

The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

January 20, 2021

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, General Counsel Robinson, Provost Brown, Vice Presidents Gullatt and Nation, and Recording Secretary Li

The meeting convened at 2:00 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 18, 2020 were approved, Regents Anguiano, Butler, Elliott, Kieffer, Lansing, Mart, Ortiz Oakley, Stegura, and Sures voting “aye.”¹

2. APPROVAL OF PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR A GRADUATE PROFESSIONAL DEGREE PROGRAM, IRVINE CAMPUS

The President of the University recommended that the Regents approve the multi-year plan for charging Professional Degree Supplemental Tuition for the Pharmacy graduate professional degree program at UC Irvine as shown in Display 1.

DISPLAY 1: Proposed Professional Degree Supplemental Tuition Levels¹ for AY 2021–22 through AY 2025–26

	<u>2021–22</u>	<u>2022–23</u>	<u>2023–24</u>	<u>2024–25</u>	<u>2025–26</u>
Pharmacy, UC Irvine					
Resident PDST Level	\$30,996	\$32,544	\$34,170	\$35,871	\$37,662
Nonresident PDST Level	\$30,996	\$32,544	\$34,170	\$35,871	\$37,662

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.

[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.]

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

Provost Brown explained that Professional Degree Supplemental Tuition (PDST) helped campuses to maintain program quality and achieve other goals at a professional school. The proposed program at UC Irvine would confer a Doctor of Pharmacy degree. The Office of the President (UCOP) reviewed the proposal and worked closely with campus representatives to ensure that the program complied with Regents Policy 3103: Policy on Professional Degree Supplemental Tuition.

Interim Provost and Executive Vice Chancellor Hal Stern stated that the proposed Pharm.D. program would increase the impact of UCI Health, expand graduate education in California, and serve diverse communities statewide. UCI would allocate 43 percent of the PDST funds to financial aid and scholarships, the majority of which would be need-based aid. The PDST would also fund faculty and staff, as well as provide students with technology and materials. The new Department of Clinical Pharmacy Practice that would oversee the program would leverage existing resources and expand faculty diversity.

Dean of Pharmacy and Pharmaceutical Sciences Jan Hirsch stated that UCI's existing Pharm.D. program, housed within the Susan and Henry Samueli College of Health Sciences (College of Health Sciences), was a four-year program that offered both didactic and experiential education. In order to meet accreditation standards that required that graduates are ready to practice alongside other healthcare providers, students would receive high-quality and cost-efficient interprofessional training from different schools within the College of Health Sciences and gain experience in the UCI Health system. The first step of accreditation would be confirmed by the end of January, with full accreditation expected in 2025, when the first students in the program would graduate. With PDST, the program would cost \$40,000 less than programs at local private schools. Along with permanent and temporary funds from the campus, PDST funds would help cover some of the significant start-up costs but would be used mainly for financial aid and hiring faculty and staff. The program would leverage efficiencies, such as instructors, staff, and facilities, from the College of Health Sciences and UCI Health. The PDST amount was expected to increase by less than five percent in subsequent years because the program would be past the start-up phase. Having gained accreditation and a reputation, the program would be able to raise other funds for scholarships and endowed chairs. The 43 percent of the funds used for financial aid would attract highly-qualified, diverse students and mitigate indebtedness. Fifty-one percent of the funds would go toward student-faculty ratios, instructional support for specialized teaching, technology and instructional supplies for students, which would promote equity and reduce costs for students. A portion of the funds would go toward staff dedicated to recruitment, admissions, and retention, with services such as counseling, financial management training, and career support. This program would be a strong, collaborative peer to the programs at UCSF and UCSD, and it would provide students from diverse backgrounds with a pathway to become pharmacists across the state.

Regent Kieffer noted the high cost of the program and observed that the written materials lacked information about career placement. The true test of the program would be whether graduates would find employment. Ms. Hirsch responded that much of student support provided through the program would be for career placement. Dedicated staff would help

students determine their career path and prepare for interviews. The program would also connect students with alumni, who could provide insights into various careers.

