

The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

January 22, 2020

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

Members present: Regents Anguiano, Butler, Elliott, Kieffer, Lansing, Ortiz Oakley, Reilly, Sures, Weddle, and Zettel; Ex officio member Napolitano; Advisory members Gauvain and Stegura; Chancellors Larive and Wilcox; Interim Chancellor Brostrom; Staff Advisor Klimow

In attendance: Assistant Secretary Lyall, Deputy General Counsel Woodall, Provost Brown, Vice Presidents Brown and Humiston, Interim Vice President Gullatt, and Recording Secretary Li

The meeting convened at 3:25 p.m. with Committee Chair Anguiano presiding.

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

Upon motion duly made and seconded, the minutes of the meeting of November 13, 2019 were approved.

2. **EXPLORING THE FRESHMAN PIPELINE TO THE UNIVERSITY OF CALIFORNIA**

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

Provost Brown introduced the presentation by quoting the Organic Act of 1868, which established the University of California and mandated that students all over the state have access to the University so that the entire state could enjoy the privileges that a university education could bring. Mr. Brown stated that the Office of the President (UCOP) has merged California Department of Education data with UC application data to learn more about topics such as UC application, admission, and enrollment by California high school

Vice President Brown explained that this data, available via online dashboard at the UC Information Center, could be viewed by Assembly district, which would facilitate conversations with legislators, and by high school. Ms. Brown stated that the data showed the greatest variation by district in the number of high school graduates who completed A-G courses and the number of those graduates who applied to UC; there were opportunities for improvement there. Mr. Brown added that completion of A-G courses affects a graduate's access to UC and the California State University (CSU). The dashboard also provided information on three UC outreach programs: the Early Academic Outreach Program (EAOP), the Mathematics, Engineering, Science, Achievement program

(MESA), and the Puente Project. Data on race or ethnicity and outcome were also available. The dashboard provided a longitudinal data model that could be used to show pathways to CSU and California Community Colleges (CCC) as well.

Regent Lansing asked whether A-G courses were taught by qualified teachers. Mr. Brown responded that there was a shortage of qualified teachers and that A-G courses were not uniformly available at all high schools. Regent Lansing emphasized that this shortage resulted in unfairness and posited that it was more prevalent in low-income areas. She stated that UC should lead in correcting this issue. Regent Sures asked whether Regent Lansing was suggesting changing A-G requirements. Regent Lansing responded in the negative, adding that changing them would lower standards. Regent Sures asked how UC could correct this issue. Regent Lansing replied that UC should engage in teacher recruitment, create more pathways, and work with the Legislature and Governor Newsom. Mr. Brown expressed his agreement and differentiated graduation rate from college preparedness. Regent Lansing wished to have further conversations about this. Interim Vice President Gullatt stated that UC and CSU shared a program that has trained many undergraduate students to be mathematics and science teachers but needed more funding.

Regent Anguiano asked about the adoption rate and limiting factors of UC Scout, the University's online offering of A-G courses. Ms. Gullatt replied that, about two years ago, UC received State funding to expand on its existing set of A-G courses. These courses were particularly helpful to students whose schools did not offer any or all of them or students who did not attend traditional school. Approximately 6,000 students have participated. There were scale, classroom, and union issues. Ideally, these courses would be integrated into school curricula and taught by credentialed teachers, but they could also stand alone. Ms. Gullatt offered to provide a presentation on UC Scout at a future meeting. She added that UC Scout is a Student Academic Preparation and Educational Partnerships (SAPEP) program and is hosted by UC Santa Cruz for the state.

Regent-designate Stegura asked whether the data covered only those high schools with A-G courses. Ms. Brown replied that these data reflected all public high schools. Regent-designate Stegura acknowledged the benefit of UC Scout but added that UC should help bring A-G courses to high schools that do not have them. Monica Lin, Director of Academic Preparation and Relations with Schools and Colleges, replied that UC has an annual process for new high schools anticipating full accreditation to adopt A-G courses.

Regent Ortiz Oakley cautioned against conflating not being UC-eligible with not being college-ready. Many students attending community colleges or private institutions were succeeding. He asked whether A-G courses were the only measure of success, adding that out-of-state and transfer students have not taken them and have succeeded at UC. High schools without A-G courses could partner with CCC for dual enrollment opportunities. Mr. Brown agreed with Regent Ortiz Oakley's concerns and explained that A-G courses determined California public university eligibility.

