 2018, UC San Diego has over 30,000 undergraduates, which means that every college has over 5,000 students. This is a strain on advising, academic, and housing resources. Without a seventh college, there would be 5,300 students per college; the San Diego campus wishes to have 4,000 students per college in order to enhance the student experience and provide the necessary services. Mr. Moore raised the example of 2016 and 2018 college residency exceeding design capacity. Transfer student housing, known as The Village, would be transformed into Seventh College at minimal expense; only administrative space needs to be added. Some upper division housing will be available in fall 2020, and transfer students can move there. This is the beginning of a long range plan for four-year guaranteed housing, where students will spend the first two years in the college residential experience and their final two years in apartment-style housing at below market rate. The campus would also be able to decompress residence numbers and return to design capacity.

Mr. Moore explained that the intellectual theme of each college defines its identity, and the general education of each college is aligned to its intellectual theme. After several years of deliberation involving work groups, Academic Senate administration task forces, town hall meetings, and divisional Senate discussion, UC San Diego decided that the theme of Seventh College would be “A Changing Planet.” One of the criteria for choosing the theme was that it allowed for work in multiple disciplines. At the suggestion of the Academic Senate, a task force designed a new general education framework from existing general education best practices, such as 1) interweaving general education throughout a student’s career and 2) engaging students in interdisciplinary work whereby they create capstone projects that combine their general education and their major. Mr. Moore defined general education as breadth requirements, which are courses taken outside the major field of study, and required courses, which all students take. Aside from breadth requirements, Seventh College will also offer three capstone courses that draw upon material from the breadth requirements and the major and encourage students to design interdisciplinary research projects. The lower division capstone courses provide an introduction to interdisciplinary work and are writing-intensive, and the upper division capstone course will be the research project, which can involve community work, experiential learning, group projects, and a design focus. Both breadth and capstone courses are aligned with the college theme, A Changing Planet. The proposed four-year plan of Seventh College compares favorably to those of the other colleges; UC San Diego is confident that Seventh College will allow students to complete their degrees on time, engage in interdisciplinary work, be productive citizens, and fulfill the mission of the University.

Regent-designate Weddle expressed her appreciation for the intentional plan to return undergraduate residency back to design capacity. She believed that student living conditions have a big impact on students’ well-being and academic success and hoped that other campuses make such intentional efforts as well. Regent-designate Weddle asked how Seventh College will be assessed in its early years with regard to student outcomes and

feedback on student experiences. Chancellor Khosla responded that it would be not be different from the other colleges: through undergraduate student surveys, graduation rates, faculty feedback on courses, and more. The Teaching + Learning Commons considers learning outcomes. Mr. Moore added that there are periodic program reviews that all colleges undergo as do departments and majors.

Regent Butler expressed her appreciation for the thoughtfulness, planning, and having a long-term view for student growth, which should be considered systemwide. She asked how those currently in transfer student housing would be affected and what the plan was for them. Chancellor Khosla replied that several projects have been presented to the Finance and Capital Strategies Committee. One of these projects, North Torrey Pines Living and Learning Neighborhood, will have a new, 2,000-bed facility, a new Arts and Humanities building, and a new Social Sciences building for Sixth College. Seventh College already has a near-2,000-bed facility and other appropriate spaces overlooking the ocean known as transfer housing. The campus would be proposing Pepper Canyon undergraduate housing, which is currently under construction, to the Regents. This would be condo-style living for upper division students with state-of-the-art access to recreation. This housing would be available below market rents and would help manage costs by including a kitchen or kitchenette, washer, dryer, and other amenities. Transfer housing students will move into Pepper Canyon, and Seventh College students will move into transfer housing. Medical students currently at Rita Atkinson Residences will be moving into a new, condo-style facility with nearly 3,000 new beds by summer 2020.

Regent Pérez asked about the naming of Seventh College. Chancellor Khosla explained that naming is a difficult process. In 1991, only two colleges were named. All the colleges have since been named, and there have been and will always be people who are disappointed with the naming choices. While the thematic content of the college is more important because it affects student experience, UC San Diego will eventually determine a name for Seventh College.

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

3. **DESIGNATION OF NATURAL RESERVE SYSTEM PARTNERSHIP RESERVES: POINT REYES FIELD STATION AND LASSEN FIELD STATION**

The President of the University recommended the designation of the Point Reyes Field Station as the 40th and the Lassen Field Station as 41st components of the Natural Reserve System (NRS), each to be administered as partnership reserves by the NRS Systemwide Office at the University of California Office of the President (UCOP) with operational and financial responsibilities shared by both the respective campus and the National Park Service.

[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 National Reserve System (NRS), calling it an extraordinary resource not only for the University of California, but also the State and the world. Established by the Regents in 1965, the NRS is a unique set of protected wildland sites across California. At the time of the presentation, the NRS was comprised of 39 ecologically distinct sites and more than 750,000 acres. The NRS is the largest and most diverse system of its kind in the world operated by any university. Each of the 39 sites receives stewardship by one of the UC campuses and is made available to the entire UC system to further UC missions of teaching, research, and public service. These sites serve as outdoor laboratories for monitoring water conservation, climate change, and biodiversity, as well as engaging with Californians through a variety of outreach activities. The two proposed sites, Point Reyes Field Station (PRFS) and Lassen Field Station (LFS) would be managed by the Berkeley campus and Davis campus, respectively.

Vice President Ellis stated that the NRS is an outstanding resource for UC and promotes collective excellence—the idea that the whole is greater than the sum of its parts. The NRS is similar to multi-campus research units. Just as UC Observatories allow astronomers from across the system access to its unique facilities, NRS sites are open to UC scholars and students for teaching, research, and outreach to the public regarding themes such as ecology and evolution. Research conducted at NRS sites include anthropology, zoology, and the performing arts. For example, a recent grant from the Gordon and Betty Moore Foundation supports the California Heartbeat Initiative, which will use drones, multispectral cameras, and sensor networks to track the movement of water at NRS sites and integrate this data into climate models. In 2015, the NRS launched its first undergraduate field ecology and conservation course, which allows students to pose research questions that can be addressed through visits to NRS sites. Good stewardship is fundamental to the health of the NRS and its sites. A UC campus manages each site and ensures that it is fit for its purpose, working closely with the NRS and the Office of the President (UCOP), which provides systemwide oversight. The NRS has an advisory board comprising staff and faculty that meets regularly and provides guidance for issues including safety, operations and maintenance, budgets, and the addition of new sites. The reputation of the NRS continues to attract new opportunities for growth.