Regent Kieffer suggested that career placement be a clear part of the program and communicated as such. He noted that public universities had historically not focused on career placement as much as private universities did. The program should hold itself accountable to provide this to students.

Regent Zettel asked how UCI was identifying professors and what was needed to initiate the program. Ms. Hirsch replied that, for accreditation, the program must not exceed a student-to-faculty ratio of ten-to-one. Faculty would be hired one year in advance, which would give them time to prepare. Nine clinical faculty members had been chosen to teach the first year of the program, of whom four were women and one was African American. With two assistant professors, one associate professor, and the remaining full professors, the program had experienced faculty and those with room to grow. Recruitment had begun for the following year, and the program was receiving many qualified applications. Faculty who were already part of the Department of Pharmaceutical Sciences would be teaching basic science to the Pharm.D. students.

Regent Zettel asked how many students would be in the first class. Ms. Hirsch replied that there would be 60 students.

Regent Stegura asked whether this program, without counting financial aid, would be more expensive for its first five years than the similar programs at UCSF or UCSD. Ms. Hirsch responded in the affirmative.

Regent Stegura asked if the cost would deter applicants from this program. Ms. Hirsch responded in the negative and acknowledged the cost difference. UCI based the budget for this program on the accreditation standards. The UCSF program was a three-year, year-round program, and the UCI program, comparable to the UCSD program, would be a four-year program with breaks during the summer. Based on research, students were considering location, the length of the program, and cost. The UCI program would cost seven percent more than the UCSD program. UCI distinguished itself with its location and strong interprofessional offerings, and the campus was open to partnering with UCSF and UCSD.

Committee Chair Anguiano asked how financial aid was factored into cost decisions. Ms. Hirsch responded that the financial aid strategy was providing substantial aid packages for students instead of smaller packages for more students. Financial aid would be offered to an estimated 60 percent of students. Merit-based scholarships would be offered, and students would be able to combine scholarships. UCI envisioned robust scholarships from PDST and from philanthropy. Non-PDST campus funds were going toward career placement and professional development, such as attending and presenting at conferences. Students would not have to pay for technology and instructional supplies. UCI estimated that about 20 percent of Pharm.D. candidates would have participated in the accelerated bachelor of sciences program and would finish in seven years instead of eight years. This would reduce indebtedness, and, since the program would be drawing from an

undergraduate pool with 19 percent students from underrepresented groups (URG), this would also increase diversity. A scholarship for the B.S. program was being established to create a pipeline.

Regent Ortiz Oakley expressed concern about the program's cost and plan for diversity. In his view, it was unacceptable for the PDST program to mirror the poor diversity of the B.S. program. He recognized that aggressive diversity targets existed on the Irvine campus and that this area was difficult to diversify, but he stressed that the campus should attempt to do more. He could not vote to approve this item with the diversity goals presented. PDST programs have been presented to the Regents in order to ensure that they are diversified. Ms. Hirsch expressed agreement, adding that UCI had to be realistic about the students the program could attract in the time allotted. UCI was aiming to increase diversity in the B.S. program every year, and program aimed to have 17 percent URG students from UCI. Overall, the undergraduate population at UCI was 29 percent URG. UCI had plans to diversify other undergraduate biosciences programs, which could feed into the Pharm.D. program, but it would take time. Ms. Hirsch wished to set realistic goals that could be achieved, and she was confident that staff and faculty were committed to diversity. Pharm.D. programs across the state had about 11 percent URG students.

Regent Ortiz Oakley expressed dismay that a major could have only two percent black students. Mr. Stern stated that the campus had aggressive goals to increase the black and Latino(a) populations and success rates at UCI. He agreed with Ms. Hirsch's assessment.

Committee Chair Anguiano asked that UCI return to the Regents with revised diversity goal numbers. Ms. Hirsch replied that the program's diversity targets could be reexamined, but she could not guarantee that new targets were possible in such a short period of time.

