The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
January 19, 2022

The Academic and Student Affairs Committee met on the above date by teleconference meeting conducted in accordance with California Government Code §§ 11133.

Members present: Regents Anguiano, Elliott, Hernandez, Lansing, Park, and Torres; Ex officio member Estolano, Advisory members Blas Pedral, Cochran, and Timmons; Chancellors Block, Larive, May, and Yang; Staff Advisor Tseng

In attendance: Regents Leib, Reilly, and Zaragoza, Faculty Representative Horwitz, Assistant Secretary Lyall, General Counsel Robinson, Provost Brown, Vice Presidents Brown and Gullatt, Chancellors Gillman and Muñoz, and Recording Secretary Li

The meeting convened at 9:40 a.m. with Committee Chair Park presiding.

1.   **APPROVAL OF MINUTES OF PREVIOUS MEETING**

   Upon motion duly made and seconded, the minutes of the meeting of November 17, 2021 were approved, Regents Anguiano, Hernandez, Lansing, Park, and Torres voting "aye."[1]

2.   **UPDATE ON UNIVERSITY OF CALIFORNIA, IRVINE – MEASURING UNDERGRADUATE SUCCESS TRAJECTORIES PROJECT (UCI-MUST)**

   [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.]

   Chancellor Gillman stated that the UC Irvine Undergraduate Success Trajectories project (UCI-MUST), originally proposed by Professor Richard Arum, then Dean of the School of Education, and Dean of the Division of Undergraduate Education Michael Dennin, was a data collection experiment that aimed to examine all possible determinants of student success. Aside from tracking typical factors like background and academic performance, UCI-MUST periodically asked two cohorts of 1,200 randomly selected students about their state of mind, explored their social interactions, and used online teaching management systems to determine how much they were engaging with course materials. UCI planned to incorporate lessons learned from these data into its decision making.

   Provost Brown stated that UCI-MUST was introduced to the Regents in September 2020. The project's data collection period overlapped with the COVID-19 pandemic, providing a unique set of quantitative and qualitative data that could help UC explore the impact of

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[1] Roll call vote required by the Bagley-Keene Open Meeting Act [Government Code §11123(b)(1)(D)] for all meetings held by teleconference.

the pandemic and improve student outcomes. Mr. Brown underscored the University's intention of advancing equity and understanding, addressing, and eliminating equity gaps.

Mr. Arum stated that UCI-MUST was originally funded by the Andrew W. Mellon Foundation and has received continued funding from the Irvine campus. The goal has been to develop and disseminate new measures of undergraduate experiences and outcomes, improve institutional performance, advance educational equity, promote a deeper understanding of educational processes, and communicate the value of educational experiences. The project integrated administrative data, learning management system data, and survey data. In partnership with the Educational Testing Service (ETS), the campus designed performance assessments to measure change over time in areas such as critical thinking, collaborative problem solving, and confirmation bias. The study has had three cohorts since it began in fall 2019, with each cohort comprised of incoming freshmen, transferring juniors, and continuing juniors.

Data from spring 2020 indicated that students were concerned that the shift to remote instruction would interrupt their academic progress. Students reported taking on various responsibilities during the pandemic, and their ability to work from home varied. Some lacked a quiet place to study, a stable internet connection, or access to course materials. Data collected over time indicated that students performed well during the pandemic due to both student and campus adaptations. The number of coursework term credits completed was relatively stable, except for a slight decrease among underrepresented minority (URM) students in the last two terms, which UCI was monitoring closely. Grade point average (GPA) increased, and the performance gap between URM and non-URM students closed for a period of time. With less paid employment and socializing while sheltering in place during winter and spring 2020, students likely paid more attention to their studies. The campus also urged faculty to be more accommodating of individual student circumstances. There was little evidence of increased attrition during the pandemic; rather, the data indicated declining levels of attrition overall. The differences in attrition between URM and non-URM students were inconsistent, but equity gaps did not appear to grow.