Regent Sures asked about the percentage of California high school students who did not have access to A-G courses through their high schools. Ms. Lin responded that this would

require a list of every high school in the state, which the University did not have. There were nearly 3,000 high schools and programs on record that offered A-G courses. Mr. Brown added that UC needed more and better data, and those data systems were being built. Ms. Brown stated that the number of high schools without A-G courses could be inferred from existing data, but the actual number of high schools without these courses was higher than what would be inferred. She confirmed that 50 percent of high school graduates complete A-G courses. Regent Sures stated that it seemed as if students without access to these courses were being punished by being barred from applying to UC.

Regent Sures asked what UC Scout's union issues were. Ms. Gullatt replied that UC Scout was an alternative to a classroom and that teacher displacement was an issue in some school districts. Regent Sures asked whether this was the case regardless of whether A-G courses were offered in the district. Ms. Gullatt responded in the affirmative. Some schools had A-G courses but not advanced placement courses. Resistance to UC Scout was not widespread, but the University wished to be mindful of it.

Faculty Representative Gauvain asked about the intended audience of the online dashboard. Ms. Brown replied that it was originally built for conversation with legislators.

Ms. Gauvain asked whether there was analysis on the effectiveness of the outreach programs, adding that this information could be very useful for schools with limited resources. Ms. Brown stated that there was statewide data showing differences in A-G completion, admission, and enrollment for those who participated in those programs. Ms. Gauvain asked whether the data could be disaggregated by outreach program. Mr. Brown responded in the affirmative. Ms. Gullatt added that campuses like UC Merced have partnered with local schools to improve A-G completion, admission, and enrollment.

Interim Chancellor Brostrom noted the gap between urban and rural California in A-G course completion and those who apply to UC. He suggested educational outreach programs to implement A-G courses in schools and encourage qualified students to apply to UC. Mr. Brown agreed that there was a large split between rural and urban access to UC. The new data could help the University in targeting resources and policy development.

Regent Zettel asked whether incentive pay was allowed to encourage teachers to serve underserved regions. Ms. Gullatt replied that she could find out whether there were restrictions on incentives. The State allotted new funding to address teacher shortages, and teacher residencies and other new ideas were being explored. Teachers with high-quality credentials were sought to teach subjects they had studied.

Regent Weddle asked whether there were measurable goals related to this data. Ms. Gullatt replied that the SAPEP program had goals for college-going and A-G course completion. Results were published annually, and programs were held accountable if numbers declined. With a budget of \$250 per student, SAPEP programs have had to be creative. Most of the work was academic advising, which required high engagement and was costly. Mr. Brown added that data showed a problem that surpassed UC's current capacity to address it, but understanding the problems helps UC target resources and campaign for more resources.

Regent Reilly asked whether 6,000 students participated in UC Scout annually. Ms. Gullatt responded in the affirmative. The number of students has been growing since UC developed the 45 courses in the program. Regent Reilly asked when they were developed and how many students have participated in total. Ms. Gullatt replied that UC developed the set of courses in 2018, and thousands of students have participated. UC Scout now had a complete suite of A-G courses. Through UCSC Extension, UC Scout was reaching out to schools, juvenile detention facilities, and homeschooled students. Courses were free for California residents, and a premium experience was available for a modest fee. Regent Reilly asked about the profile of students who used UC Scout. Ms. Gullatt that replied students were homeschooled, in juvenile hall, expelled, or seeking more rigorous courses.

Regent Reilly asked whether there was anything surprising in the data. Ms. Brown replied that the data shows the results of UC outreach efforts and the challenges it faces. The data does not answer all questions but provides a means for future conversations. Mr. Brown added that UC wants to do more and do better.

Regent Elliott underscored Regent Lansing's comment about having qualified teachers. UC must ensure UC Scout is truly accessible. He differentiated schools that had some A-G courses from schools with the full suite. He cautioned against drawing broad distinctions between rural and urban California, as urban California was also very diverse.