NRS Executive Director Peggy Fiedler provided a history of NRS partnerships at the State, national, and local levels. In the early 1960s, the faculty founders, who were consummate field scientists, conservation biologists, and mentors, understood that California's unique ecosystem would increasingly come under threat of degradation with the expanding population and accelerated demands for housing, services, and employment opportunities. An intact and protected natural heritage is essential to educating the next generation of scientists, educators, and decision makers of the critical importance of the natural world not only for its intrinsic value, but also for the health, safety, and welfare of the state's population. California is a globally recognized biodiversity hotspot, and threats to the state's renowned biodiversity were taken seriously by the Regents with the founding of the NRS in 1965. The original seven reserves have grown to the current 39 sites, and the NRS hopes that the current Board would approve two more sites.

Ms. Fiedler introduced Point Reyes Field Station (PRFS), located at the Point Reyes National Seashore, a national park that occupies the peninsula in West Marin County, with the San Andreas Fault and Tomales Bay on the east and the Pacific Ocean on the north, south, and west. Point Reyes lies on the Pacific Plate, an oceanic tectonic plate, while everything to the east is on the North American Plate. Its bedrock, soils, and some plant and animal lineages originate from the Tehachapi Mountains roughly 80 million years ago, and the park and field station move 1.5 inches northward each year. Point Reyes hosts 80 mammal species, 490 bird species, 29 species of amphibians and reptiles, 900 species of plants, and over 550 fungi species, 50 of which are threatened or endangered. Its diverse ecosystems include coastal dunes marshes, conifer forests, grasslands, oak woodlands, and marine shorelines. The Coast Miwok lived there thousands of years before European settlement. PRFS is located one hour's drive north from the Berkeley campus. These attributes put PRFS in high demand as a field site for field research. Currently, more than two dozen UC Berkeley faculty are conducting research in the park; faculty bring their students for scientific training and field trips. In turn, this research informs the park's land management decisions. The National Park Service (NPS) has agreed to give the NRS access to a ranch house in Olema Valley, which will serve as an office with housing for researchers and bunk rooms for classes. Adjacent buildings can be used for equipment storage, and grassy fields can be used for campfires and campfire chats.

Lassen Volcanic National Park is two hours' drive north of the Davis campus. The cinder cones, hot springs, and boiling mud pots comprising its volcanic environment are found in few other states in the nation and are not represented in the NRS. The park is located at the crossroads of the Cascade Range to the north, the Sierra Nevada Mountains to the south, and the Great Basin Desert to the east. Every rock at Lassen originated from a volcano, and all four types of volcanoes—shield, composite, cinder cone, and plug dome—are found there. Geothermal features have wonderfully evocative names such as Bumpass Hell and Devil's Kitchen. There are more than 700 species of flowering plants and more than 250 vertebrate species such as black bears, mountain lions, and American marten. Lassen Field Station (LFS) will advance park science and establish a UC presence in this rural corner in California. It will provide residency with a science lecture series, opportunities to conduct research that helps inform the park's land management decisions, engagement in citizen science, and an inspiration to young people to attend UC. The NPS has agreed to waive entrance fees for users of LFS, arrange housing for academic users, provide office, meeting, classroom spaces, and office and operational resources. The NPS will provide financial assistance to UC Davis under the terms of specific past agreements.

Michael Kisgen, NRS Legal and Policy Coordinator and incoming Associate Director, provided the administrative and policy background for the request to designate these field stations as components of the NRS. The northern portion and wildlife-urban interface of California are largely absent from the NRS. Discussion began over six years ago with NPS to address this for field stations at Point Reyes National Seashore and Lassen Volcanic National Park, modeling these potential sites after the highly successful Yosemite Field Station, which was approved in 2009 and managed by UC Merced. The exhaustive process for the designation of a new reserve, established in the NRS Administrative Handbook, includes an assessment by a review committee of faculty and staff from at least three non-

sponsoring campuses. Presentation to the Academic and Student Affairs Committee is the final step in the vetting process. The last time the Regents designated a new reserve was in January 2014 for the Merced Vernal Pool and Grasslands Reserve, which is over 65 acres of protected land owned by the University and adjacent to the Merced campus. The NRS recently created a new categorization system that better organizes and explains the different reserve types. The two proposed field stations will be categorized as partnership reserves, because responsibilities are shared with a government partner, the NPS in this case. Both formalized their partnerships through separate, five-year cooperative agreements linked to the California Cooperative Ecosystem Studies Units (CESU) Agreement. UC is the host institution to the CESU Agreement, and the NPS is a key signatory. The NPS is a significant collaborator with UC as a whole. For example, UC Merced students graduated from the Yosemite Leadership Program, which provides students with direct hire status with the NPS. Another example is the National Parks Institute Executive Leadership Seminar hosted on the Merced campus, which had international attendees from Uganda, Nigeria, China, Bhutan, Mexico, and Costa Rico, as well as students from the Yosemite Leadership Program. Establishing two new reserves would help the NRS strengthen its mission at two additional sites where UC presence is minimal. These would join the 39 other sites as living laboratories that carry out the UC mission, which would benefit not only the UC community, but the people of California, the U.S., and the world.

Regent Estolano congratulated the NRS; she appreciated the description of the geological importance of PRFS and hoped to visit LFS soon. Regent Estolano commended the NRS for finding a partnership that establishes UC farther north, which she felt was a region underserved by the University. She believed it was a good first step and looked forward to future efforts there. She underscored the importance of this partnership at the present time, noting that the partnership sets aside partisanship to preserve assets of the state and the nation. If there is another federal government shutdown, Regent Estolano envisions that UC can help protect and maintain the parks while building a constituency that can protect the nation's heritage despite a shutdown. She also expressed her pride in being a member of the Board of Regents because of the NRS, its public service, and its heritage. This is unique to what UC does, and the network of sites is extraordinary. The diverse participants of the Yosemite Leadership Program are the future of the stewardship and preservation of biodiversity and ecosystems in California.