Mr. Arum shared engagement data from UCI's learning management system (LMS). Over time, amount of time spent and number of interactions in the LMS both increased, which Mr. Arum attributed to Mr. Dennin's promotion of active learning strategies with faculty. From fall 2019 to fall 2020, the percentage of class time devoted to lectures significantly declined as faculty employed more interactive strategies in remote instruction. Study time also increased in fall 2020. Study-related stress elevated initially during the pandemic and then returned to levels similar to those of earlier cohorts. There was no evidence indicating increased mental health challenges despite anecdotal evidence in the press to the contrary. When polled in January 2021 about course delivery preferences, the majority of students preferred a mix of online and in-person instruction. Academic progress did not seem to be negatively affected by online courses. UC Irvine planned to use these data to support campus improvements and Western Association of Schools and Colleges (WASC) reaccreditation, to share these data with academic leadership and faculty, and to increase educational research. Mr. Arum hoped that more researchers could use UCI-MUST as a tool in the future.

Vice President Brown stated that the Office of the President (UCOP) was collecting first-year retention data from students who were in high school or community college when the pandemic began and spent their first year at UC in remote instruction. A decline in retention was observed among Pell Grant recipient, first-generation, and underrepresented students. Campuses have cited these students' family responsibilities and the need to work. UCOP would continue to collect these campus data to provide better support to students.

Regent Hernandez asked whether academic progress could also be defined by career preparation in addition to time to degree and academic achievement. He suggested further exploring and addressing the causes of students' concerns about remote instruction. Mr. Arum acknowledged that the measures for academic progress that were presented were narrow, adding that the campus tracked measures it had control over, such as credit hours, GPA, and attrition. In UCI's report to the Postsecondary Value Commission, the campus did emphasize the importance of holistic measures of student growth and development, such as self-regulatory skills, social relationships, and competencies related to workforce development. Mr. Arum acknowledged that students were negatively affected by the transition to remote instruction. The data showed a drop in student use of career services and the number of apprenticeships and internships.

Chancellor Block shared that UCLA data also showed performance gaps closing for Pell Grant recipients and underrepresented students in the shift to remote instruction. He noted that gaps at UCI appeared to widen the longer students were in remote instruction and asked if faculty accommodations contributed to the initial improvement. Mr. Arum replied that pre-pandemic gaps in GPA did reassert themselves and warranted deeper investigation. UCI was seeking funding to research the flexibility of instruction during the pandemic.

Committee Chair Park recalled that the Academic Senate did ask about accommodations when it surveyed faculty. Mr. Arum stated that campuses allowing students to choose a pass/fail grading option was not sufficient to account for these results. Other factors could be changes in faculty grading policies and more flexibility such as asynchronous learning.

Regent-designate Blas Pedral stated that students did not have the same networking opportunities in remote instruction, and that the data indicated a preference for in-person instruction over fully online instruction. She hoped that UC would carefully examine both academic and career outcomes, and she would be interested to see how these data compare with that of UC Merced or UC Riverside, campuses with large numbers of Pell Grant recipients. Regent-designate Blas Pedral asked if the classes referenced in these data were synchronous and what their attendance was. Mr. Arum thanked Regent-designate Blas Pedral for her comments and concurred that results should not be generalized across all campuses. UCI-MUST asked detailed questions about synchronous and asynchronous class time to examine how faculty were implementing and how students experienced online instruction. Over time, faculty were encouraged to move away from conducting lectures via teleconference and instead take advantage of asynchronous features like discussions.

Regent Anguiano asked how being fully remote affected these data and if results would differ with hybrid or on-campus instruction. Mr. Arum agreed that this profoundly shaped

how students experience education, in addition to the Black Lives Matter movement and political polarization leading up to the attack on the U.S. Capitol on January 6. Through weekly surveys, UCI-MUST asked students detailed questions about their understanding of and engagement with these social and political issues. He hoped the fall 2022 cohort would experience fewer public health challenges compared with previous cohorts.

Chancellor Yang asked Mr. Arum to share UCI-MUST results with other campuses. Referring to a chart in the presentation, he remarked that students might feel differently about in-person and online instruction after the pandemic. He believed that online teaching would remain a part of instruction delivery after the pandemic. Chancellor Yang shared the logistical challenges he experienced teaching an in-person course during the pandemic, such as ensuring that lectures were broadcast live as well as recorded. He invited Mr. Arum to give a seminar at UC Santa Barbara regarding UCI-MUST findings.

Faculty Representative Cochran stated that she wished to see data regarding the quality of remote instruction. She noted that the findings highlighted faculty innovation. Referring to Chancellor Yang's anecdote, she stated that highly individualized instruction across multiple modalities was expensive for the institution. Faculty were spending time delivering instruction instead of innovating, writing grant proposals, and bringing new opportunities to the campuses. Online education would not enable the doubling of enrollment without additional cost.