Committee Chair Anguiano suggested a follow-up discussion on UC Scout and students with limited or no access to A-G courses in their schools.

3. **GRADUATE EDUCATION AND THE CALIFORNIA ECONOMY**

[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 explained the significance of a recent request of additional State support for 1,000 graduate student enrollments. As an example, he spoke about Violet Barton and Danielle Bermudez, Ph.D. candidates at UC Merced who were Fulbright Scholarship recipients and mother and daughter. Graduate students currently made up of over 20 percent of UC enrollment, down from over 30 percent in the 1960s. The State has funded graduate student growth once since 2014, and campuses have had to redirect resources to continue funding this because of the lack of State support. Mr. Brown emphasized that graduate education is a critical conduit to growing the professoriate.

Vice President Brown shared three reasons for growing graduate enrollment: to meet state work force needs, increase economic mobility, and address the retirement of baby boomers. The State has concentrated its UC investment on doctorate degrees. In order to achieve its 2030 degree attainment goals, UC must grow graduate enrollment and address gaps for those who wish to pursue graduate education. Improving time-to-degree for Pell Grant recipient and first-generation students would hopefully increase graduate enrollment. Twenty-five percent of UC faculty and 20 percent of California State University (CSU) faculty earned their Ph.D.s at UC. UC aimed to increase the number of UC-trained faculty

as well as faculty diversity, with expanded outreach and competitive funding packages to students from Hispanic-serving institutions (HSIs) and historically black colleges and universities (HBCUs). Graduate students create industries and strengthen business. Most have pursued careers in technical or business fields, but many have leadership positions in companies like Google, have become attorneys, or have careers in art and design.

Regent Weddle noted that inconsistent funding for graduate students and the cost of living hampered UC's goals of degree completion and closing graduate gaps. The quality of the mentorship and advising that graduate students receive could affect their ability to finish their degree. Mr. Brown stated that graduate deans conducted a study on graduate student life and effective mentoring and advising was a top concern, and faculty were holding themselves accountable. The quality of UC's programs depended on its treatment of graduate students. The gap between funding and the cost of living came from underfunding. UC must make a more compelling case to the Regents and the State for support.

Committee Chair Anguiano stated that the University of Southern California (USC) and Stanford University produced 1,400 Ph.D.s without State funding. She asked what UC could learn from these institutions. Mr. Brown replied that they were better endowed and had a higher return rate for some federal grants. UC campuses were dedicated to finding better ways to support graduate education. Ms. Brown offered to examine the distribution of Ph.D.s among UC campuses and compare that with USC and Stanford University.

Committee Chair Anguiano asked why professional and academic degree recipients were counted separately when they took jobs in the same companies. Mr. Brown replied that training was different; academic degrees focused on knowledge creation, while professional degrees focused on the application of knowledge. People might have different roles in the same company. Ms. Brown added that arts and humanities alumni tended to have careers in higher education, and science, technology, engineering and math (STEM) alumni tended to have careers in industry.

Staff Advisor Klimow asked whether the cost a UC graduate education was deterring applicants. Mr. Brown replied that there was a complex set of factors but no one reason. Programs like the President's Postdoctoral Fellowship Program aimed to create more opportunities. Undergraduate research helped retain students but also built the experience and interest in pursuing an advanced degree. Ms. Brown added that there was a demand for campuses to grow their graduate programs, but funding was needed.

Chancellor Larive shared that determinants of graduate enrollment included the economy and availability of high-income jobs, which first-generation students found attractive. Programs had to balance revenue streams with the number of students who could be supported during the duration of the program. Some programs have more funding to support students, and other programs have fewer resources to support their students, who are more dependent on fellowships and working as teaching assistants. Teaching supports undergraduate programs, while fellowships allow students to focus on their dissertations. State funding could be particularly valuable in these areas.

Faculty Representative Gauvain stated that she was impressed by the number of UC graduates likely hired by other UC campuses given how difficult it is to get a UC job. Campuses were holding each other's degrees in high regard, and UC degree recipients were choosing UC over other opportunities, both of which demonstrated the value of a UC degree.