Regent Zettel echoed Regent Estolano's comments and complimented the presentation and the NRS. She noted that the sites are pristine and small, and she asked whether all campuses will have access or if they are limited to the adjacent campus. Ms. Fiedler referred the Regents to the NRS website, which has graphics showing how each reserve is used across the UC system. She stated that anyone can use an NRS reserve if their purpose conforms to the University's mission. Many reserves are used heavily by the adjacent campus but not exclusively. They are also open to California State University (CSU), and the sites welcome many global visitors as well. Regent Zettel asked whether research is shared systemwide, particularly to UC's agricultural researchers, and hoped that there is interdisciplinary collaboration. Ms. Fiedler provided the example of a \$2.2 million grant from the Gordon and Betty Moore Foundation. One of the partners in this research is looking at the movement of biological water across the landscape in

collaboration with the Informatics and Geographic Information System program, which is part of the Division of Agriculture and Natural Resources. Research at NRS sites is more pure than applied, because they do not have many cattle or sheep. However, NRS researchers do track grazing, such as its effectiveness to control exotic species at the Merced Vernal Pools and Grassland Reserve.

Provost Brown offered to organize trips to NRS sites for the Regents.

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

4. **STUDENT EXPERIENCE: TRANSGENDER AND NONBINARY STUDENTS**

[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 thanked Regent Pérez for his interest in student life and success, as well as his longstanding support of transgender and nonbinary people both as a California State legislator and as a Regent. Regent Pérez thanked Regent-designate Weddle for advocating for the presentation of this item before the end of the academic year. Provost Brown briefly introduced the presentation and speakers.

Director Shaun Travers of the UC San Diego LGBT Resource Center provided an overview of terms and concepts regarding the LGBTQIA+ community. "Sexual orientation" is related to affairs of the heart, falling in love, and intimacy. The letters L for "lesbian," G for "gay," and B for "bisexual" in the LGBTQIA+ acronym are terms that refer to sexual orientation, as do "straight" and "heterosexual." "Queer," another word referring to sexual orientation, can be used pejoratively but has been reclaimed by the LGBTQIA+ community and is a term of pride. "Gender expression" is the unconscious and conscious ways people express gender through mannerisms, speech, social cues, and dress. Gender expression is often coded in the binary—feminine and masculine—but can be androgynous. "Gender identity" is one's internal sense of self and the words and phrases people use to describe gender to themselves. Gender identity is also often coded in binary, but there are other options, including "nonbinary," "bigender," "agender," "genderqueer," and others beyond the binary of men and women. Gender expression and gender identity contain "gender" in the terms, and legal gender is very important in the State of California, where a third gender option—"nonbinary"—is now available in legal documents. Gender, gender identity, and gender expression are commonly thought of in the binary. Color is gendered when baby boys are dressed in blue and baby girls are dressed in pink, because boys can wear pink and girls can wear blue. Many transgender people fall within the gender binary; transgender women are women, and transgender men are men. "Cisgender" is the opposite of transgender, and cisgender people's identity matches the sex they were assigned at birth. Using himself as an example, Mr. Travers stated that he identifies as a man and was assigned male at birth, which makes him a cisgender man. Typically, "cisgender man" is abbreviated to "man," and that is indicative of the privilege that comes with being cisgender. Some transgender people identify as nonbinary, gender



nonconforming, gender-fluid, genderqueer, bigender, Two-Spirit, and more. The California Gender Recognition Act lists nearly one dozen terms within this broad legal category of “nonbinary.” Nonbinary people’s gender identity and expression may not conform to societal norms of masculinity or femininity, and nonbinary people may use the pronouns “they” and “them” in the singular number and their name instead of the pronouns “he” or “she.”

Interim Vice President Gullatt stated that, as the understanding of gender identity evolves, UC as an institution must be as responsive and inclusive as possible, including in the language used to describe gender identity. UC’s efforts were elevated in 2014 with the formation of the President’s Advisory Council on LGBT Students, Faculty, and Staff. For two years, this council advised President Napolitano and refined for implementation the recommendations of the prior UC Task Force and Implementation Team on Lesbian, Gay, Bisexual and Transgender Climate & Inclusion. The council’s work led to physical changes and policy adjustments on campuses, such as construction and conversion of physical facilities and using chosen names in class schedules, rosters, student identification, online directories, and other systems that require disclosure of student names. These changes aim to improve the campus experience of students in the LGBTQIA+ community and foster a more welcoming and inclusive environment for all UC students. They apply to the current student community and applicants. For example, UC undergraduate applicants have been able to volunteer their gender identity since 2015. Data from the most recent UC Undergraduate Experience Survey (UCUES) regarding academic experience and campus climate show the importance of attending not only to policy and physical changes but also cultural shifts in order to be truly inclusive to the transgender and nonbinary communities at UC. In response to a question in UCUES about feeling a sense of belonging and respect, almost a quarter of transgender women strongly disagree that students of their gender are respected on campus, while the responses of transgender men are similar to the answers of students who identify as genderqueer and gender nonconforming. It is not clear whether students whose identity is not listed identify with the provided categories or do not wish to state their gender identity in the survey. The University is still learning, and these conversations are critical to this evolutionary process. The Gender Recognition Act, also known as California State Senate Bill (SB) 179, went into effect in January 2019 and bolsters UC’s efforts by streamlining the process to change gender designation on State documents and making available a nonbinary gender option in birth certificates, driver’s licenses, identity cards, and gender change court orders. UC campuses must align data collection and reporting with this goal of full recognition of gender identities. Employment processes, housing, sports facilities, payroll systems, and recreational areas are designated according to a gender binary. Therefore, UC systems, policies, reports, publications, and other systemwide and campus processes need to be updated in accordance with mandate of the act. This work is under way, but the University has a long way to go.