Committee Chair Park suggested creating a version of UC Health's Center for Data Driven Insights and Innovations for the academic enterprise. Mr. Arum expressed his wish that campuses pool their research capacity. He offered to share UCI-MUST's survey platform with other campuses.

3.   **TRANSFER STUDENT SUCCESS AND EXPERIENCE**

[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 stated that this presentation would highlight the culture of transfer receptiveness that was foundational to student success. In the last five years, the University has seen a steady increase in transfer students who apply, are admitted, and enroll, a promising trend for UC's equity goals since transfer students tend to be first-generation, from underrepresented minority groups, and receive Pell Grants. Eighty-eight percent of UC transfer students graduated in four years. Campuses offered many types of support to transfer students, such as transfer-specific research opportunities.

UCLA Professor Daniel Solorzano explained transfer-sending and transfer-receiving cultures, which were connected by high expectations for student success, a rigorous and culturally relevant curriculum, and institutional responsibility. He defined transfer-sending culture, also known as transfer-going or affirming culture, as standardizing the transfer process so that students could transfer in an efficient and timely manner. Examples from transfer-sending culture included first-year experience programs and ethnic student

organizations. Mr. Solorzano defined transfer-receiving or receptive culture as a commitment from the baccalaureate-granting institution to provide the support needed for students to transfer and graduate successfully. Transfer-receptive UCLA programs included Summer Intensive Transfer Experience Plus (SITE+) for prospective transfer students, the UndocuBruins Research Program, and the McNair Research Scholars program. The UCLA Center for Community College Partnerships worked with community colleges in the pre-transfer stage, during which community colleges identified transfer students as a high institutional priority and provided outreach and resources for their specific needs. In the post-transfer stage, UCLA offered financial and academic support, acknowledged students' lived experiences, and assessed and enhanced transfer programs.

UC Riverside Vice Provost and Dean Jennifer Brown stated that the UCR Office of Undergraduate Education used retention, student engagement, and time to degree to guide transfer initiatives. Over the last decade, the campus' one-year retention rate has ranged from 87 to 92 percent, and its four-year graduation rate was nearly 84 percent. Ms. Brown shared UCR's three-pronged approach to serving transfer students. The first was being student-centered. In fall 2002, UCR launched the Campus Collective, a text message–based peer mentorship program that connected freshman and transfer students. Campus Collective engaged 37.5 percent of transfer students, and over 82,000 messages were sent to mentors. Core topics between mentors and mentees were academic, financial, or related to the transfer process. The second prong was collaboration. The Office of Undergraduate Education and the Office of Student Engagement partnered to encourage transfer students to participate in the Undergraduate Research Symposium, in which students work with a faculty mentor and share their findings in the annual symposium. In spring 2021, over 100 faculty reviewers provided feedback to student presenters on topics such as neuroprotection in mice with regard to multiple sclerosis and the impact of empathy on anxiety in Latina girls. The third prong was flexibility. In light of many transfer students' work and family responsibilities, UCR has provided holistic advising and flexible course modalities. The Office of Undergraduate Education has incubated projects such as a paid virtual summer internship program in which students work with local businesses and organizations. The virtual nature of the program addressed transportation, the main barrier to students participating in internships.

UCR student Mohamad Almouazzen shared that he and his friend, who transferred to UCLA, set a goal of becoming as involved as possible on their respective campuses. His friend was now the first transfer student to serve as Chief of Staff for the Associated Students of UCLA President, and Mr. Almouazzen was now serving as Chief Justice of the Associated Students of UCR. He attributed their success to taking communications courses in community college, which helped them navigate their new campuses after transfer. The passage of Assembly Bill (AB) 928 would establish a singular transfer pathway, but communications courses were not required in UC admissions and were unlikely to be part of the new transfer pathway. According to Georgetown University, communication was the most demanded competency in the labor market, and the National Association of Colleges and Employers listed communication as a core competency for career readiness. He called on the Regents and the University to ensure that communications courses are

included in the transfer pathway in order to strengthen transfer-sending and transfer-receiving cultures.

