

The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

November 14, 2018

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

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

In attendance: Assistant Secretary Lyall, General Counsel Robinson, Provost Brown, Vice Presidents Brown, Budil, and Holmes-Sullivan, and Recording Secretary McCarthy

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

1. APPROVAL OF MINUTES OF PREVIOUS MEETING

Upon motion duly made and seconded, the minutes of the meeting of September 26, 2018 were approved.

2. ASSESSING AND ENSURING ACADEMIC QUALITY ON CAMPUS AND SYSTEMWIDE

[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 emphasized the central importance of the University’s academic quality to UC faculty and academic administrators. UC’s academic excellence attracts the top students and scholars in the world. This presentation would focus on the multiple evaluative processes that undergird UC’s academic excellence. While many discussions of academic quality focus on important criteria such as the student-faculty ratio, student satisfaction indices, or graduation rates, reliance on these measures alone did not capture the complexity of UC’s educational and research mission.

Mr. Brown displayed a chart showing campus and systemwide academic quality reviews conducted at the institutional, school, department, or individual level that interact and support one another. UC campuses develop five-year academic plans reflecting departments’ strategic aims and the faculty and resources needed to pursue those aims. UC’s rank and step system of faculty review is unique. At the systemwide level, UC leverages its strength as a single system to ensure high standards of quality at all the campuses. The Academic Senate plays a major role in rigorous graduate academic program review, including the sufficiency of demand for programs. UC has common standards for faculty hiring and advancement, with increasing attention to improving faculty diversity.

Reviews at all levels are systematic, evidence-based, improvement-oriented, and designed to be highly participatory and collaborative with stakeholders at all levels of the University. Data from these reviews are synthesized to be used for making judgments about academic programs and campus resources. Academic program reviews evaluate student learning outcomes and involve external expert panelists from competing institutions.

UC Santa Barbara Executive Vice Chancellor David Marshall discussed ways in which UC creates, maintains, and measures academic quality through a culture of assessment based on self-analysis and expert peer review. As a public university, UC maintains the highest standards of accountability, embodied in its system of shared governance under which the Academic Senate oversees the curriculum and degrees.

Mr. Marshall explained that all UC campuses must be accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC), which requires the establishment of program learning outcomes for every academic program. These outcomes describe what students should know and be able to do after completing a UC degree. UC Santa Barbara integrated its assessment of learning outcomes into its rigorous academic program review process, which includes review by external experts. As a research university, UC approaches student learning outcomes as both a pedagogical challenge and a subject for research. UC Santa Barbara recently opened its Center for Innovative Teaching, Research, and Learning, with areas of focus in engaged assessment, teaching and learning in a minority-serving institution, effective communication, learning in large classes, and information and data literacy. As the demographics of UC Santa Barbara's student body changes, the faculty and administration continually assess the success of its academic programs, and adapt teaching goals and practices.

Mr. Brown observed that UC's self-assessment processes were beginning to indicate some issues of concern. For example, in its review of UC Santa Barbara, the WSCUC visit team raised concerns about the reduction in faculty and staffing levels made after the 2008 budget reductions and lack of increase since that time. One of its 2013 recommendations called for a critical evaluation of faculty and staff hiring, and appropriate alignment of workload with staff capacity as the budget improved. Mr. Brown commented that, although the State budget had improved, UC's enrollment increases had made staff workloads challenging. On other UC campuses, external reviewers still extolled UC's research impact, faculty commitment, and high-caliber academic programs, but expressed concern about the quality of facilities, the inadequacy of graduate student funding, declining numbers of ladder-rank faculty, overenrollment of undergraduates, and staff shortages. For example, external reviewers commented that the number of undergraduate majors in a certain department had doubled in the past eight years, while the number of faculty increased by only 15 percent. They also noted that class sizes in both lower- and upper-division courses were at their absolute limit for responsible or effective teaching. Mr. Brown asserted that it was important for the Regents to be aware of these findings when they consider the resources the University needs to maintain and strengthen its academic quality.

Mr. Brown suggested a future discussion about data from UC student experience surveys that involve academic quality. UC campus leaders work to maintain that quality, for example, by deferring maintenance. Shrinking numbers of staff work even harder and must forego things they had done in the past. Access to academic instructors and student academic support services had been reduced, which may be necessary for short-term budget management, but did not constitute an effective long-term strategy for the excellence of the University. Mr. Brown asked the Committee about suggestions for future presentations that would help inform them of the risks to UC's teaching and research enterprise.

