

The Regents of the University of California

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

November 18, 2020

The Academic and Student Affairs Committee met on the above date by teleconference meeting conducted in accordance with Paragraph 3 of Governor Newsom's Executive Order N-29-20.

Members present: Regents Anguiano, Butler, Elliott, Kieffer, Lansing, Mart, Ortiz Oakley, Stegura, Sures, and Zettel; Ex officio member Drake; Advisory members Horwitz and Zaragoza; Chancellors Block, Larive, May, and Yang; Staff Advisor Tseng

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

The meeting convened at 12:50 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 September 16, 2020 were approved, Regents Anguiano, Elliott, Kieffer, Lansing, Mart, Ortiz Oakley, Stegura, Sures, and Zettel voting "aye."<sup>1</sup>

2. **TWENTY-FIRST CENTURY SKILL DEVELOPMENT FOR UNIVERSITY OF CALIFORNIA STUDENTS**

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

Provost Brown stated that 21st century skill development was woven into the UC undergraduate experience, through curricular and extracurricular programs, creation of original content or knowledge, and research. Each campus regularly assessed its efforts.

UC San Diego Executive Vice Chancellor Elizabeth Simmons stated that the UCSD Teaching + Learning Commons had developed 12 career readiness competencies, including self-reflection, leadership, civic engagement, and digital literacy, which aligned with national standards from the American Association of State Colleges and Universities and the Western Association of Schools and Colleges. The Teaching + Learning Commons provided the Research Experience and Applied Learning (REAL) portal, which connected students with engaged learning opportunities. Students' skills could be documented in a Co-Curricular Record that accompanied transcripts sent to graduate schools or potential employers.

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

Undergraduate students took their general education courses and lived in one of seven undergraduate residential colleges at UCSD. Seventh College, launched in fall 2020, had the theme of “a changing planet,” which encompassed issues such as climate change, mass migration, and cultural changes. As part of their general education at Seventh College, students took “Alternatives” courses from various academic divisions and “Synthesis” courses, which provided experiential learning and interdisciplinary engagement.

The Changemaker Institute was co-founded in 2020 by the Rady School of Management, Jacobs School of Engineering, Teaching + Learning Commons, and Office of Student Life. The Changemaker Institute’s programs fostered teamwork, critical thinking, and civic engagement. UCSD Extension’s LAUNCH program allowed undergraduate students to enter into a certificate program at no cost. Students could network, learn from working professionals, and have documented evidence of skills they gained. The Triton Health Ambassadors program employed 400 student ambassadors to educate and remind their peers to follow public health and safety guidelines. Health ambassadors were developing professionalism, communication and leadership skills, and civic and social responsibility.

Mr. Brown suggested that Regents visit these programs at all campuses in the future.

Committee Chair Anguiano asked how the University was improving research competency among undergraduate students, how competencies were tracked among graduating students, and how many competencies students were expected to gain. Ms. Simmons replied that the REAL portal had a list of hundreds of pre-vetted experiences that were connected with particular competencies. When creating their Co-Curricular Record, students worked with a faculty or staff validator to ensure that they fulfilled those competencies. In 2019–20, 150 validators reviewed 2,500 records for 2,300 students. Since the establishment of the Co-Curricular Record, 12,000 opportunities had been verified for 8,000 students. The Teaching + Learning Commons and the career center had new directors. Seventh College, the Changemaker Institute, and Triton Research and Experiential Learning Scholars (TRELS) all recently launched. Ms. Simmons charged the Teaching + Learning Commons to help every graduating senior record documented skills in the Co-Curricular Record, with a focus on research, innovation, global context, and civic engagement competencies. Many students participated in research and needed to document it in the Co-Curricular Record. The TRELS program engaged students who would not otherwise know about undergraduate research opportunities.