UC Santa Cruz student Colm O'Reilly Fitzgerald shared that Angel Gonzalez, his friend from San Joaquin Delta College (Delta), balanced a full-time job at Delta with a restaurant job and helping his mother with her nursing school homework. Mr. Gonzalez shared with Mr. Fitzgerald that he had attended UC Merced but dropped out. The community college system was the largest and most diverse system of higher education in the U.S. and one of last remaining examples of the American Dream. However, Mr. Gonzalez has been unable to successfully navigate Delta, which was not one of the nine California Community College campuses that sent the majority of community college transfer students to UC. He called on the University to better prioritize community colleges like Delta and regions like the Central Valley and Inland Empire so that students like Mr. Gonzalez are not left behind. Transfer students entered UC with very little support or information and needed tailored orientations and programming. The two-to-one freshman-to-transfer ratio did not account for international students, so the odds were against transfer students. Mr. Fitzgerald underscored that transfer students were critical to making UC more diverse, demanded more attention, and were ready for a greater role in helping UC achieve its goals.

Regent Torres expressed disappointment that not much has changed since he was a transfer student from East Lost Angeles College to UCSC in 1966. The Public Engagement and Development Committee was committed to reaching out to rural community colleges. Access to health care was also an issue in the Central Valley and Salinas Valley.

Regent Estolano shared her sister's struggle with the transfer process and emphasized the need to reach out to regions and community colleges that sent fewer transfer students. Chancellors Larive and Wilcox were building partnerships with local community colleges.

Regent Hernandez stated that the University must look to community college transfer to meet the goal of adding 20,000 students by 2030, since high school graduation numbers would peak in 2025 and were projected to decline thereafter. These students had different needs as they were older, typically commuters, had work and family commitments, and were more sensitive to debt. He asked if UC planned to increase its community college transfer acceptance rate of 75 percent. Provost Brown responded in the affirmative. Vice President Brown offered to compare this rate with prior acceptance rates.

Regent Zaragoza noted how difficult it was for transfer students to join student leadership, and that transfer student orientations at the few campuses that offered them lasted only one day and were led by students without transfer experience. Transfer centers needed to effectively provide guidance and be large enough for community building. Transfer students could not use their community college grade point average to apply for scholarships, and the transfer ratio did not count out-of-state students. As more students turn to community colleges during the pandemic, Regent Zaragoza asked how UC could admit more transfer students. She hoped to see policy changes in the next year.

Committee Chair Park asked chancellors what they wished to improve and if the intended people were using campus services. Chancellor Block replied that transfer students did take advantage of UCLA's Academic Advance Program. He acknowledged that UCLA's transfer center could be larger. He stressed the need for new strategies to reach out to more community colleges. Chancellor Larive related that UCSC was working to collect data on student experience, beyond retention and graduation rates, which she hoped to share in the future. There were many intersectional identities within the transfer student population.

Committee Chair Park asked that Academic Affairs connect Mr. Almouazzen with Faculty Representative Horwitz regarding his course suggestions for the transfer pathway.

4.   **THE CHANGING FINANCIAL AID LANDSCAPE**

[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 stated that this presentation would cover significant federal, State, and University financial aid policy changes and their potential impact on the Committee's work in terms of student affordability problems, policy changes, process, and partnerships.

UCLA Vice Provost for Enrollment Management Youlonda Copeland-Morgan began her remarks by sharing her role at UCLA and that she was a member of the Education Financing Model (EFM) Steering Committee. UC led nationally and internationally in providing access to higher education for low-income students. Ensuring that UC is affordable to students from every background also meant meeting basic needs and addressing the "college start-up costs." These were, for instance, the cost of household items that first-generation and low-income students did not bring with them when moving into dormitories. In a previous position at another university, Ms. Copeland-Morgan and the financial aid office provided these students with $1,500 grants to cover these costs. Such innovation could help affordability. Changes to federal financial aid aligned with this goal, but more work needed to be done. In addition, the Regents' tuition stability plan and changes to the Middle Class Scholarship program could help make UC more affordable for middle-income families in a high-cost state like California.

Executive Director Shawn Brick stated that, in December 2020, the U.S. Congress enacted legislation that changed the Free Application for Federal Student Aid (FAFSA). The "Expected Family Contribution" was replaced by a "Student Aid Index." The new formula allowed for a number as low as negative $1,500, which could help differentiate the 50,000 students with a zero dollar expected family contribution and be addressed with grants. New State programs included permanent summer financial aid funding, emergency grants, and the Golden State Teacher Grant program. The California Community College Entitlement Cal Grant would ensure that more transfer students qualify for State tuition coverage, and the Middle Class Scholarship 2.0 aimed to make UC and the California State University (CSU) debt-free by lowering the self-help contribution to about $7,900 and would also buy out the expected parent contribution. The University's new tuition policy would create stability, particularly for students who qualify for limited or no financial aid.