Mr. Travers stated that UC San Diego develops its services with transgender and nonbinary students in mind. In early 2018, a Gender Recognition Act steering committee was established, and, in May 2019, a campus report was issued detailing the recommendations for full inclusion of nonbinary people. These include access to data systems, updating workflows, and offering education and training. UC San Diego has an advisory committee

of faculty, students, and staff that focuses on gender identity issues and acts as an accountability system supporting ongoing efforts. Critical Gender Studies has a core curriculum of queer studies and feminist scholarship. Students may change their gender identity, names, and pronouns in campus data systems 24 hours a day, seven days a week, and on-demand. Preferred names and pronouns appear in class rosters, advising lists, and most student-facing data systems. Students no longer get “deadnamed,” which refers to when a person’s legal name is used instead of their preferred name. UC San Diego is in the process of using preferred names on student identification cards. Student Health Services provide access to gender-affirming hormones and surgeries through the Student Health Insurance Program. Counseling and psychological services provide short-term care and referral to long-term care with off-campus providers. A transgender healthcare learning team ensures continuous learning for healthcare providers. All single stall restrooms are gender inclusive, and multi-stall, gender inclusive restrooms are in development. Transgender students have access to National Collegiate Athletic Association (NCAA) athletics, sports facilities, recreation, and intramural sports. The campus is working with athletic directors so that nonbinary people are included. The campus provides gender-inclusive housing for transgender and nonbinary students, LGBTQIA+ living learning communities and theme housing. Training transgender and nonbinary competencies and service provision is available in person and online. The primary transgender student organization is Beyond Binaries, and there are many other LGBTQIA+ organizations intentionally inclusive of transgender and nonbinary people. T\*Camp is an intercampus, three-day retreat offered to transgender and nonbinary students. Campus events include: transgender day of empowerment, transgender day of remembrance, transgender awareness week presented by LGBTQIA+ medical students. At the LGBT Resource Center, there are student-created programs, student community spaces, peer support, and amenities such as a kitchen and meeting rooms. The Center offers an LGBTQIA+ student orientation, World AIDS Day, Pride series, and a rainbow graduation. By getting students involved in internship, leadership, and volunteer opportunities, the Center is developing the next generation of transgender and nonbinary students for San Diego, California, and America.

Ms. Gullatt introduced Joel Gutierrez, an undergraduate student pursuing a double major in American Studies and Gender, Sexuality, and Women’s Studies. Joel serves on Chancellor May’s undergraduate advisory board and has worked as a community coordinator at the UC Davis LGBTQIA Resource Center. Joel identifies as nonbinary and uses they/them pronouns. Joel stated that, as a community coordinator, they provide programming, resources, advising, and direct support to the LGBTQIA+ community at UC Davis. Transgender and nonbinary students face an unpredictable and oftentimes hostile environment on campus. Joel has participated in systems on campus built to support transgender and nonbinary people. They lived in the LGBTQIA living and learning community, work at the LGBTQIA Resource Center, and study Gender Studies and American Studies, which cover queer and transgender topics. Joel acknowledges their privilege as a nonbinary student due to their position within the University and calls attention to the limited resources available, as well as the hardship, direct hostility, ignorance, and discrimination endured by other nonbinary students. Transgender and nonbinary students deserve the ability to focus on their studies without the fear of

professors misgendering them, calling them the wrong name, or intentionally expressing hateful comments. Many transgender students have reported transphobia from faculty and staff. Even with the best policies, gender-neutral bathrooms, and updated name and pronoun registration, transgender and nonbinary students must still grapple with the interactions with other people within the University. Campus climate, including microaggressions and direct hostility, influences how they are treated. Faculty and staff play an undeniable role in shaping this campus climate, so stronger training and higher expectations of faculty and staff is needed. Gender-neutral language is not difficult to teach or learn. Joel likened preventing harmful actions to transgender and nonbinary students to accountability for racist or misogynist statements. One example is removing the male and female designations in class evaluation forms, and the end goal would be removing the multiple forms of violence that transgender and nonbinary students face within the University. Awareness work and training must be done under the advisement of transgender and nonbinary people; LGBTQIA+ resource centers on campuses do this work on a smaller scale. With more support, this work can expand to make UC as welcoming to transgender and nonbinary people as the resource centers. UC administrators must initiate action with students to break the hard boundary between them and prioritize student experience over optics or cost. By initiating conversations with transgender and nonbinary students about needed action, the Regents and administration can alleviate the fatigue of student activists who spend months and years effecting change.

Ms. Gullatt introduced shawndeez jadalizadeh, a UC Berkeley graduate who is currently a Ph.D. candidate and teaching assistant in Gender Studies at UCLA. shawndeez identifies as transgender and nonbinary and uses they/them pronouns. shawndeez stated that they lost all of their closest friends at UCLA when they came out as transgender several years ago; their entire graduate student cohort avoided them and stopped speaking to them. shawndeez emailed their academic committee, comprised of four professors, about their change in gender identity and pronouns, but no professors responded to that email. Professors have asked shawndeez invasive questions about their body and misgendered them when introducing them as the teaching assistant in front of a lecture hall full of students, which outed them. shawndeez is regularly pulled aside and questioned at the gym, library, or other spaces that require student identification, which still bears their dead name. shawndeez and other students avoid using campus resources because of the challenges of using their student identification cards. shawndeez has experienced verbal assault at all-gender restrooms or locker rooms and physical violence in their neighborhood. Professors, doctors, pharmacists, and nurses have misgendered shawndeez, used their dead name, and treated them harshly upon learning that they are transgender. shawndeez's transgender friends at other campuses have experienced violence, professors' refusal to advise or provide academic support, and the spreading of rumors that results in harassment. Many transgender students are forced to postpone or end their education; shawndeez has contemplated leaving the University numerous times due to this transphobic climate. Transgender students, especially transgender students of color, fight every day to be acknowledged, respected, and validated. shawndeez noted that the opportunity to address the Regents is no minor achievement for transgender visibility but stated that transgender people, particularly transgender women of color are attacked and killed. The average age

at which a transgender woman of color is murdered is 35. The lives of transgender students systemwide are under constant attack.