Regent Stegura asked how campuses were addressing information literacy. In the UC Undergraduate Experience Survey (UCUES), many students reported not feeling information literate when entering UC. There were first-generation or underserved students who did not have research experience or did not have internet access. Regent Stegura suggested that this could be a topic for a future meeting; Mr. Brown agreed. Campuses had different approaches. For example, UC Berkeley’s data science initiative had grown from a course to an interdisciplinary school. Vice President Pamela Brown offered to reach out to UC librarians, who were involved in information literacy support for students and could provide more information. Regent Stegura noted that the UC Davis Library offered an optional information literacy class for incoming students. In her view, information literacy

was the basis of student success, persistence, and graduation. Ms. Simmons added that UCSD librarians were assigned to work with each residential college's first-year writing programs, and information literacy was part of those programs. Committee Chair Anguiano suggested that this information about these resources could be provided in the financial aid letter. Mr. Brown noted that this could be part of a broader discussion about student orientation.

Regent Zettel asked whether students could select their resident college and whether experiential learning counted towards their degree. Ms. Simmons responded that students provided their top three residential college choices when applying to UCSD and were usually accepted into their first or second choice. Experiential learning courses were part of the required curriculum, and students did receive credit for them. The TRELS and Changemaker Institute seminars were credit-bearing.

### 3. **ALTERNATIVE APPROACHES TO FINANCIAL AID**

[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 item by noting the Regents' and this Committee's longtime engagement in financial aid matters and the Education Financing Model (EFM). The written materials provided seven policy alternatives for financial aid, one of which was a road to a debt-free UC. Under President Drake's leadership, his previous institution was able to reduce average debt without slowing time-to-degree, using a similar approach.

Executive Director Shawn Brick stated that a debt-free UC model would prioritize work to cover a student's self-help expectation in the hopes of minimizing or eliminating the need for loans. This was not yet possible given current financial aid funding and student wages. Working 20 hours per week would yield \$8,000, and \$2,000 of the \$10,000 self-help expectation would remain. Through the debt-free option, the University would close this gap through need-based grants, subsidizing student wages, or private fundraising.

UC Merced Vice Chancellor Charles Nies shared that he chaired the EFM Steering Committee, which oversaw the implementation of Regents Policy 3201: The University of California Financial Aid Policy. The EFM Steering Committee supported the debt-free option and believed that improving the self-help model to be reliant on part-time employment would be a step toward that. This option would communicate a clear target and outcome to potential donors. Campuses would need to expand on-campus employment and opportunities for high-need students. The EFM Steering Committee was comprised of staff from student affairs, enrollment management, financial aid, and budget offices, with student and faculty representation. This was part of a larger conversation about financial aid reform at the University and State levels. Shortly after the implementation of the Total Cost of Attendance (TCOA) Working Group's recommendations began, the Legislature asked the California Student Aid Commission to study the Cal Grant program. In 2019–20, 79,000 low-income UC students received over \$982 million in Cal Grants, and Cal Grant reform could have a profound impact. Mr. Brown underscored the need to expand

opportunities for on-campus, part-time employment for low-income students. UC should consider developing partnerships outside of the University to make this possible.

Committee Chair Anguiano asked if these financial aid options were mutually exclusive and whether they could be combined. Mr. Brown responded in the affirmative.

Staff Advisor Tseng shared that working while attending UCLA inspired her to return to work for the University. She did not graduate from UCLA debt-free, but working provided her with flexibility. Ms. Tseng learned to manage her own finances. She supported more UC students becoming UC staff. This would help keep institutional knowledge within UC, and fewer people would struggle to find work. Mr. Brown concurred with her statements and shared that his own undergraduate work experiences had made an impact on his career.

Regent Lansing remarked that the onus was on the University to provide on-campus job opportunities. The Luskin Conference Center at UCLA, which employed many students, was a good model. Mr. Nies stated that there was a positive correlation between on-campus employment and student retention and completion rates. Off-campus employment had the opposite impact. On-campus employment could build in some 21st century career readiness skills. Regent Lansing expressed agreement. President Drake added that an on-campus employer understood student needs better than an off-campus employer.

Regent Ortiz Oakley stated that UC should consider how it communicated with transfer students about curtailing debt. As a pilot program, UC Merced could partner with Merced College to address transfer student debt before these students enter UC. The University should advocate for loan forgiveness at the federal level, especially since this was a topic of discussion for the incoming Biden administration. UC must also continue to seek ways to lower the cost of education. Efforts needed to be combined to create a debt-free environment. Mr. Brown noted that transfer students had a shorter period of time to seek research and work opportunities, and UC needed to be more attentive to that.