Mr. Brown explained UC's process for modifying financial aid strategy. The EFM Steering Committee advised the Provost, who in turn advised the President and the Regents. Based on the Steering Committee's input, the Office of the President has and would continue to revise its guidelines for implementing Regental policy. Academic Affairs would continue to partner with State and federal financial aid agencies. Mr. Brown stated that he would continue to report to the Committee on UC's accountability, outcomes, and goals.

Staff Advisor Tseng shared that she was a first-generation, low-income student at UCLA during the Great Recession. She did not know about grant and scholarship opportunities and took out loans to support herself and her parents. Fundraising for student support was now a major focus area in her work. Many assume that public universities are affordable. Ms. Tseng stressed the importance of communicating UC affordability efforts to the public and suggested a loan repayment program for staff who were UC alumni.

Regent Lansing asked for more information about changes to the Middle Class Scholarship Program. Mr. Brick replied that the program currently had $117 million and focused on tuition. Governor Newsom proposed $642 million for the program next year, and it would cover all educational costs, not just tuition and fees. There were no qualification limits; those with family incomes over $100,000 per year could receive some scholarship support.

Regent Lansing expressed concern that the program was not taking into account the number of college-going students in a family. UC should distribute the scholarship with the number of students in a family in mind. Mr. Brown stated that this was related to how need and wealth are assessed, and that income might not be the best indicator. Ms. Copeland-Morgan clarified that the formula did consider the number of individuals in college. California was better positioned than most states because State legislators and the University have worked to provide more resources for middle-income families in a high-cost state.

Regent-designate Blas Pedral asked how the 45 percent return-to-aid would be allocated, particularly in light of college start-up costs. Committee Chair Park suggested that return-to-aid and the debt-free pathway be discussed in a joint meeting with the Finance and Capital Strategies Committee.

Regent-designate Blas Pedral asked if cost of attendance was compared over time given inflation and if cost of attendance and financial aid amounts would be updated for the upcoming term. Mr. Brick stated that he could share the estimated cost of attendance that campuses use to award financial aid, but it would not be available until February. UC did track a number of indicators over time and provided an Annual Report on Student Financial Aid to the Regents. There was much to learn from the impact of the COVID-19 pandemic.

Committee Chair Park asked if a debt-free pathway would eliminate the loan expectation. Mr. Brown replied that loans would not be necessary to address self-help in a debt-free pathway. Mr. Brick added that the State's revised self-help expectation of about $7,900 demonstrated its acknowledgement of a debt-free pathway. UC should clearly communicate how one could graduate debt-free while not stigmatizing loans if students

needed them. Committee Chair Park suggested that the joint committee meeting be held in March to provide time for UC advocacy with the State.

5. **UPDATE ON UNDOCUMENTED STUDENT SUPPORT**

[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 stated that this update of a January 2021 presentation on the undocumented student experience would highlight the policies and legal challenges affecting Deferred Action for Childhood Arrivals (DACA) recipients and undocumented students. The Texas federal court did not rule in favor of DACA, and UC has been preparing for a possible future in which no undocumented students had work authorizations or protection from deportation. UC recently sent a comment letter to the U.S. Citizenship and Immigration Services, signed by President Drake and all ten chancellors, in support of DACA.

Associate Vice President Chris Harrington stated that UC was disappointed that the U.S. Congress has not passed legislation that would permanently protect DACA recipients. In March 2021, the U.S. House of Representatives passed H.R. 6, the American Dream and Promise Act, which would grant DACA recipients conditional, permanent resident status for ten years and cancel removal proceedings if conditions were met. The University supported this bill and has called for its passage in the U.S. Senate. Federal Governmental Relations (FGR) worked with UC Legal, the Office of the President (UCOP), and pro bono counsel from Covington & Burling LLP to file a comment letter in response to the Biden administration's notice of public rulemaking. The letter expressed UC's continued commitment to the undocumented community and offered recommendations for strengthening the DACA program, such as modifying the date- and age-based criteria, reducing the application fee, and lengthening the renewal period. A reconciliation bill passed the House of Representatives in November; it included a pathway to legalization and expanded access to Title IV federal student aid to DACA recipients but was unable to pass the Senate. FGR was concerned that any immigration-related provisions would not be included in the final reconciliation package. UC would continue to seek protections for DACA and undocumented students, and was working with the UC Student Association and UC Graduate and Professional Council to engage student voices.