Regent-designate Weddle thanked the presenters and agreed that students have been at the forefront of transgender and nonbinary activism. She expressed hope that the administration will become a stronger partner in that activism. She asked what next steps are needed and what plans are in place for addressing the policy recommendations provided, particularly training faculty and staff to reduce microaggressions. Ms. Gullatt stated that, according to the survey of campuses, the work is uneven. The Office of the President (UCOP) will first ask the campuses whether they have plan in place, which includes a task force to implement the Gender Recognition Act recommendations, and then prioritizing the involvement of the transgender and nonbinary communities in developing next steps.

Regent Morimoto thanked the student presenters and administrators for defining the vocabulary used in the presentation. He asked whether there was data on the sentiment towards transgender and nonbinary people from two to three years ago, and he asked whether the student presenters felt that sentiments had changed or improved on campus. Ms. Gullatt responded that there is baseline data but no trend data. UCOP would follow up and check progress. shawndeez replied that the many policy shifts from the last few years do not translate to social shifts. They provided the example of cisgender students taking advantage of all-gender, single-stall restrooms, which reduces access for transgender and nonbinary students. Professors may deadname students either intentionally or because they did not understand the preferred name on the roster. Joel recalled the awkwardness of waiting to use an all-gender bathroom and the lack of understanding from peers, faculty, and staff. Climate must be improved alongside policy, and those efforts need to be led by transgender and nonbinary people.

Regent Pérez expressed his horror at the data, particularly that the average age at which a transgender woman of color is murdered is 35, as well as the very high numbers of suicidal ideations and suicide among transgender youth, significantly higher than those of lesbian, gay, and bisexual youth. Regent Pérez shared that, in another survey, 73 percent transgender respondents felt that they would be treated differently by medical personnel because of their identity. Seventy percent of transgender and nonbinary respondents reported experiencing discrimination in healthcare, and 52 percent of transgender respondents felt that they would be refused medical services because of their identity. California is one of a few states with nondiscrimination housing and employment policies, but reality does not align with those policies, and people can lose their jobs or housing in most states due to their real or perceived gender identity.

Regent Lansing thanked the presenters and noted that this is one of most important discussions the Regents have ever had, a discussion that Regents would not have had ten years ago. She credited the students for making the discussion possible and thanked them for their courage. She stated that students have the full support of the Regents and that the Regents will do everything they can to rectify the situation. Regent Lansing added that UC is a leader in this movement because of student efforts.

Regent Pérez asked Mr. Travers why, despite greater coordination of data at the San Diego campus, student identification still deadnames students. Mr. Travers replied that information technology systems are decentralized at UC San Diego, and the registrar is supportive, but there are 280 downstream systems that have to be aligned in order for students to be accurately named. At many campuses, one barrier to change is the debate as to whether student identification is legal identification and therefore requires legal names. This has slowed conversations about where to put preferred names on student identification and whether legal names were required. Regent Pérez asked Mr. Travers whether a Regents Policy clarifying this would be helpful. Mr. Travers responded in the affirmative. Regent Pérez requested that Provost Brown schedule a Regents action item to resolve this issue. Mr. Travers stated that very few campuses have centralized data systems, so implementing preferred names is inconsistent. For example, legal names appear beside preferred names in systems, resulting in deadnaming. Regent Pérez asked whether a faculty member would have a roster with legal names and preferred names if the registrar intervenes. Mr. Travers responded that this has not been the case at UC San Diego as of April 10, 2019. Having inconsistent data environments means that the space for preferred names may not exist, and entities may access legal names or preferred names depending on what they think they need. Legal names are required when federal government is involved, such as in employment, which requires social security numbers, and the Free Application for Federal Student Aid (FAFSA). Regent Pérez asked whether there is a difference between data collected and names used when interacting with students. Mr. Travers answered in the affirmative and stated that it requires coordination with the equivalent of a Gender Recognition Act steering committee or chancellor's advisory committee. Mr. Travers stated that all student-facing staff and faculty should only use preferred names. If a legal name is required for a background process, the student should still not be deadnamed. The use of preferred names in all campus services is difficult and requires extensive coordination. Regent Pérez asked whether there were any other areas where Regent clarification would be helpful. Mr. Travers stated his belief that diplomas should use students' preferred names. Registrars should determine whether student transcripts are legal documents and that the campuses are meeting their legal obligation. Regent Pérez asked the student presenters whether they had anything to add. shawndeez underscored the importance of creating a Regents action item for student identification and reiterated how it led to interruptions in daily life. Problems with student identification have led to scrutiny and suspicion at places like the campus gym and library, and shawndeez has actively worked to avoid these interactions. shawndeez also experiences deadnaming as a campus employee; their legal name appears on course websites, which is visible to the students that they teach. There is virtually no infrastructure to help staff and faculty use preferred names and pronouns. Joel stated that UC Davis has good standards for preferred names, which appear on student identification and online resources where student names appear. Dead names are not as readily accessible. He added that UC Davis is not perfect but has had more progress than other campuses.

Regent Estolano, raising the example of mandatory sexual harassment training, asked whether faculty and staff are educated on these issues on an annual basis and, if not, whether there are plans to do so. Mr. Travers stated that there is no such training at UC San

Diego and that required trainings for employees are incredibly limited. The ability for campus human resources to require anything is quite complex to do. Since the Gender Recognition Act has gone into effect, Mr. Travers has given 46 presentations in the last six months, which is far beyond what he has done in his 18-year career at UC. Human resources at UC San Diego has turned one of Mr. Travers' presentations into an online training, providing access to 32,000 employees. Making the training mandatory is a different question. Joel added UC Davis provides somewhat regular LGBTQIA+ allyship training that does not exclusively regard transgender and nonbinary issues. These trainings are voluntary, and most of the people who attend them are already doing advocacy work. Those who need this training most are not likely to attend. Resources and staff for these trainings are limited. UC Santa Cruz has a transgender education specialist at its LGBTQIA+ resource center. Regent Pérez stated that the trainings that Regents receive is the same as those of faculty and staff. He has sent notes on deficiencies and suggested improvements even within required trainings.