Chancellor Larive noted that some employment opportunities, such as in housing and dining, were not aligned with students' career goals. The UC Santa Cruz Career Center helped students translate their work experience onto resumes and work with their supervisors to learn about the available professional development opportunities. This summer, UCSC worked for African, black, and Caribbean students to create 12-week research fellowships in areas that affected those students, such as barriers to student wellness, learning, and engagement. This was beneficial to students and helped inform the campus as it worked with students on solutions. Mr. Nies stated that fellowship opportunities at UC Merced were particularly important for undocumented students who did not have work authorizations.

Regent-designate Zaragoza asked about the feasibility of automatically qualifying low-income students for assistance with start-up costs, such as technology costs. Mr. Nies replied that there were federal guidelines that prohibited aid from exceeding the TCOA. UC Merced was able to obtain an exception and built technology costs into financial aid because of the transition to remote learning during the COVID-19 pandemic. Mr. Brick

added that there were explicit regulations regarding the purchase of computers, but the process could be streamlined. Regent-designate Zaragoza stated that student outreach was needed.

Regent-designate Zaragoza asked how Cal Grant reform could affect these options. Mr. Brick responded that Cal Grant reform and potential Pell Grant expansion under the incoming Biden administration could help the conversation regarding lowering the self-help expectation. The California Student Aid Commission had reached a consensus on Cal Grant reform in March, prior to the onset of the pandemic, and what was being considered would serve UC students well. Mr. Nies shared that he chaired the legislative and budget committee within the California Student Aid Commission. The committee had studied financial aid models across the country and found that the best one was UC's. Many reform recommendations were modeled after the EFM. Mr. Nies added that summer Cal Grants would help students reduce time-to-degree and therefore reduce their TCOA.

Committee Chair Anguiano asked about modeling financial aid on potential increases in the Pell Grant. Mr. Brick stated that his team was in the early stages of modeling and needed more specific information. If the Pell Grant was doubled but the number of recipients stayed the same, UC students could receive an extra \$400 million, some of which could offset the self-help expectation. If the Pell Grant was doubled and the number of those who could qualify was also expanded, UC students could receive more than that.

Faculty Representative Horwitz observed that, in his 38 years of teaching at UCSD, students worked too much, which distracted them from their studies. Professors had to find ways to encourage students to do the coursework that provided them with critical thinking skills to be good citizens. He supported the debt-free option and agreed that working on campus is better, but he preferred that students work less in order to concentrate on their studies. Mr. Brown stated that the debt-free model would address working more than 15 to 20 hours. He distinguished educational expenses from other expenses. Students might be working long hours in order to support their families or other non-educational expenses. Mr. Brick stated his view that 20 hours per week was not the end goal. He wished to see a metric with 20 hours of work as the maximum and a goal of reducing it. President Drake added that the debt burden for students was too high, and they bore this extra weight after college as well. Students were balancing commuting to work, responsibilities on the job, and challenges at home. The goal was to create a pathway to leaving college with no debt and with a manageable amount of work, which could be supplemented with grants.

Regent-designate Zaragoza asked whether there was data on the demographics of students who were working the longest hours. If such data was available, she asked to see them.

Regent Stegura shared that, when she was a student at UC Davis, she received better grades during the quarters when she was working, but her tuition was far lower than what it was now. Currently, it was impossible for students to cover tuition through work. These options should be communicated very clearly in the financial aid award letter so that families know what would be expected of them and what they would receive. Mr. Brick stated that UC was still working with uAspire to conduct a study on UC financial aid award letters that

would address some of her concerns. Committee Chair Anguiano emphasized Regent Stegura's dual points about financial aid and reducing the cost of attendance.

Regent Zettel expressed surprise that 50 percent of students did not work. She worked as a student and commuted to school, but her jobs were flexible and on campus. Regent Zettel echoed Ms. Tseng's statements regarding the skills gained from working, such as time management, networking, multitasking, and self-discipline. She asked why half of UC students did not work. Mr. Brick replied that, according to the 2019 Undergraduate Cost of Attendance Survey, half of the students without jobs reported that their schoolwork did not allow for it. Others could not find a job, which was an institutional consideration.