Executive Director of the UC Immigrant Legal Services Center (ILSC) Maria Blanco stated that various rulings by courts and agencies have taken a toll on students and their families. DACA's diminishing availability could affect university retention and graduation rates of undocumented students, as well as the pipeline of students considering higher education. Without DACA, undocumented students did not have authority to work even after earning a degree. Currently, the DACA program exists for those who had DACA status or applied prior to September 2017, when then President Trump ended the program. Lawsuits challenging the program's rescission were consolidated before the U.S. Supreme Court as *Department of Homeland Security vs. the Regents of the University of California*. In June 2020, the Supreme Court ruled that the Trump administration had ended DACA unlawfully but did not rule on the merits and legality of the program. In 2018, seven states filed a case

in Texas federal court, charging that DACA was an unlawful program. The Texas court ruled that DACA was itself unlawful and allowed renewals but not new applications. ILSC had submitted 230 DACA applications with the help of pro bono counsel, but only 30 were granted before the Texas court ruling due to a backlog. At UC, there were now nearly no students with DACA status. Without the ability to work, the self-help expectation would be almost impossible to meet. In her view, UC and the State must find ways to make attending the University affordable for students who could not work.

Mr. Brown noted that UC also had non-DACA undocumented students who needed support. Ms. Blanco was part of a team that met regularly to discuss policy issues and brainstorm creative approaches, such as fellowships and entrepreneurship programs.

Regent Anguiano asked who participated in the team, how Regents could help, and what the systemwide approach would be. Mr. Brown replied that, aside from Ms. Blanco, Academic Affairs was engaging with FGR and State Governmental Relations. Ms. Blanco stated that the team has met at least monthly. Associate Vice Provost Elizabeth Halimah stated that she was leading efforts to develop creative solutions. UC was reaching out to students to apply for Assembly Bill 540 status, California DREAM Act status, and Governor Newsom's new training and community service program. The California DREAM Loan Program could be used to reduce self-help.

Regent Hernandez underscored the urgency of the issue; students could drop out of school as a result of these changes. He wished to participate in the task force and suggested a loan forgiveness program for these students.

Regent-designate Blas Pedral shared that UC's DACA lawsuit motivated her to attend law school. She offered her help in these efforts.

Student Committee Observer Kyle Schmidt addressed item A3, *The Changing Financial Aid Landscape*. He shared that, after testing positive for COVID-19 during winter break, he was unable to work for four weeks despite being asymptomatic for two of those weeks. Inability to work has been a particular concern in the transfer community. In his view, federal changes to financial aid could leave students with COVID on tenuous financial footing. Financial stability and predictability were crucial to student success. He echoed Regent Zaragoza's comments about transfer students' lower grades in their first term at UC and the help they needed to integrate. Mr. Schmidt suggested expanding the $1,500 grant for start-up costs to transfer students as well. While he commended the Regents' cohort-based tuition plan for the predictability it would provide, he asked how the new tuition plan and federal financial aid changes would affect the lowest-income students. These concerns were relevant to transfer students, who had less time at UC and faced financial aid challenges. Mr. Schmidt implored the Regents to institute flexible financial standards for financial aid at the federal and systemwide level, and to consider students' unique financial realities when considering a new financial aid model.

6. **THE UNIVERSITY OF CALIFORNIA AS A HISPANIC- AND MINORITY-SERVING RESEARCH UNIVERSITY SYSTEM**

[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 stated that five UC campuses—UC Irvine, UC Merced, UC Riverside, UC Santa Cruz, and UC Santa Barbara—have been federally recognized as Hispanic-Serving Institutions (HSIs), which meant that Latino(a)/Chicano(a) students made up 25 percent or more of the student population. The designation qualified these campuses to apply for federal resources meant to advance these students' academic success. UC Berkeley, UC Davis, UCLA, and UC San Diego were emerging HSIs. The presenters of this item were members of the UC HSI Initiative advisory board.