4. **APPROVAL OF REVISED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION SCHEDULES FOR SIX GRADUATE PROFESSIONAL DEGREE PROGRAMS AND PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR FOUR GRADUATE PROFESSIONAL DEGREE PROGRAMS**

The President of the University recommended that the Regents approve the revised Professional Degree Supplemental Tuition (PDST) fee schedules for the six business and law programs as shown in Display 1A, and the multi-year plans for charging PDST for four graduate professional degree programs as shown in Display 1B.

DISPLAY 1A: Revised Professional Degree Supplemental Tuition Levels¹ for Two Business and Four Law Programs

	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Business				
UC Irvine				
Resident PDST Level	\$28,929 ²	\$29,508	\$30,099	\$30,702
Nonresident PDST Level	\$25,629	\$27,219	\$28,908	\$30,702
UC San Diego				
Resident PDST Level	\$34,965 ²	\$34,965	\$34,965	\$34,965
Nonresident PDST Level	\$27,324	\$29,511	\$31,872	\$34,965
Law				
UC Berkeley				
Resident PDST Level	\$40,636 ²	\$42,668	\$44,800	\$47,040
Nonresident PDST Level	\$31,050 ²	\$35,708	\$41,064	\$47,222
UC Davis				
Resident PDST Level	\$36,966 ²	\$38,072	\$39,214	\$40,390
Nonresident PDST Level	\$34,700	\$36,770	\$38,970	\$40,390
UC Irvine				
Resident PDST Level	\$36,696 ²	\$39,448	\$42,406	\$45,586
Nonresident PDST Level	\$30,050 ²	\$34,530	\$39,678	\$45,586
UCLA³				
Resident PDST Level	\$36,696 ²	\$38,532		
Nonresident PDST Level	\$30,050 ²	\$34,558		

¹ The amounts reflect the maximum PDST levels to be assessed, effective as of the academic year (AY) indicated. Assessing PDST levels less than the level 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.

² This is an approved PDST level. PDST levels were approved at the March 2019 meeting when the Regents approved the multi-year plan and the maximum PDST levels of the first two years of this program's plan, AY 2019-20 and 2020-21. This approval was contingent upon the program returning with revised PDST levels that address the gap in PDST levels between resident and nonresident students. Programs may begin to address the gap as soon as AY 2020-21, year two of their multi-year plan.

³ The UCLA Law program submitted a three-year plan for approval at the March 2019 meeting. The program begins to close the gap between resident and nonresident PDST levels in the third year of its plan, AY 2021-22, and intends to close the gap completely by AY 2023-24 as a part of its next PDST multi-year plan submission.

DISPLAY 1B: Proposed Professional Degree Supplemental Tuition Levels¹ for Four Programs

	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Environmental Data Science, UC Santa Barbara					
Resident PDST Level	\$19,998	\$19,998	\$20,598	\$21,216	\$21,855
Nonresident PDST Level	\$19,998	\$19,998	\$20,598	\$21,216	\$21,855
Environmental Science and Management, UC Santa Barbara					
Resident PDST Level	\$9,999	\$10,299	\$10,608	\$10,926	\$11,256
Nonresident PDST Level	\$9,999	\$10,299	\$10,608	\$10,926	\$11,256
Genetic Counseling, UCLA					
Resident PDST Level	\$18,000	\$18,900	\$19,845	\$20,838	\$21,879
Nonresident PDST Level	\$18,000	\$18,900	\$19,845	\$20,838	\$21,879
Human-Computer Interaction, UC Santa Cruz					
Resident PDST Level	\$20,886	\$21,984	\$23,139	\$24,294	\$25,509
Nonresident PDST Level	\$20,886	\$21,984	\$23,139	\$24,294	\$25,509

¹ The amounts reflect the maximum PDST levels to be assessed, effective as of the academic year indicated. Assessing PDST levels less than the level 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.

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Provost Brown explained that multi-year plans for the Law programs at UCB, UCD, UCI, and UCLA and the Business programs at UCI and UCSD were approved during the March 2019 Regents meeting. Resident PDST in some years of these plans was higher than that of nonresidents, and the Regents' approval of those years was contingent upon submission of revised plans that showed progress in closing the fee gaps. All six programs have submitted revised plans. UCSB's Environmental Data Science and Environmental Science and Management programs, UCLA's Genetic Counseling program, and UCSC's Human-Computer Interaction program were seeking PDST for the first time. The Office of the President (UCOP) has worked closely with campus representatives to ensure that each program would meet the requirements of Regents Policy 3103: Policy on Professional Degree Supplemental Tuition.