Committee Chair Anguiano stated that this topic would be discussed at a future meeting.

#### 4. **NATIVE AMERICAN STUDENT ADMISSIONS AND OUTREACH**

[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.]

Committee Chair Anguiano thanked students for requesting this item. Provost Brown stated that, for the past year-and-a-half, he had consulted with the President's Native American Advisory Council. Comprised of educators, scholars, tribal leaders, policymakers, and UC faculty and staff, this group advised UC leadership on matters related to the Native American Graves Protection and Repatriation Act (NAGPRA) and CalNAGPRA, Native American student experiences, and tribal affiliation and representation. Indigenous communities sought to be properly recognized at UC, and the University was revising how it collected and reported information about tribal affiliation and citizenship. In Mr. Brown's view, in order to make gains in Native American admission, retention, completion, and faculty representation, UC must listen to, consult with, and create partnerships with California tribal leaders.

UC Riverside Director of Native American Student Programs Joshua Gonzales stated that he was the current chair of the American Indian Counselors and Recruiters Association (AICRA), a statewide network of Native American professionals who promoted support services for American Indian, Alaska Native, and indigenous students. Barriers to recruiting Native American students to UC included historical trauma and displacement, which resulted in low socioeconomic backgrounds. Students lacked UC eligibility, and many feared loan debt. NAGPRA issues were finally being addressed at several campuses, but students did not want to attend UC if ancestors and remains were not respected. Best practices included counselors dedicated to Native American student outreach and having Native American student centers. Currently, there were centers at UC Davis, UC San Diego, UC Berkeley, and UC Riverside, where dedicated staff and faculty provided advising and student engagement. Centers held year-round cultural and educational events that enhanced the college experience. Staff and faculty at these centers provided holistic advising and emotional support, academic advising and tutoring, leadership and professional development opportunities, and career and graduate school advising. He suggested strategies that included working with AICRA, establishing tribal advisory

councils and liaisons on every campus, and hiring and retaining more Native American staff and faculty, and creating suitable physical space for Native American student centers.

Provost Brown asked Mr. Gonzales to share more about the isolation Native American students experienced and the challenges in finding support. Mr. Gonzales stated that the very few Native American staff and faculty at UC were stretched thin providing support and engaging in outreach to prospective students and their families on UC eligibility, as well as to local tribal nations. More Native American faculty and staff were needed, and having a Native American student center on campus was a beacon for students.

Committee Chair Anguiano asked Mr. Gonzales to rate UC in terms of Native American programming and support, and she asked whether UC was moving in the right direction. Mr. Gonzales replied that he would rate UC at a 1. The President's Native American Advisory Council had just been established. Many efforts were in their early stages, and much work needed to be done. Campuses were different. Not all had Native American student centers. UC Riverside was surrounded by local tribes and needed to develop relationships with them. AICRA members from public and private institutions were trying to create a network. Systemwide support was needed to build on existing relationships.

Regent-designate Zaragoza conveyed Native American student concerns. Data limitations affected program implementation, so fixing them was a primary concern. Many students felt that Native American Studies faculty lacked cultural competency and had to correct them on occasion. Regarding the staff shortage, one Native American member of staff had to act as a tribal liaison. In 2019, there were eight Native American students in UC medical schools, and some of the best medical schools in were counties with large populations of indigenous students. Most UC medical schools reported zero Native American student enrollment for 20 years. One way to address this could be to provide automatic interviews to students with recognized tribal membership. Native American elders were opposed to attending UC because of certain policies, displacement issues, or construction on indigenous land. Native American students would instead choose to attend for-profit colleges and be susceptible to fraud. Regent-designate Zaragoza had to change her class schedule and avoid certain courses because of NAGPRA issues on the Berkeley campus. Without tribal liaisons, students could not create partnerships with the campus. Students needed physical space to hold events. There was a lack of culturally competent or indigenous staff working in admissions. Mr. Brown thanked Regent-designate Zaragoza for sharing these concerns, particularly her concerns regarding NAGPRA issues.