Regent-designate Zaragoza expressed concerns about faculty diversity in addition to student diversity. A targeted approach was needed to ensure that students were exposed to diverse faculty. Ms. Hirsch responded that this was a major priority and that she would take responsibility for it. UCI's efforts were just beginning, and it was reaching out to minority-serving institutions. Clinical faculty at UCI were becoming more involved at various national conferences, and, through that networking, the campus might identify new sources from which to recruit faculty. The campus' diversity, equity, and inclusion committee was very active.

Mr. Brown asked Ms. Hirsch to speak about the Black Thriving Initiative at UCI. Ms. Hirsch replied that the Black Thriving Initiative, from the Office of Inclusive Excellence, helped schools from the College of Health Sciences hire black faculty and researchers who focused on decreasing health disparities. Staff and faculty were participating in courses and engaging in new conversations about racial issues.

Mr. Brown expressed agreement with Regent Ortiz Oakley's comments, adding that campus executive vice chancellors were considering a program in which graduate and professional programs could draw from the existing diversity of some campuses. Data from

Institutional Research and Academic Planning demonstrated the potential for such a program.

Regent Lansing expressed her support and moved to amend the recommendation language to state that these were minimum diversity goals. Ms. Hirsch confirmed that what was proposed were minimum goals and hoped to report that the program exceeded those goals five years from now. UCI would strive to overachieve.

Regent Stegura recognized UC Irvine's commitment to improving its diversity goals. Based on her own experiences attending a private law school, Regent Stegura was sensitive to the cost of the program and the fact that UCI did not compare itself with other programs in the system when developing the program budget. She suggested looking elsewhere in the UC system or outside of the state for diverse students.

Regent Zettel expressed her support of the proposal and stated this would give students in this region, including Hispanic students, an opportunity to attend a professional school. She shared that she had been a commuting student and that it saved money for her family.

Regent Zettel suggested that UCI report to the Regents on the program's progress sooner than in five years' time.

Chair Anguiano stated that the recommendation language would be amended to add that the multi-year plan was being approved "with the understanding that the diversity goals in the plan are a minimum and that the program should aspire to exceed these goals."

Regent Sures asked what would happen if the goals were not met. Mr. Robinson replied that, since they would be aspirational, there would be no consequence. Regent Sures remarked that the proposal would have intent but no force. Mr. Brown stated that there was a commitment and that UCI would report back to the Regents. If the program failed to meet its goals, it would recraft its strategy.

Regent Sures asked when such a recrafting would happen. Mr. Brown replied that any PDST increase must be presented to this Committee. Director Cain Diaz stated that this proposal was a five-year request. Mr. Brown stated that the campus could report on its progress before five years.

Regent Sures expressed his wish to ensure that these commitments are not forgotten.

Regent Lansing suggested that UC Irvine report its progress to the Regents in two years.

Upon motion duly made and seconded, the Committee approved the President's recommendation as amended and voted to present it to the Board, Regents Anguiano, Butler, Kieffer, Lansing Mart, Stegura, Sures, and Zettel voting "aye" and Regents Elliott and Ortiz Oakley voting "no."

3. **UNIVERSITY OF CALIFORNIA ACADEMIC DOCTORAL EDUCATION – SUPPORTING PATHWAYS TO SUCCESS**

[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, noting that diversifying the doctoral student population was part of UC's 2030 goals, explained that this presentation would focus on the ways mentoring and research support at various stages advanced access and inclusion to academic doctoral programs, using UC Irvine as an example. UCI was the first UC campus to guarantee five years of funding for Ph.D. students in nearly all departments, as well as the first campus to employ a graduate wellness counselor.