Committee Chair Pérez commented that the presentation about various levels of review did not provide information about how to prioritize requests that would align with appropriate data. Mr. Marshall commented that WSCUC helped the campuses in their self-assessment and improvement. Committee Chair Pérez emphasized the need for actionable information. Mr. Brown responded that he would be pleased to present at a future meeting more actionable information about academic quality. Mr. Marshall observed that rapid enrollment increases had made it difficult to deliver the same quality education without more faculty, teaching assistants, and laboratories.

Regent Estolano commented that this presentation indicated the University's need to hire more faculty and staff, and improve its physical plant, but lacked an action plan to address these needs. She requested more specific information about faculty and staff shortages and about maintaining the physical plant, including which UC campuses may need more assistance than others in these efforts.

Regent Zettel commended Mr. Brown for the collaborative nature of assessing UC's teaching. She asked Mr. Marshall about the focus of the new UC Santa Barbara Center for Innovative Teaching, Research, and Learning. He said its focus was to help faculty and graduate student instructors improve their teaching by examining the curriculum and pedagogical models. Mr. Brown added that several UC campuses had such centers.

Faculty Representative May observed that departments were reviewed for academic quality as well as individual faculty. He had been reviewed about 11 times during his 33-year career at UC and was undergoing a review at the current time. He asserted that above-scale faculty reviews at UC were the most rigorous of any university in the world. He expressed appreciation for Regent Estolano's comments regarding the need for actionable information, and said such information could be found in departmental and program reviews, which specify what would be needed to achieve the department's goals. Disposition of resources on campuses is made based on this information. He agreed that it is extremely important for the Regents to understand the scope of the problem of academic infrastructure. His own Philosophy Department at UC Davis was currently short more than three faculty members, while the number of Philosophy majors had increased almost 50 percent in the past three years. The shortage of faculty and of classrooms had resulted in long wait lists for all courses. Students' inability to enroll in needed classes led to longer time to degree. There were many departments throughout all the UC campuses with amazing faculty, but not enough faculty to meet student demand and to be competitive in

their own fields. These problems of academic infrastructure need to be addressed holistically at both the campus and systemwide levels.

Chancellor Wilcox commented that in his prior role as Provost his experience was that all accrediting group reviews included mention of material needs, often justified. In his experience, mature campus units had a plan to address such needs. Newer units looked more to campus leadership to address these needs. Campus leadership had to decide how to best allocate limited resources.

Mr. Marshall commented that UC Santa Barbara was hiring new faculty and was in a time of faculty renewal. External reviews had praised the quality of existing faculty, but noted the problems associated with increased enrollment and lack of facilities.

Student Advisor Huang suggested that a future presentation about academic quality include a quantification of UC students' evaluations of teaching. It would be interesting to see if students considered the increase in the student-faculty ratio as a bigger problem to them than the state of campus facilities. He added that issues that may seem tangential, such as food and housing insecurity, could be important in improving academic quality.

Regent Morimoto asked if any campus-level assessments of academic quality were unique to UC. Mr. Marshall emphasized UC's pride as a research university dedicated to the education of students, especially undergraduates. Much interesting work was being conducted in ways to increase involvement of undergraduates in the research process. Also, UC stood out nationally in accessibility for first-generation college students and its determination that these students succeed once they are at UC. Substantial resources support these students during their time at UC.

3. **SERVING THOSE WHO SERVE: THE STUDENT VETERAN EXPERIENCE 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 extended his appreciation to all UC veteran students who have served the nation. He also thanked Regent Makarechian for his interest in fostering stronger collaboration with military facilities. This presentation would followup the 2015 presentation about UC's student veterans and was another in the series of updates about various UC student populations.

Vice President Holmes-Sullivan recalled that current efforts dated back to 2007 when systemwide discussions led to the establishment of veterans' coordinators on all UC campuses. Student veterans were also a top initial priority of President Napolitano, who established a President's Advisory Council on Student Veterans, which developed a support framework of outreach to veterans interested in attending UC, campus services for current UC student veterans, and transition support to career or graduate school. Veterans' coordinators continued to meet regularly to share best practices.

Ms. Holmes-Sullivan informed the Committee that the majority of student veterans enter UC as transfer students, although the number entering as freshmen had increased from 19 percent of all student veterans to 29 percent since 2010-11. UCLA, UC San Diego, and UC Berkeley led the UC system in total student veteran enrollment. Because student veterans are generally a few years older than most college students, their needs and characteristics are more in line with those of other older students and transfer students. Student veterans have a keen appreciation of their UC education, and take jobs after graduation in engineering, information technology, and manufacturing at higher rates than their non-veteran peers. UC has a number of effective, innovative programs for its student veterans across the system, including priority class registration, dedicated support teams, a summer creative writing workshop, and career development programs.