UCSC Professor Juan Poblete noted that 17 of the 569 HSIs, were Research 1 institutions and included the five HSI UC campuses. UCSB, UCI, and UCSC were three of the four HSIs that were members of the Association of American Universities. UC Santa Cruz's HSI efforts began in 2012 and ranged from addressing the basic language of university life to widening the pipeline and ensuring retention. In 2015, UCSC obtained a grant from the U.S. Department of Education to focus on mathematics, writing, student advising, and sense of belonging. In 2016, the campus obtained a $6 million Department of Education grant for science, mathematics, engineering, and technology (STEM). In 2020, UCSC obtained two $3 million grants from the Department of Education, one of which was the first HSI grant for UC graduate students. The pipeline now included graduate education, the professoriate, and professional careers. HSI work has helped the campus examine all of its institutional practices for their effectiveness in meeting student needs. Student preparation was not the sole issue. HSI work could address underrepresentation of minorities at UC's graduate, senior management, and professoriate levels.

UCLA Professor Sylvia Hurtado shared the efforts of emerging HSIs—those pursuing HSI status. First, they were seeking to close equity gaps. Fifty-three percent of California high school graduates and 45 percent of UC-eligible students were Latino(a). UCLA, UC Berkeley, and UCSD were within reach of the 25 percent threshold established by the federal government, and campuses had a responsibility to develop initiatives to close degree completion gaps. Second, campuses were examining their admissions, financial aid, yield, and retention of Latino(a), first-generation, and lower-income students. At UCLA, this examination has revealed the lack of Latino(a) tenure-track faculty and staff in advanced positions. The third was investment in support infrastructure, increasing research, connections with the Latino(a) communities, Latino(a) faculty, and staff to guide student success, including a director position that would oversee HSI activities. Chancellor Block has made investments to start the process. The UC system could define what it means to be an HSI. In the last ten years, eight UC campuses were among the 25 top producers of Latino(a) undergraduate students who earn Ph.D.s in science and engineering.

Regent Hernandez asked if the University system was designating itself as an HSI and Minority-Serving Institution (MSI) and asked about the benefits of these designations.

Ms. Hurtado replied that each campus has pursued this opportunity individually, but campuses have met to discuss their respective initiatives. Campuses filed individual applications and had to meet requirements regarding percentage of Latino(a) students, Pell Grant recipients, and core expenditures. UC alumni and faculty engaged in most of the research on HSI in the country. Chancellor Yang added that the designation helped UCSB recruit more Hispanic students, improved the campus' reputation and ranking, and helped UCSB pursue more federal and foundation grants for financial aid. In a joint application for a National Science Foundation grant, chancellors were citing their campuses' HSI designations. Mr. Poblete emphasized the political and social responsibility the UC system would be embracing if it became the first public education institution in the country to be an HSI, and would be crucial to the future of equity and excellence in education.

Regent Anguiano asked what barriers emerging HSI campuses needed to overcome to achieve their designations. Chancellor May replied that different agencies had different criteria. UC Davis qualified for a grant from the National Science Foundation as an HSI, but the Department of Education did not recognize the campus as an HSI. UC Davis was just below the 25 percent threshold, because undocumented students were counted among total students but not among the percentage of Latino(a) students. The campus has engaged federal and State elected officials in advocacy regarding this issue but has not been successful. Chancellor Block replied that UCLA was working to create a more attractive environment by growing the number of Latino(a)faculty and providing more support, and the campus was reaching out to high schools and community colleges to attract applicants. UCSD Vice Chancellor for Equity, Diversity and Inclusion Becky Petitt shared that, in 2018, UC San Diego launched the Latinx/Chicanx Academic Excellence Initiative, and one of its goals was to hire more Latino(a) faculty to teach Chicano(a)/Latino(a) Studies courses. The campus was engaging parents and families by providing orientations in Spanish, partnering with community-based organizations, and establishing a UCSD location downtown. Her team was working closely with the UCSD Teaching + Learning Commons to close opportunity gaps. Ms. Petitt offered to provide more detail if needed.

Committee Chair Park urged campuses to be transparent about efforts to achieve HSI designation. She suggested broadcasting these efforts at appropriate venues.

7.   **UPDATE ON SUPPORTING STUDENTS WITH DISABILITIES 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 stated that the Committee heard a presentation on students with disabilities in November 2020. He has charged the first Systemwide Advisory Work Group on Students with Disabilities, comprised of subject matter experts, students, and faculty, to shift the conversation to policy and procedural change and so that UC could far exceed compliance with federal and State regulation. The Work Group was co-chaired by UC Berkeley Vice Chancellor of the Student Affairs Division Stephen Sutton and UC Davis Vice Chancellor for Student Affairs Pablo Reguerín.