Vice Provost for Graduate Education and Dean of the Graduate Division Gillian Hayes stated that mentorship was crucial to doctoral education. Asking students to find their own mentors was often unrealistic and raised questions about how one should find a mentor. Formal mentoring programs, which arose to address inequity in informal mentoring, required training and support. Programs such as Diverse Educational Community and Doctoral Experience (DECADE), DECADE PLUS, and Competitive Edge were helping UCI students thrive. Consistent and sufficient resources were essential to bringing mentoring programs to scale.

UCI graduate student Vicente Mata recounted his experience with the criminal justice system, poverty, depression, and substance abuse in his youth. With the support of one of his professors at Fullerton Community College, Mr. Mata transferred to California State University (CSU), Fullerton. With guidance and support from his peers, Mr. Mata applied to and was accepted into the McNair Scholars Program, which provided him with the resources to pursue graduate education and gave him hope, purpose, and family. He was disappointed to learn that UCI no longer had a McNair Scholars Program and has advocated its return. Mr. Mata was currently a Student Representative for DECADE, which was dedicated to the promotion and retention of diverse scholars, and was serving on the Inclusive Excellence Task Force, which created diversity and inclusivity programs across the campus. DECADE allowed him to continue his advocacy of underrepresented and vulnerable graduate students, and it offered an inclusive space for marginalized students. The criminal justice system stripped him of his identity, which the McNair Scholars Program gave back to him. DECADE helped make his voice heard. He underscored the importance of programs like these to create an inclusive and diverse University.

Mr. Brown asked about the impact of Mr. Mata's relationship with his CSU professor. Mr. Mata shared that, when he decided to transfer to UCI from UC Merced, he consulted with his mentor from the McNair Scholars Program at CSU Fullerton. He hoped to maintain his relationships from DECADE as he had done with the McNair Scholars Program. Mr. Brown added that Mr. Mata's mentor guided him through the transfer process and helped him obtain funding.

Committee Chair Anguiano, referring to the written materials, noted that students wanted more advising and support. She asked whether these programs were available to all doctoral students, what percentage of students participated in them, and why some chose not to participate. Ms. Hayes replied that DECADE has recently taken on more international and undocumented students. Five to ten percent of doctoral students, at least one from each doctoral program, participated in the student council, which also created programming. Remote programming as a result of the COVID-19 pandemic has yielded more engagement and could be used to better reach first-generation and underrepresented students. About half of UCI doctoral students participated in DECADE at some point in their educational career. In DECADE PLUS, doctoral students mentored undergraduate students.

Executive Director of Graduate Studies Pamela Jennings stated that there was a gap between the number of students in need and available funding. Competitive Edge, for example, was a summer program that helped acclimate entering Ph.D. students. Other campuses had Competitive Edge, but no campus had enough resources for the number of students who wished to participate. At some campuses, Competitive Edge did not include some disciplines. The University must better incentivize inclusion efforts and better mentoring practices. Ms. Hayes added that UCI's Competitive Edge had 50 to 60 students every summer, a small percentage of the incoming Ph.D. class. This number could easily be doubled or tripled with sufficient resources. Competitive Edge has helped underrepresented students who were entering graduate school to overcome financial deficits. Mr. Brown stated that support for graduate education largely came from core funding to campuses. Investment in these programs would go toward the future of the professoriate.

Committee Chair Anguiano expressed concern that only 60 percent of students felt satisfied with the career support they received. Ms. Hayes stated it was no longer the case that people with a Ph.D. entered academia. Nationwide, one in five people with a Ph.D. became professors, and many faculty were not well-equipped to help students find jobs outside of academia. UCI had only one career center staff member who advised graduate students and did not have funding for more advisors. The campus had a new Associate Dean for Student Success who was trying to identify career pathways. Academia must shift to supporting students pursuing a wide range of careers. Mr. Brown added that the UC's need to diversify the professoriate also presented employment opportunities.