UCLA Veterans Program Director Emily Ives reported that during the past academic year UCLA had 251 undergraduate student veterans and 255 graduate student veterans. The majority of the undergraduate student veterans were male, first-generation college students, California residents, transfer students, and Pell Grant recipients. UCLA reached out to prospective student veterans in many different ways, including partnering with undergraduate admissions to host veteran-specific events for California Community College (CCC) student veterans and for those on military bases within California. UCLA also hosted veterans' benefits services presentations at UCLA campus open houses and at student orientations to inform student veterans of the services UCLA provides. Once student veterans were enrolled at UCLA, the veterans program provided resources and connections through events and support services on campus. These resources include office hours with campus departments and partners, and community resources within UCLA's veteran resource center. For example, UCLA's Veterans Resource Center partners with the U.S. Department of Veterans Affairs (VA) and Santa Monica College counterparts to host a veterans' success on-campus counselor at UCLA, the only UC campus to have a partnership with the VA and its local community college. Having a VA counselor on site helped student veterans streamline their access to VA services, including its vocational rehabilitation program. Finally, the veterans' program focuses on life after graduation, partnering with the UCLA Alumni Association, the UCLA career center, and the Wounded Warriors' Warriors to Work program to jointly host a career development series for student veterans and military-connected students. This career development program increased students' knowledge and comfort with career services and the job search process, providing assistance with résumés, online professional profiles, and interview preparation. It had proven to be very successful. UCLA's Veterans Resource Center initiated a graduate student application support group to help students apply to graduate school. Ms. Ives concluded by emphasizing that student veterans add to the UCLA campus in meaningful and long-lasting ways. UCLA would continue support its student veterans' success.

Matthew Smith, a Marine Corps veteran twice deployed to Iraq, graduated in May from UC Berkeley's undergraduate program in Social Welfare. Mr. Smith served as president of the Cal Veteran's Group, which received the Chancellor's Award for Public Service under his leadership. Mr. Smith was currently enrolled in UC Berkeley's Masters in Social Welfare program and continued his work with the UC Berkeley Re-entry Student and Veterans Services.

Mr. Smith said he was honored to speak to the Regents as a representative of the student veterans attending UC's ten campuses. He stated that, contrary to his prior expectations, he found UC Berkeley welcoming to student veterans. His visit to the Cal Veterans Center convinced him to accept his offer of admission because of the support available to student veterans. He took a Veterans and Higher Education course his first semester at UC Berkeley and met fellow veterans. He recalled the relief he experienced having two student veteran friends sit with him in another sociology class of more than 200 students, most younger than he. He cited examples of the outstanding professors and transformative educational experiences of his undergraduate years.

Mr. Smith acknowledged some challenges he faced as a UC Berkeley student. The career center was less than supportive and he was unable to find assistance in applying to graduate school. He also could not find tutoring help for upper-division coursework or writing courses. His biggest challenge, which was not the fault of UC Berkeley, was accessing medical care while attending classes. He suggested that the Regents and the UC Office of the President support development of a Memorandum of Understanding (MOU) between the Veterans Health Administration and UC campuses to enable better collaboration within California public higher education. He suggested a six-point program with the purpose of: (1) increasing outreach campaigns targeting active duty military personnel and student veterans currently attending CCCs; (2) addressing the tracking that exists between the CCC system and California State Universities (CSU); (3) challenging the assumption that UC campuses are hostile environments for military personnel and Reserve Officers' Training Corps students; (4) supporting the establishment of student- and faculty-led veterans' groups and increasing funding for veterans' resource centers; (5) increasing partnerships with campus employment services, tutorial centers, graduate schools, and Veterans Resource Centers; and (6) negotiating with the Veterans Benefits Administration to reestablish payment of University health fees.

U.S. Army veteran and recent UC Irvine graduate Corina Muños, currently employed by a Southern California investment firm, shared her experience as a UC student veteran. She had served as a mental health specialist with the 82nd Airborne Division. After being accepted at UC Irvine, she sought out the UCI Veteran Services Center, where she learned about her possible eligibility for educational benefits under the Post 9/11 GI Bill. She applied and was offered full educational benefits and a generous living allowance. These benefits allowed her to negotiate part-time status at her job and focus on school. She fully engaged in her classes and other opportunities at UC Irvine, and experienced the support of the UCI Veterans Services Center, including help with exploring the possibility of continuing to graduate school. While she managed to be successful through her own persistence and with support from the leadership of UCI's Veteran Services Center, Ms. Muños found that navigating the different systems within the veterans' support community was very difficult and frustrating. Her experience at UC Irvine was rewarding and successful, and she expressed encouragement to other veterans to pursue higher education.