Mr. Sutton began his remarks by noting that UC Berkeley was the birthplace of the modern disability rights movement. He explained that the Work Group was tasked with ensuring equitable experiences for all undergraduate, graduate, and professional students with disabilities. The Work Group would examine the current disabled student experience by exploring academic culture, campus climate, and physical infrastructure. UC could improve academic culture by ensuring an inclusive curriculum and education of faculty and lecturers; promote a positive campus climate by increasing outreach to disabled students and establishing and resourcing student disability resource centers; and examine physical infrastructure for sufficient campus transportation and proper housing accommodations. The Work Group would also review existing policies and analyze data, and then recommend policy changes and programmatic improvements to the Provost. This work was anticipated to take two academic years. The Work Group would employ a strength-based perspective instead of a deficit model, and would take into consideration diversity and the intersection of identities among students with disabilities. The concept of universal design would be regarded as more than the provision of physical access or accommodations. The Work Group aimed to use compliance with the Americans with Disabilities Act (ADA) as a minimum, not a maximum. The Work Group would collaborate with stakeholders such as the Academic Senate, campus experts, ADA compliance officials, instruction and design experts, student groups, and external agencies and organizations.

Mr. Reguerín stressed that the daily lived experiences of students with disabilities must match UC's espoused values of access, diversity, and success. The Work Group would engage in a holistic review that considers how disabled students can thrive both inside of and outside of the classroom, their multiple intersecting identities, and what disabled students contributed to campuses. Through this Work Group, UC could shift its focus from compliance and individual accommodations to a broader view of inclusion, social engagement, and student success. A universal design approach was essential to the design and development of facilities, student services, instruction, and academic experiences. At the launch meeting, the Work Group took inventory of members' strengths, expertise, and experience. Members were asked to host meetings and listening sessions to engage students, faculty, and staff at their home campuses. With a broad range of experiences, opinions, and feelings about access and inclusion, the Work Group anticipated conflict, disagreement, and rigorous debate as part of a healthy dialogue. The shift in UC's thinking, practices, and policies would not be easy, but the Work Group was ready for the challenge.

Regent Estolano expressed her hope that reports and recommendations would be provided on an interim basis for Regental action, particularly recommendations that were immediately actionable. She did not wish to wait two years to make changes to the physical plant given the time-consuming nature of planning, as well as to pedagogy and instruction delivery. Mr. Sutton replied that the Work Group wanted to have ample time to address a multitude of issues, but could report back to the Regents on its progress. Mr. Brown stated that the Regents would be provided with a progress report.

Regent Estolano asked how students were intended to engage with the Work Group. Mr. Sutton replied that lifting the student voice was a priority in his role as Vice Chancellor

of the Student Affairs Division. Students would be part of the Work Group's committees and would be invited to participate in campus listening sessions. UC Berkeley's Associated Students of the University of California had a Disabled Student Commission. Mr. Reguerín added that student leaders in the Work Group represented undergraduate and graduate experiences. The Work Group would engage with students through student governments and discussions hosted by student Work Group members at their home campuses. He anticipated being challenged by students, which would be beneficial.

Regent Zaragoza suggested that the Work Group examine the disability services being provided, the number of workers providing services, and how quickly services were provided. For instance, there were over 8,000 disabled students at UC Berkeley, 4,200 of whom were registered at the Disabled Students' Program (DSP). Hundreds of students were waiting to make an accommodations request, and some waited over five weeks to receive a letter of accommodation. Mr. Sutton responded that campus leadership have been trying to increase resources for DSP. UC Berkeley was also opening its first Disability Cultural Center. The Office of the Executive Vice Chancellor and Provost was working with academic colleagues to inform faculty regarding DSP, and the campus was working to register students at DSP as soon as they enter the campus. Regent Zaragoza underscored the urgency of the current situation.

Regent Zaragoza called for direct student consultation, such as touring campuses with disabled students to better understand access barriers. She noted that hybrid instruction has been defined differently across the system for the last two years and should be made uniform this semester, while the COVID-19 pandemic was still ongoing. Instead of the University being an accessible place, disabled students were deciding whether to take a leave of absence, look for online classes, or attend classes in person.

The meeting adjourned at 1:00 p.m.

Attest:

Secretary and Chief of Staff