Christina Palmer, professor and director of UCLA's new Genetic Counseling master's program, stated that the program aimed to train a diverse group of genetic counselors and had strong administrative support. The growing demand for genetic counseling has led to a 12 percent increase in salaries since 2016, and counselors in California with one to four years of experience typically earned \$92,000 to \$138,000 per year. The work force was predominantly female, with few from underrepresented minority (URM) groups. The new program, mixing a strong academic foundation with field work and independent research, would address the shortage of counselors and lack of diversity. Students would gain cultural competency working with multicultural populations in Los Angeles. Starting this fall, the program would enroll ten students per year, with a ratio of seven residents to three nonresidents. Graduates needed to be certified and licensed to practice. This would be one of 47 accredited programs nationwide and one of four programs in California accepting applications. PDST, set at \$18,000 beginning fall 2020, would help recruit a more diverse

student body and provide a cutting-edge curriculum with strong student advising. About 45 percent of PDST funds would be used for developing a pipeline and recruitment program and financial assistance; 33 percent of this amount would go to return-to-aid. The other 55 percent would support the salaries of program staff and faculty, as well as improve resources and opportunities for students. Prospective students were consulted about the PDST and did not raise concerns. PDST revenue made up about 45 percent of the program's operating budget. Cost sharing and leveraging existing resources has minimized PDST. The program's philanthropy campaign for scholarships has resulted in a \$2.2 million endowment that would generate \$100,000 in scholarships per year. Financial assistance aimed to reduce program costs per student by 20 to 100 percent.

Regent Kieffer asked whether resident and nonresident PDST would differ. Ms. Palmer responded in the negative. Regent Kieffer asked whether PDST would be the full cost of the program. Ms. Palmer replied that PDST was in addition to systemwide tuition and campus fees. There was also nonresident student tuition. Regent Kieffer asked about the total cost for a resident student. Ms. Palmer stated it would be \$65,000.

Regent Zettel commended the program's cost saving measures. Ms. Palmer stated that the program would share the cost of clinical supervision with other institutions. In response to a question by Regent Zettel, Ms. Palmer identified the Keck Graduate Institute as a member of The Claremont Colleges.

UCSB Dean of the Bren School of Environmental Science and Management Steven Gaines stated that the Master of Environmental Science and Management (MESM) program began in 1996 with 20 students and six faculty. There were now MESM 160 students and 25 faculty. The program focused on interdisciplinary problem-solving; students have written a group master's thesis on real clients' problems. Courses cultivated professionalism and leadership. MESM's employment development team greatly enhanced graduates' employment prospects. MESM became one of the top such programs in the country with no PDST for the past 20 years, but funding has not grown with the program and the last recession led to budget cuts. The program's first goal was to increase diversity of the student body by expanding outreach and financial aid. The second was to expand program quality and improve the student experience through advising, career development, and more student support such as stipends for students who pursue lower-paying careers. MESM has had success with gender diversity; over 60 percent of graduates were women. The program needed to recruit more URM students. UCSB was a Hispanic-serving institution (HSI), and the Department of Environmental Studies was becoming more diverse. MESM was developing summer fellowships where undergraduate and MESM students would collaborate on environmental justice projects. This would hopefully be a scalable model for campuses across the country. Even with PDST, cost of attendance was still significantly below public institution averages for resident and nonresident students. The Bren School has made substantial progress in reducing student debt by expanding student employment or fundraising for fellowships. In the last ten years, fewer students were graduating from the program with debt, and amount of student debt has declined by 25 percent.

Committee Chair Anguiano asked about the program's faculty diversity strategies. Mr. Gaines replied that the program's low faculty diversity was partly the result of the pool of students within natural sciences, social sciences, economics, and law and politics. After adding an equity advisor to the faculty search process and appointing an associate dean for equity issues, the program has seen growth in gender diversity among its faculty. Ethnic diversity was still quite low. The program was trying to build a pipeline for more diverse faculty in universities across the country. In the Bren School's Ph.D. program, 26 percent of U.S. students were from URM groups. There was great potential for growth.