Regent-designate Zaragoza shared that she was also a McNair Scholar. She stated that a conversation about the relationship between mentorship and funding was needed. In the pipeline from undergraduate students to the professoriate, students faced a number start-up costs. Application fees for graduate programs, for example, were prohibitive and affected the diversity of applicants, which, in turn, affected the quality of research and teaching. Students who struggled with the cost of graduate school did not have time to mentor others. She underscored the need for holistic support of students and faculty. She suggested obtaining more information about students who were denied admission to or could not enroll in graduate programs. The student body was only as strong as its least supported

members. At UC Berkeley, about 20 percent of graduate students had experienced homelessness.

Regent Ortiz Oakley expressed pride in Mr. Mata on behalf of the California Community College system and encouraged him to continue reaching out to the system.

Faculty Representative Gouvain shared her observation that Ph.D. students found that change happened too slowly in academia, and they were entering newer occupations to try to meet their goals. The Riverside campus invited Ph.D. alumni in those occupations to share their experiences, and this helped students think broadly about their futures. Ms. Hayes added that she appointed a Director of Alumni Relations within the UCI Graduate Division who focused on engaging graduate school alumni and fostering pride in their graduate school education. A recent survey of graduate school alumni had a strong response rate from alumni. Many alumni expressed a desire to mentor, and UCI was developing a matching program. One in five became professors at institutions like UC, but many were teaching at the California State University, community colleges, or private, liberal arts schools. Many were also excited to work in the nonprofit sector, government, or industry. UCI was working with faculty to ensure that students realize that they could become professors, and with academic promotion staff to help students discover other options. Some efforts did not require much funding, but other efforts did, such as a community college internship program that could only accommodate about a dozen students. The campus was seeking private fundraising for this program, but State investment was needed.

4. **RECOMMENDATIONS OF THE UNIVERSITY OF CALIFORNIA HEALTH SCIENCES DIVERSITY TASK FORCE REPORT**

[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 asked presenters to consider how they would track the implementation of recommendations and keep Regents informed regarding progress.

Provost Brown recalled that the Committee had discussed these issues in the context of the Annual Accountability Sub-Report on Diversity. This report was issued by the UC Health Sciences Diversity, Equity, and Inclusion Task Force in September 2020 and presented to the Health Services Committee in October 2020.

Vice President Nation stated that the formation of such a task force was a part of UC Health's 2017 strategic plan, which was refreshed in 2019 and updated in 2020 following Executive Vice President Byington's arrival. The report was presented to health sciences deans in November 2020.

UCSF Vice Chancellor of Diversity and Outreach Renee Navarro, Chair of the Task Force, stated that the Task Force recognized that systemic racism contributed to the persistence of health inequities. Those from underrepresented groups (URG), which Dr. Navarro

defined as African American, black, American Indian, Alaskan Native, Hispanic, and Latino(a) communities, experienced poorer outcomes in life expectancy, morbidity, health status, disease prevalence, use of services, pain management, and end-of-life care. Racism was a public health crisis compounded by the COVID-19 pandemic. The Task Force identified 18 recommendations. Recommendations for students included expanding outreach and pathway efforts; increasing partnerships with minority-serving institutions; increasing need-based and diversity-based scholarships; the addition of holistic student support; and replicating UC Programs in Medical Education (PRIME) in other health professions and populations. For residents, the Task Force recommended reporting demographic data from the resident selection process; hiring a director or advisor of resident diversity; providing scholarships for the Visiting Elective Program; and establishing career development programs that promote academic careers. For faculty, the Task Force recommended funding from the Office of the President (UCOP) for diversity recruitment and retention; salary support; prioritizing funding for retention efforts; and that more faculty have the right to participate in faculty governance. Climate recommendations included organizing activities with anti-racism and equity themes, as well as establishing and requiring anti-racism competencies for faculty, senior administrators, and learners across UC Health. Leadership recommendations included developing action plans at each UC professional school that addressed anti-racism and diversity, equity, and inclusion within the next 12 months; the appointment of a senior diversity officer at each UC academic health center; and the appointment of a senior diversity leader in the UC Health division of UCOP. UC Health planned to convene a group of health science leaders regarding diversity, equity, and inclusion quarterly, and it would collaborate with UCOP to advance the report's recommendations. The health science deans were assessing the needs of their areas. Funding for PRIME and other programs was included in the proposed 2021–22 UC budget to the State.