Vice President Nation shared that the incoming fall class at UC medical schools were 37 percent underrepresented students and nine percent Native American students. Four identified as exclusively Native American, and others identify as other groups as well. She and Executive Vice President Byington planned to invite the leaders of the Association of Native American Medical Students for a discussion about these issues. UC Health was planning new, focused programming for Native American students. Programs in Medical Education (PRIME) contributed to steady gains in medical school diversity, and UC Health wished to engage in planning with Native American student leaders.

Committee Chair Anguiano asked President Drake to share more about the President's Native American Advisory Council. President Drake stated that PRIME provided not only education opportunities for students, but also opportunities for UC to train people to provide health care to underserved populations. He wished to resolve NAGPRA issues in an equitable fashion as quickly as possible. Correcting past wrongs was critical. Underrepresented and marginalized groups might show resistance to working with an institution, but the institution would need direction, which required engagement. This was one of those opportunities. He reflected on the gains in diversity made since the launch of PRIME. Progress took engagement with the right people and the right programs.

Brittani Orona, Ph.D. candidate in Native American Studies at UC Davis, shared challenges she faced as an indigenous student. She took exception to the NAGPRA holdings at UC. Land dispossession in the creation of the University, as well as investment in the Thirty Meter Telescope project on Mauna Kea, created ongoing mistrust between UC and the indigenous student body. UC must return Native American remains and cultural objects and address its legacy of land dispossession. Ms. Orona was not recruited by UC Davis and struggled to pay tuition while she worked full time. She asked the Regents to consider ongoing NAGPRA holdings issues and barriers to recruitment and retention.

Committee Chair Anguiano asked Chancellor Block to speak about UCLA's recent acknowledgement of Native American lands. Chancellor Block stated that he had appointed a faculty advisor on Native American issues, which helped him understand that the campus was located on unceded land of the Tongva tribe. UCLA typically recognized this verbally at large gatherings and in writing at small gatherings. There was a growing recognition across the campus. UCLA had been successful in repatriating Native American remains. In his view, it was important to recognize unceded land and the contributions of Native Americans. UCLA must appreciate this and be good caretakers of the land.

Chancellor May stated that UC Davis also had a land acknowledgment that it used at formal occasions. This was a best practice that all at UC should adopt. Last year, the campus formed a chancellor's advisory council on Native American issues, and Chancellor May invited Ms. Orona to join. Mr. Gonzales added that UC Riverside had a similar council that had been successful in addressing various issues. Acknowledgement statements were a first step. Staff were still addressing Native American students' needs remotely.

5. **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 this was the first time in recent history that this topic had come before the Regents. In the 30 years since the passage of the Americans with Disabilities Act (ADA), UC's efforts to support students with disabilities had evolved. The transition to remote instruction this year challenged UC and created opportunities to find new ways to support students. Currently, the University was working to procure a systemwide

contract to purchase assistive technologies at a reduced cost for all campuses. This technology would help faculty and lecturers create accessible course material.

UC San Diego psychology student Syreeta Nolan stated that she felt silenced, unseen, and unsupported as a disabled student. She served as the UC Student Association (UCSA) Underrepresented Students Officer and co-chair of the Disability Ad Hoc Committee, which worked to transform the disabled student experience. Ms. Nolan shifted away from research because of her disability and currently led two research teams. She envisioned an undergraduate student program that provided accessible research opportunities and mentorship from a disabled graduate student. Disabled students should have accessible living and learning communities, and basic needs efforts must include disabled students. The documentary film “Crip Camp” showcased UC Berkeley and UC San Diego’s place in this history of the disability rights movement, and UC should be the top university system in providing support and opportunities for disabled students. Disabilities were not liabilities; they were hidden strengths and capabilities.

UC Berkeley medical anthropology graduate student Nate Tilton stated that he was a disabled veteran and UC Berkeley Disability Lab manager. When he transferred to UCB as an undergraduate student from Diablo Valley College, he encountered barriers to the many opportunities available to students. In April 2019, Mr. Tilton tried to travel up a steep hill from his disabled parking spot and had a medical emergency. Unbeknownst to him, an accessible building entrance was available but was unmarked. Some buildings were not truly accessible despite signage. Current emergency plans asked that people with disabilities wait for able-bodied people rescue them, with little to no accountability. The University needed more disabled maker spaces like UC Berkeley Disability Lab, disabled cultural centers, and more funding for direct support professionals (DSP) and ADA compliance on all campuses. The Office of the President (UCOP) should be working with disabled students, faculty, and staff, and UCOP should have a DSP/ADA director. Members of the UC Disability Lab were ready and willing to show UC how to create a truly inclusive system. Mr. Tilton challenged the Regents and UCOP to make UC the first university system to complete the ADA transition in the next ten years. The disabled community were ready to work alongside as partners.