Regent Ortiz Oakley asked about faculty diversity goals for MESM. Mr. Gaines replied that faculty should reflect the diversity of the population because it would affect the nature of environmental solutions. Strategic action and investment were needed to address challenges faced by both student and faculty pipelines. Regent Ortiz Oakley stated that his question applied to all the programs requesting PDST. Success meant being clear and intentional about the plan of action instead of including caveats. Mr. Gaines stated that those were not caveats but rather an acknowledgement of challenges.

Regent Weddle underscored the Committee's big responsibility in evaluating these proposals. She noted that student consultation seemed very robust compared with proposals in the past. She appreciated the examples of feedback and resultant changes, such as fellowships for URM students.

UCSB Professor at the Bren School of Environmental Science and Management Ben Halpern stated that the new Master of Environmental Data Science (MEDS) program would combine data science and environmental science through courses and a group capstone project addressing real-world problems. This was the first program of its kind in the country for a rapidly growing field. MEDS graduates could find work as senior environmental analysts and data scientists in public, private, and nonprofit institutions. Graduates were projected to earn starting salaries of \$60,000 to \$120,000 per year. MEDS aimed to attract and support a diverse student body by dedicating at least 35 percent of revenue to financial aid for URM students; establish a high-quality program with advising support, up-to-date courses, and access to professionals; and support students' career goals by providing professional and career development. PDST revenue would go mostly to professional support staff and financial aid, with some funds for lectures, visiting faculty, and conference travel. MEDS sought to improve diversity in the field using a three-step process: identify potential URM candidates, recruit them, and retain them. Professional programs were expected to support diversity beyond graduation. PDST funds would address each step. MEDS planned to target outreach to historically black colleges and universities, HSIs, and URM organizations. Financial aid to URM students would be widely advertised. MEDS recently secured a \$3 million gift for financial aid, making the program very low cost or free for at least 20 percent of each cohort. Career and professional development would be available for students in the program and after graduation.

Regent Ortiz Oakley noted that higher cost results in more debt burden for first-generation, URM students, and this stays with them for a long time. In addition to committing to diversifying these programs, the University must consider how its actions would affect

students' careers and ability to generate wealth. A \$120,000 salary was not much money in the Bay Area or Los Angeles.

Committee Chair Anguiano voiced her appreciation for how much of the PDST revenue would go toward financial aid and career advising.

UCSC Chair of the Department of Computational Media Sri Kurniawan introduced the Human-Computer Interaction (HCI) master's program. HCI facilitated seamless interaction between humans and computing systems. Big technology firms employed hundreds of HCI specialists, but specialized skills and knowledge were required for success. The program's main goal was to train students to be highly competitive for HCI jobs in Silicon Valley and beyond. Its second goal was the diversity of the Bay Area technology industry work force. The program aimed to recruit 55 percent Californian students and 40 percent first-generation students. Technological requirements could be a perceived barrier for URM students, so the curriculum had a boot camp for those with a less technical background and a more advanced version. This has helped improve gender diversity. PDST was needed to hire staff that would reach out to technology firms and recruit industry mentors for capstone projects, job and internship placement, and fundraising. The program would be able to hire teaching assistants and peer mentors, as well as purchase state-of-the-art tools that would help students gain internships and employment. Thirty-three percent of PDST funds would be designated return-to-aid for fellowships. The program would also have corporate fellowships, which the Department of Computational Media has secured for its other programs from major companies like Intel and Electronic Arts. The Department of Computational Media had 29 percent women and 15 percent Asian Pacific Islander faculty, which was higher than typical in the field. The Department also participated in Advancing Faculty Diversity Recruitment, which was funded by UCOP. HCI planned to reach out to institutions with a high proportion of URM students. Return-to-aid awards would be need-based for domestic students. HCI was working with California State University, Monterey Bay to create a pipeline with Cabrillo College and Hartnell College in Salinas. Corporate sponsor diversity fellowships for URM and women were planned, and diverse speakers and lecturers would be recruited.

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

The meeting adjourned at 5:20 p.m.

Attest:

Secretary and Chief of Staff