Mr. Brown stated that UCOP was working to ensure that the Accountability Report presents comprehensive metrics related diversity to the Regents. UC Health would be engaging with Academic Affairs and the Academic Senate on relevant recommendations.

Committee Chair Anguiano commended UC Health's efforts. Regent Lansing stated that the Regents enthusiastically endorsed these goals.

5. **THE FUTURE OF INSTRUCTION: DESIGNING EQUITABLE CLASSROOMS AND TECHNOLOGY-ENHANCED LEARNING 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 explained that this presentation was the third in a series, with the previous one on 21st century skills. UC has evolved its pedagogy by assessing course delivery, reconfiguring space to support active learning, and incorporating technology in classrooms. Each campus had a teaching and learning center that partnered with faculty.

UC Irvine Vice Provost for Teaching and Learning Michael Dennin stated that student-centered instruction pertained to interactions between a student and an instructor, the material, and other students. Throughout history, technology had always been a part of instruction. Before the COVID-19 pandemic, over 200 UCI faculty members participated in the Active Learning Institute in a few years' time, facilitated in part by the Anteater Learning Pavilion. This active learning building was designed to foster interactions during and outside of class time. UCI was also about to launch an online learning pilot program. This work eased UCI's transition into remote instruction for the pandemic, and the campus could then focus on the range and quality of interactions, as well as how technology tools were being used. The Next Generation Undergraduate Success Measurement Project provided a comparison of pre-pandemic and pandemic learning. Students were enjoying the flexibility of remote instruction, faculty were leveraging technology, and both groups obtained more value from the in-person element. UCI was well-prepared to select best tools for best interactions after the pandemic. The campus planned to accelerate a hybrid delivery of instruction. From these experiences, UC Irvine learned the importance of both physical and digital space; that schedule flexibility equated to access; and the value of synchronous interaction. In Mr. Dennin's view, the focus should be on creating the best-quality instruction using the best tools for that class, set of students, and goals, as well as support for faculty, and not on a debate between online versus in-person instruction.

Regent Ortiz Oakley, recalling the time it took for then Senior Associate Dean Mary Gilly to introduce online instruction to the UCI Paul Merage School of Business, asked how UC could move past the culture of in-person instruction. Mr. Dennin replied that 35 percent of enrollments during the summer and five percent during the academic year were in online courses, due largely to student choice. Recent research from UCI summer offerings showed that taking online courses could increase chances of graduating in four years by 40 percent. Summer online course offerings yielded slightly lower average grades, but they were no different for underserved students. With regard to fully online degrees, the pandemic has helped the campus better understand what constituted a UC course, what elements had to be in person, and what elements did not require that. He challenged UCI faculty to be the first in the world to develop a high-quality online degree that provided the experience of being in a research university.

Regent Stegura asked if continuing professional education informed undergraduate and graduate instruction or vice versa. Mr. Dennin replied that much of continuing education was for people who had mastered learning and were learning something new. UC was studying the effects of remote and online learning for students in their first and second year at UC because of the potential for increased gaps. UCI launched its Online Learning Research Center sooner because of the pandemic. This past summer, around 300 Division of Teaching Excellence and Innovation Graduate Fellows helped bring new pedagogy to faculty. UCI was learning much from the community colleges.

Regent Stegura asked about the retention rates of under-resourced students engaged in online learning. Mr. Dennin replied that the study UCI conducted focused more on course grades and how online instruction affected time to degree. Retention data was not yet available. Regent Stegura remarked that under-resourced students faced more challenges.

Mr. Dennin stated that students were self-selecting courses for success, so individual course retention was good at UCI. Overall retention data was not yet available.