UC Irvine Vice Chancellor of Student Affairs Willie Banks noted that many students had invisible disabilities, such as attention deficit hyperactivity disorder (ADHD), post-traumatic stress disorder (PTSD), chronic fatigue, and anxiety. One of most important resources that disability service centers provided was educating the campus community on disability issues, how to support students, and how to eliminate barriers. The UCI Disability Service Center completed training for over 160 members of the UCI community on how to be allies to disabled students. Disability service centers needed funding, the amount of which changed yearly based on the types of services or accommodations needed for particular students. Staff levels needed to keep pace with the growing student population. Mr. Banks recognized all UC disability service center staff. UCI was recently rated number four out of the top 30 universities for students with disabilities. The University had an opportunity to create a culture of inclusion for students with disabilities.

UC Santa Barbara Director of the Disabled Students Program (DSP) Gary White spoke about the growing number of students in DSP, which grew from 600 students in 2005 to 2,025 students in 2018–19. This growth had been replicated on every other UC campus. Following the Isla Vista killings in 2014, a tragedy on campus, 104 additional students registered for DSP from May to June of that year, and 95 of those students stayed in the program the following year. He underscored the importance of student mental health support given the increased complexity of cases, increased caseloads, and increased comorbidity. Resources were the issue. A similar funding model like that of the Healthy Campus Initiative, which provided tiers of funding for addressing mental health on campuses, could be provided for disability services. There could also be funding for training faculty and staff, as well as for universal design.

Student Observer David Miller Shevelev stated that he was a UC Santa Cruz student with disabilities. He recounted an incident when a wheelchair-bound friend was injured while they gave then Regent Weddle and Regent Muwwakkil a tour of accessibility features on campus. Mr. Shevelev commended today's discussion, which went beyond only ADA compliance. There was a significant, unrepresented number of students with learning disabilities at UC. Lacking support, many prospective students never enroll at UC or enroll and drop out. He provided hypothetical scenarios of disabled students who were unable to reach their potential or contribute to society because of barriers. Mr. Shevelev envisioned a disability-centered living and learning community at UCSC, a campus that needed to improve accessibility and train its faculty on inclusion. After conducting a comparative analysis of several universities, he found that support from disability services offices was integral to the success of these universities' disability communities. From 2008 to 2018, the number of students receiving disabilities services grew fivefold while staffing stayed flat. Every year, disability services offices struggled to onboard thousands of new students. The staff's large caseload prevented them from engaging in new initiatives, and low salaries led to massive turnover. Disability services were an asset to UC, but the lack of resources was a systemwide problem. Increased staffing would help improve staff retention and meet the changing needs of disabled students, and removing access barriers would help close the achievement gap. He had presented a report on disabilities services staffing to legislators and UC administrators, who deflected responsibility. UC could become the world leader in accessible higher education but needed the courage to do so.

Committee Chair Anguiano asked about the facilities that required renovation and the scope of the cost, if UC was considering accessibility concerns beyond ADA compliance, and whether UC funding partnerships supported these initiatives. She also asked how UC would address Mr. Tilton's challenge to complete the ADA transition. Mr. Brown replied that many renovations had been delayed, and he offered to gather more information on the scope of the issue. Mr. Tilton's challenge provided UC with a roadmap with which to strategize. Mr. White remarked that there was a deferred maintenance backlog on many campuses. Some buildings could not be brought into compliance with current building code and needed to be demolished. Ensuring that all students have access to the University's resources would require much money. Mr. Tilton suggested forming a working group to determine workarounds until UC achieves ADA compliance.