Faculty Representative May thanked the presenters for sharing their experiences. The responsibility for diplomas falls on the Academic Senate. He announced that, on the following week, the Academic Senate would start working on the issue of preferred names on diplomas for graduation next year. Regent Pérez requested Mr. May to determine how students may amend diplomas, and Mr. May responded that he would do so.

The Committee recessed at 12:30 p.m.

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The Committee reconvened at 1:00 p.m. with Committee Chair Pérez presiding.

Members present: Regents Butler, Elliott, Estolano, Graves, Lansing, Morimoto, Pérez, Sures, and Zettel; Ex officio member Napolitano; Advisory member Weddle; Chancellors Block, Christ, Leland, and Wilcox; Staff Advisor Klimow

In attendance: Assistant Secretary Lyall, General Counsel Robinson, Provost Brown, Executive Vice President Stobo, Vice Presidents Brown, Ellis, Humiston, and Nation, Interim Vice Presidents Gullatt and Leasure, and Recording Secretary Li

5. **APPROVAL OF PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR ONE GRADUATE PROFESSIONAL DEGREE PROGRAM**

The President of the University recommended the approval of the multi-year plan for Professional Degree Supplemental Tuition for the full-time Master of Business Administration (FTMBA) program at UC Berkeley, with fee levels as shown in Display 1.

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

	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
FTMBA, UC Berkeley					
CA Resident PDST Level	\$48,262	\$49,710	\$51,200	\$52,736	\$54,318
Nonresident PDST Level	\$38,222	\$41,662	\$45,410	\$49,500	\$54,318

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\* The amounts reflect maximum approved PDST levels, effective as of the academic year indicated. Assessing PDST levels less than those indicated 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.]

Provost Brown explained that this proposed Professional Degree Supplemental Tuition (PDST) program was submitted to the Regents for the March 2019 meeting, but the PDST working group returned the program back to the campus with four concerns: 1) the program did not provide adequate justification for the proposed fee increase; 2) the fee increase would have maintained the fee differential of \$11,000 to \$12,000 between California resident students and nonresident students; 3) the Haas School of Business lacked strong justification for classes with predominantly nonresident students; and 4) a clearer, stronger, and more strategic plan for diversity was needed. The program has submitted a revised multi-year plan that responds to work group's concerns in the following ways: fee increases for resident students would be reduced; PDST increases for resident and nonresident students would be in line with market rates; the PDST gap between resident and nonresident student would close in five years; and the program's umbrella goal of resident students enrollment and increasing diversity and the steps needed to achieve it is clearly articulated.

Regent Pérez explained that, for the March 2019 Regents meeting, about 40 PDSTs were divided among working groups. This program was pulled from consideration with law school programs, and issues with the law schools were resolved during the March 2019 Committee meeting. The members of this working group were Chancellor Wilcox, Regent Butler, and Regent Pérez; they have not reconvened since the new language was proposed.

Regent Zettel commended the working group and the Haas School of Business, adding that 85 percent of the PDST increase will go toward building diversity and inclusion, which has been a focus of the Board. She was happy to see the action plan.

Chancellor Christ introduced the new Dean of the Haas School of Business Ann Harrison and provided background on the School. Haas School of Business, founded in 1898, is the second oldest business school in the country. It has 15 institutes and centers, 2,500 students, and six degree programs, consistently ranking among the top ten programs in all major business school rankings. Its four leadership principles are: 1) question the status quo, 2) confidence without attitude, 3) students always, 4) beyond yourself. The school is deeply committed to its public service mission through institutes, research centers, courses, and student programming focused on service to the community, such as the Institute for Business and Social Impact, Energy Institute, Center for Responsible Business, and the Center for Equity, Gender, and Leadership. The school also provides a loan assistance repayment program that fully reimburses student loan payments for all full-time master of business administration (MBA) graduates who earn annual salaries of \$95,000 or less in public sector and nonprofit jobs. In partnership with UC

Berkeley's Office of Equity and Inclusion, Dean Harrison has committed that all additional resources from the proposed PDST increase will be used for building a more equitable and diverse business community.

Dean Harrison thanked Regents for the chance to rewrite and revise the PDST proposal and introduced Haas Chief Financial Officer Delphine Sherman, who worked with Ms. Harrison on the revision. Ms. Harrison expressed her excitement at being the new dean of Haas. The School's goals for the proposed PDST are to become the leading business school for diversity and inclusion and to increase the number and percentage of California residents in its programs. Haas seeks a three percent increase for resident PDST and a nine percent increase for nonresident PDST, and this proposal would eliminate the gap between higher resident PDST and lower nonresident PDST in five years. Haas ranks sixth in the country and is known for its strong and distinctive culture of questioning the status quo. The School leans into its public mission with programs focusing on service to community, consulting to nonprofits, and a loan repayment program. Student, staff, and faculty diversity was not where the school intends it to be, and the Regents' support of the PDST increase is critical to achieving that goal. Haas will be more than doubling the diversity of its incoming class in September 2019 relative to the incoming class in September 2018. Haas is also committing 100 percent of the incremental revenue from the proposed PDST increase to: 1) boost diversity by increasing scholarship funding awarded by 50 percent, which would be directed toward diversity and need-based scholarships; 2) increase resident students by implementing a 3 + 2 program and bolstering regional partnerships such as the Summer Institute for Emerging Managers and Leaders and using personal outreach to California companies; and 3) enhance equity and inclusion in the student experience by developing new courses on diversity and hiring a more diverse faculty. Haas conducted numerous focus groups and formally notified all 600 MBA students in the program for comment through surveys. The majority of students and 100 percent of faculty supported this proposal, because they wish to see an increase in funding available for scholarships. The school currently has no endowment for scholarships, which are based on ongoing revenue. Students and faculty also wish to see an increase in diversity, equity, and inclusion initiatives.

Provost Brown added that the Graduate Assembly (GA) president reviewed the student consultation plan. There were focus group meetings, surveys, and an assessment by the GA president, who commented that it was a strong consultation process. The GA consultation occurred when the proposed PDST increase for resident students was higher and has since been reduced.