President Napolitano thanked Mr. Smith and Ms. Muños for their service to the nation. She asked Mr. Smith to provide more specificity about what his proposed MOU between UC

and the Veterans Health Administration would entail and what it would be designed to accomplish, so the Office of the President could work with him further on his proposal. Mr. Smith commented that one of the biggest barriers to student veterans' success in higher education and to his personal success at UC Berkeley was difficulty in accessing needed health services while attending classes. He suffered from post-traumatic stress disorder as a result of combat situations he faced in Iraq. Being able to continue to attend classes while receiving mental health services without making the long commute to the San Francisco VA was essential to his being able to continue with school. This was made possible by a MOU between the Cal Veteran Services Center at UC Berkeley and the San Francisco VA through which a VA psychologist came three days a week to an office in the Cal Veteran Services Center on the Berkeley campus and to meet with student veterans one-on-one.

Regent Lansing said she was extremely moved by these fine representatives of those who served the nation. She expressed pride that UC was playing a part in giving them the life they deserve. She thanked them for their service and wished them great further success.

Regent Estolano asked Mr. Smith to submit his six-point plan to the Committee in writing so the Committee could follow up on his specific recommendations. She expressed support for increasing UC's outreach to CCC student veterans, noting that UC had always offered a pathway for veterans. The new generation of veterans faced unique challenges and UC must pursue outreach and support at each of its campuses.

Faculty Representative May thanked Mr. Smith and Ms. Muñoz for their moving presentations. He commented that UC had significant numbers of older students, including student veterans, often with gaps in their education for various reasons, who could benefit from support services for older returning students.

Staff Advisor Klimow added that UC staff include many veterans who could be included in outreach efforts.

Regent Zettel thanked Mr. Smith and Ms. Muñoz for their presentations, which drew attention to UC's student veterans, who are so deserving of mental health and other support services. She thanked President Napolitano for highlighting the needs of UC's student veterans.

Committee Chair Pérez added his thanks to Mr. Smith and Ms. Muñoz, particularly for their specific suggestions that could be acted upon. He recalled that this presentation was at the request of former Student Regent Monge, who suggested presentations on various subgroups of UC students. This presentation demonstrated the value of his suggestion. He suggested that Regents request that student veterans be included in their meetings when they visit UC campuses. His meetings with student veterans on campuses verified concerns raised by Mr. Smith and Ms. Muñoz. One concern across many campuses was the lack of a dedicated community space for student veterans.

Mr. Smith stated that the San Francisco VA was ready to establish a MOU with every UC campus.

4. **UPDATE ON IMPLEMENTATION OF THE RECOMMENDATIONS OF THE REGENTS TOTAL COST OF ATTENDANCE WORKING GROUP**

[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 confirmed the University's conviction that a UC education should not be unnecessarily costly. The Total Cost of Attendance Working Group was charged by the Regents and President Napolitano with recommending improvements to UC's Education Finance Model (EFM), its undergraduate financial aid strategy.

Mr. Brown reviewed progress on implementation of the recommendations, four of which had been addressed by the EFM Steering Committee. That Committee had formally endorsed the use of multi-year financial aid awards, which Mr. Brown noted would require multi-year support. UC Merced and UC San Diego had started pilot programs modeled on the Promise Scholars Program at UC Santa Barbara to provide multi-year awards to some students. The Steering Committee had also implemented changes to its estimation of total costs of attendance and issued guidance to campuses on creating more progressive self-help models, meaning students' expected contribution from part-time work or student loans. The Steering Committee continued to study the issue of affordability for students from middle-class families, with the critical issue of how to fund support.

Implementation of the recommendation to bring additional affordability information to the Regents was ongoing, as updates to the Regents about financial aid and accessibility would continue and would be included in items presented to the Regents. Concrete steps had been identified for work on the balance of the recommendations.

The recommendation to promote legislation that would allow the use of Cal Grants for summer courses was most important to help UC students graduate more quickly and with less debt, making room for enrollment of more California students. UC and California State University (CSU) students drafted and co-sponsored a bill that would have extended the use of Cal Grants to students attending summer school, but that bill was not passed by the Legislature. The University hoped to see the bill revived in 2019. Committee Chair Pérez noted that positive conversations had occurred with the chairs of Budget Committees of both houses about the fact that passage of this bill would not increase costs, since it would change only the timing of payments to students and could result in cost decreases if students graduate more quickly. CSU and California Community College leaders had also embraced this cause. He expressed optimism about the potential for the bill's future passage.

Chancellor Leland expressed her view that the summer Cal Grant bill was critically important as it would lower costs to families, improve students' time-to-degree, and allow UC campuses to enroll more students.

The meeting adjourned at 2:50 p.m.

Attest:

Secretary and Chief of Staff