Committee Chair Anguiano asked what percentage of students who needed disabilities services were receiving them. She also asked about disabilities services staff turnover and staffing gaps. Mr. White stated that staffing was slowly increasing to meet demand. However, delayed access is denied access, and students suffer. At UCSB, staff were managing caseloads of 300 to 500 students, and it took many years to increase staff. UCLA had 3,500 students with disabilities and about five disability specialists. It was a similar situation systemwide. During the pandemic, students were missing in-person contact, and services were remotely provided around the clock in order to meet demand. Mr. Brown thanked Committee Chair Anguiano for these discussions, which called attention to the intersection of student identities. Needs had increased but resources had not. Deferred maintenance had a different impact on students with access challenges. He underscored the importance of adopting a student-centered perspective. Ms. Nolan added that she was seen not as disabled but as black and that she had faced racism and experienced medical trauma at UC. Racial justice required disability justice. She became involved in the UCSA after her teleconference meeting was interrupted with racial slurs and epithets.

Regent Mart noted the physical barriers on the Berkeley campus due to his son's disability. He recalled the sizable disabled student population when he attended UC Berkeley. He called on UC adopt the goal of universal access.

Regent-designate Zaragoza asked how disagreements about accommodation requests were handled. Mr. White stated that accommodations were academic adjustments made for a functional limitation of an otherwise qualified student. They did not alter the course. The institution had a legal obligation to provide these accommodations. A professor who disagreed with the accommodation request would speak to the disability services office, not the student. On every campus, about 85 percent of professors were very helpful, ten percent were ambivalent, and five percent were less helpful and needed guidance. Regent-designate Zaragoza asked if a student would return to the disability services office if the accommodation was insufficient. Mr. White replied in the affirmative, adding that the staff would help the student determine if the request was reasonable.

Chancellor Yang shared his experience providing assistance to a legally blind student who pursued an undergraduate degree and a Ph.D. at UC Santa Barbara. He tutored the student for two hours every weekend, and the campus built receivers around buildings to help the student navigate the campus. Today, the former student works for a company that delivered engineering products to disabled students. Mr. White stated that working with this student was an eye-opening experience. He wished to see that level of attention and support for every disabled student. Over 90 percent of students were living with hidden disabilities.

Regent-designate Zaragoza asked whether students knew how to resolve disputes with professors over accommodations. Mr. White replied that DSP could escalate an issue to the ADA compliance office, and an attorney would speak to the professor. Students might not come to the DSP until the end of the term or at the next term, and changes could not be made retroactively. He emphasized that the overwhelming majority of faculty were helpful.

Regent-designate Zaragoza called for more student input in the creation of agenda items. UC should ensure that the students who had experience with the issues were included in this process. Committee Chair Anguiano asked about student participation in the creation of Regents items and how student concerns were addressed. Mr. White responded that some campuses had student or community advisory boards. UCSB conducted surveys regarding student services that informed how the campus would proceed in the next quarter. The campus also had an online grievance process, as well as an ADA campus compliance officer. Ms. Nolan added that the Disabilities Ad Hoc Committee regularly reached out to UC leadership.

Regent Stegura shared that Ms. Nolan was the first to occupy her role in UCSA and expressed appreciation for the students' testimony. She stated that accessibility issues could lead to legal exposure under the ADA.

Staff Advisor Tseng shared that staff and faculty had disabilities. Staff should feel safe disclosing a disability to employers or colleagues. If better is possible, then good is not enough. Ms. Tseng shared her experience navigating UCLA after sustaining an athletic injury as a student. She and her peers did not know about disability services on campus, and the campus van did not circulate frequently enough. UC should ensure that these resources were sufficient and supportive. Ms. Nolan stated that there were few openly disabled faculty and staff out of fear of being seen differently, which has resulted in a lack of mentorship, community spaces, and role models. The lack of support was also a disservice to undiagnosed students.

Regent Lansing stated that the Regents were committed to making campuses the best they could be for disabled students. She commended the students for sharing their concerns.

Committee Chair Anguiano underscored her understanding of the shortage in resources. The University needed to identify what its holistic needs were in order to make progress. Mr. Brown expressed his hope that Regents remembered the issues discussed at today's meeting when engaging with the State.

The meeting adjourned at 3:40 p.m.

Attest:

Secretary and Chief of Staff