Regent Graves asked how students in the focus group were recruited. Ms. Harrison replied that students opted in, and every student was notified over two years. Regent Graves asked whether certain students were emailed. Ms. Harrison replied that the program office was used to recruit students.

Regent Graves asked what diversity initiatives, if any, the school had before. Ms. Harrison responded that there were many programs initiated, many by students themselves over last several years. Regent Graves asked whether the proposed new staff



will take over so that the work of diversity initiatives does not fall on students. Ms. Harrison replied that one complaint is that students are being asked to shoulder too much responsibility and that it is interfering with their education; the school administration has been asked to take on a larger role. Regent Graves asked whether the 2019–20 diversity numbers in the proposal are based on intent to register. Ms. Harrison replied that those numbers are projections. Regent Graves asked about projections for faculty diversity. Ms. Harrison stated that faculty diversity is her personal priority and that the opportunity to grow faculty is the opportunity to diversify it. She added that faculty growth has been stagnant at most campuses, but new faculty have accepted offers this spring.

Regent Estolano thanked the presenters for the proposal and commended the school for revising its approach. She indicated that the 3 + 2 program is very interesting and asked about its origin, whether it has worked elsewhere, and how to make it work at UC. Ms. Harrison responded that a number of business schools have 3 + 2 programs, including Wharton, where Ms. Harrison last taught. Business schools at Harvard and the Massachusetts Institute of Technology have introduced 3 + 2 programs that consider students from all over the country. What has not been done is using these programs to explicitly enhance school diversity, and this is a great opportunity. Regent Estolano emphasized the significance of school administration taking a leadership role in diversity efforts. She recounted her UC Berkeley law school experience, when students dealt with the consequences of State Senate Bill (SB) 1 and Proposition 209, which were barriers to affirmative action. She stated that taking on responsibility of improving diversity has been a burden on students. She remarked that hiring staff, implementing new programs, and committing substantial resources is exemplary.

Regent Blum asked about the Haas' new joint program with the School of Engineering, as well as the percentage of finance majors in the school. Ms. Harrison acknowledged Senior Assistant Dean Courtney Chandler and Ms. Sherman for their work on the proposal. Haas has a very successful undergraduate program that combines a business degree with an engineering degree. The school received thousands of applications for about 50 spots at a three to four percent admission rate. There is also a newly approved graduate program for an MBA and a master's degree in engineering.

Regent Pérez thanked Ms. Harrison, her team, and Chancellor Christ for their promptness and responsiveness to issues raised by the Regents.

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board, with Regent Graves voting "no."

6. **ANNUAL ACCOUNTABILITY SUB-REPORT ON DIVERSITY: UC HEALTH SCIENCES DIVERSITY TRENDS AND OUTCOMES**

[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 presentation, noting the severe shortage of healthcare professionals in California and the inability to meet the needs of its growing, aging, and increasingly diverse population. Ethnic and racial minorities will make up the majority of the state by 2030 but remain underrepresented in the healthcare work force. Few multilingual providers are available to help the over seven million Californians with limited English proficiency. UC Health professional schools are making progress, sometimes outpacing the progress in the general campuses, but the current pace is not enough to meet need. UC is constrained by limited State support, and planning for future growth can hopefully be addressed by UC's multi-year budget framework. Provost Brown introduced the speakers.

Regent Pérez informed the presenters that, at the last meeting, the Committee reviewed Professional Degree Supplemental Degree Tuition (PDST) proposals from programs and had uncomfortable conversations about diversity data, efforts, and the likelihood of success.

Interim Vice President Gullatt stated that the scope of the report includes UC's 18 health professional schools, five medical centers, 9,900 faculty, over 76,000 academic and non-academic staff, and 15,000 health and/or medical students. Medicine is the focus for the vast majority of students, faculty, and employees in UC health professions, and there is one school of veterinary medicine at UC Davis and one school of optometry at UC Berkeley. There are five key findings in the report. First, the proportion of underrepresented students has nearly doubled in the last decade from 11.5 percent to 20.4 percent, but the percentage of underrepresented health sciences students is lower than the percentage of underrepresented undergraduate students. Second, the proportion of women faculty increased from 34.7 percent in 2006 to 45.2 percent in 2018; women make up about 33 percent of UC ladder rank faculty and 41 percent of UC faculty generally. Third, two out of three academic and non-academic health sciences employees are people of color, noticeably concentrated at the support staff level, and less concentrated at the management and senior management levels. Fourth, UC health sciences employs more non-Senate faculty than Senate-faculty; the proportion of women and underrepresented faculty are higher at the non-Senate level. Non-Senate faculty focus more on clinical teaching and mentoring responsibilities. Fifth, UC health sciences programs are aimed at addressing state needs and diversifying the health sciences student body and professoriate.

Vice President Nation began her remarks by thanking the Committee and Board for their engagement with diversity and inclusion issues. Dr. Nation reiterated some data presented by Ms. Gullatt and added that UC has six schools of medicine, four schools of nursing, two schools each of public health, dentistry, and pharmacy, and one school each of optometry and veterinary medicine. These top-ranked schools overwhelmingly serve California students. Four out of six UC medical schools admit 100 percent California residents, with slightly lower resident numbers at UCLA and UCSF. Roughly 86 percent of UC health sciences students expect to remain in the state to practice, and more than 6,000 medical residents expect to remain in the state for their medical and surgical practices. The high rate of retention makes UC health sciences a great return on investment for UC as an educator and provider of the state's work force. California is home to the most diverse

population in the nation, but this is not reflected in the health professions work force. Diversity in the health profession increases access to care, reduces disparities in health status, shapes a more inclusive research agenda, and improves cultural and linguistic competence of providers. Dr. Nation raised the example of UC Programs in Medical Education (PRIME), which provides for expanded educational opportunities for California students and has a strategic aim for growth that reflects the social mission of UC. PRIME's target was to increase enrollment by about ten percent and increase medical student graduation by 75 students per year. Each program has a unique area of identity, a medically underserved community, and a dedicated outreach and recruitment strategy. Each PRIME program includes supplemental criteria for admissions and an assessment for fit, and each has some curricular enhancement relevant to the medically underserved area. Each includes faculty mentorship. Across the six PRIME programs, there are 354 currently enrolled medical students, 64 percent of whom are from medically underserved groups. UC Davis PRIME focuses on rural outreach and telemedicine. UCSF has a PRIME program that focuses on the urban underserved and another program that focuses on the San Joaquin Valley. UC Irvine focuses on the Latino(a) community. There are 470 PRIME graduates to date, and most are completing specialty training in areas of need such as primary care and psychiatry. Two-thirds of students in rural PRIME programs practice in rural communities. UC health sciences has a dedicated goal to build on current practices that will advance diversity and inclusion in the health professions. Each health sciences dean was requested to designate a senior member of leadership to participate in the UC Health Diversity and Inclusion Task Force.

UCSF Vice Chancellor of Diversity and Outreach Renee Navarro stated that she serves as co-lead of the Task Force, which aims to seek agreement on measures of success beyond compositional diversity and focus on what contributes to excellence using an evidence-based approach. In 2020, the Task Force expects to issue a report of best practices that focuses on pre-health sciences students, health sciences students, residents, faculty, and administrative leadership. Convening a systemwide group allows for sharing knowledge and expertise, strengthening campus diversity efforts, and fostering accountability for monitoring climates and outcomes of interventions. Dr. Navarro has spent her entire professional career at UC—as medical student, resident, and nearly 30 years as a faculty member. For the last ten years, Dr. Navarro has served as inaugural Vice Chancellor of Diversity and Outreach. The campus has worked collectively to create a comprehensive road map for equity and inclusion based on what educators and students have shared. Sustained progress requires investment, focused intervention, accountability, and strategic disruption of the status quo. For example, the UCSF School of Medicine Dean's Diversity Fund was established in 2015 to support the recruitment and retention of faculty who share the University's commitment to diversity and inclusion and are interested in serving underserved, marginalized populations. Eight faculty recruits are selected to receive an award from the Diversity Fund every year: five from current residents and fellows and three from outside of UCSF. This allows outreach to diversify the faculty. Those selected are named the John Watson Scholars in honor of John A. Watson, Ph.D. an African American scientist and pioneer for diversity at UCSF. Through the Watson Scholars Program, UCSF has hired 13 Hispanic, 19 African American, and two Native American faculty members. Since 2010, UCSF has more than doubled the number of Hispanic faculty

from 83 to 247 and the number of African American faculty from 46 to 104. Hiring has not been consistent across all academic disciplines, so UCSF has developed initiatives addressing challenges in recruitment. Another example is that, following a climate of inclusion survey 2013, UCSF launched education and training initiatives aimed at improving the climate for underrepresented and marginalized individuals. The unconscious bias training program has been attended by more than 5,000 people in the campus community. In 2017, UCSF implemented a four-month staff certificate program, certifying over 150 staff members. In 2018, UCSF launched the Diversity, Equity, and Inclusion Champion Training and has trained over 1,000 faculty members. A climate task force has been established to repeat the campus climate survey in fall 2020. Holistic admissions and the PRIME programs have contributed to diversity at UCSF as well. The campus has increased the pool of outstanding social justice-driven underrepresented minority candidates obtaining admission.

Jemma Alarcon, medical student at UC Irvine, recounted that she grew up in a border town next to Texas that draws rural, low-income Mexican migrants and recently deported immigrants. She joined PRIME for the Latino Community (PRIME-LC) because of its mission to develop leaders who provide care to marginalized communities, particularly the Latino(a) community. Ms. Alarcon completed her master of public health degree at Johns Hopkins University, developed public health initiatives, worked with the Centers for Disease Control in Puerto Rico, and learned about cultural awareness and health equity in a systematic and sustainable way. This summer, Ms. Alarcon is joining the Ventura Family Medicine Residency Program to serve farmworkers, the homeless, and the uninsured. Ms. Alarcon cited a recent example of a Spanish-speaking patient with urosepsis who needed culturally competent care. Ms. Alarcon helped the patient make more educated healthcare decisions. Her long-term career goals include founding a homeless healthcare program in Southern California, and her dream career includes practicing public health, primary care, and street medicine. PRIME-LC has prepared Ms. Alarcon to fulfill her career goals by using language, public health practice, and scientific research to serve minorities and underserved populations.

Regent Sures asked Dr. Navarro what is meant by “evidence-based approach” and “strategic disruption of the status quo.” Dr. Navarro responded that UCSF uses evidence to drive changes that it makes. For instance, there is evidence related to holistic admissions suggesting that numeric interpretations are not efficient to determine who will most likely succeed in caring for patients. There is also evidence related to changing conduct in interviewing, hiring, evaluation, and promotions because the bias is so ubiquitous. “Strategic disruption of the status quo” is a term coined by Dr. Navarro referring to the need to change entire systems in order to achieve equitable inclusion. The hiring process needs to be challenged fundamentally and changed in order to get a different outcome. Dr. Navarro seeks strategic areas that are linchpin for change. Roadblocks in staff diversity at certain levels require changes in advancement and hiring at the managerial level.

Regent Pérez, referring to a chart showing racial and ethnic diversity among UC Health Senate faculty by discipline from 2006 to 2018 in the background materials, perceived 13 years of no measurable progress, with some progress in public health and no progress in

optometry. He was troubled by the numbers and recommended addressing accountability in the next meeting. He did not have confidence that, absent intervention, there would be improvement five to ten years from the present time.

Regent Pérez stated that he authored legislation to expand the scope of the California State Office of Multicultural Health's work to include sexual orientation and gender identity, and he noted that the presentation had no mention of these issues in discussions of cultural competency in healthcare

Regent Graves asked why this item was not presented to the Health Services Committee. He wished to have the UC Health chief executive officers and deans see this presentation. Regent Pérez stated that it could be presented in the Health Services Committee as well.

Regent Estolano thanked the presenters and acknowledged the people working to improve diversity systemwide.

The meeting adjourned at 2:00 p.m.

Attest:

Secretary and Chief of Staff