Committee Chair Anguiano asked how UCI was tracking the differences between active and passive learning. Mr. Dennin responded that the UCI School of Education produced detailed tables showing the impact of remote learning as opposed to the impact of the choice of pedagogy. Online courses were once viewed as a form of passive instruction, but online courses were very different from something like mandated online training. In Mr. Dennin's view, courses were distinguished by the tools, technology, and interactions designed by faculty, not whether they were considered online or in-person.

Regent-designate Zaragoza asked how faculty were responding to hybrid instruction and what the best practices were. Mr. Dennin replied that conversations about hybrid instruction were just beginning. Faculty were becoming more creative in how they designed course interactions based on the year of the students, subject matter, and type of students. A course could be more engaging than before while meeting for fewer hours. While the potential for creativity was exciting, Mr. Denning acknowledged the ongoing pandemic and that faculty and students would be exhausted by the summer. He believed that faculty were ready for new approaches to instruction.

Regent-designate Zaragoza noted that some best practices were very helpful to students, such as recorded lectures for students with disabilities. She expressed concern that these best practices become optional instead of institutionalized. Mr. Dennin agreed but urged trust in faculty, who were having new student-instructor experiences. The UCI division of the Academic Senate was already engaging in a discussion about what norms of professional behavior from the Academic Personnel Manual make sense in the modern world. Creativity and academic freedom could exist alongside professional standards that have emerged from the pandemic. Mr. Brown added that faculty were still determining the best practices, using data to guide them. Mr. Dennin noted that the teaching and learning center was now perceived as the place that supplied faculty with resources for the transition to remote instruction, not where instructors were sent if they taught poorly.

Regent Park encouraged other campuses' teaching and learning centers to take the same research-based approach. If they had done so, she asked that they share their data with the Regents. Regent Park also asked whether counterparts from the campus teaching and learning centers convened to discuss these practices. Mr. Dennin replied in the affirmative. He and his counterparts shared not only teaching and learning practices, but also all other aspects of student success. Representatives from teaching and learning centers convened regularly in national meetings. They had met at a couple of systemwide conferences and would be meeting again after the pandemic. Many UC campuses were members of the Reinvention Collaborative, and a few others were among a ten-campus collaborative focused on equity in sciences, technology, engineering, and mathematics (STEM) education funded by the Alfred P. Sloan Foundation.

Vice President Pamela Brown added that Institutional Research and Academic Planning (IRAP) convened undergraduate deans and teaching and learning directors. Provost Brown

and the campus provosts were discussing how they could collect information about best practices learned during the pandemic. IRAP could share more examples of data from other teaching and learning centers.

Regent Park asked when evidence-based pedagogical practices could become systemwide standards. Mr. Dennin replied that teaching was a collective effort, with individuals who had a fair amount of freedom within that collective effort. Reforms were slow, because the responsibility of making changes fell on individuals with limited time. The pandemic revealed the value of faculty supporting each other and working together. Administrators could establish new best practices gained during the pandemic, as well as assist faculty who were already engaging in best practices that had not been articulated as such. There had always been disagreements about technology, but faculty were now better at conducting research, assessing findings, and acting as a collective.

Chancellor Larive, noting concerns raised by Regent-designate Zaragoza, asked how pedagogy could be made more accessible in the fall term, when some students, faculty, and staff might not yet be vaccinated and might not be comfortable with returning to campus. Mr. Dennin underscored identifying the issues that needed to be addressed, such as accessibility and the number of students who could not be on campus, and then planning around those issues within time constraints. Mr. Brown stated that he wished to replicate UC Irvine's partnership between its teaching and learning center and School of Education across the system. Schools of Education were coming to the fore as UC discussed pedagogy. Mr. Dennin credited the Irvine campus' successful transition to remote instruction to the campus division of the Academic Senate.

Faculty Representative Gauvain shared that the Academic Senate was working hard on how to proceed post-pandemic. The Academic Senate distinguished online learning within the context of an undergraduate degree, hybrid in some fashion, from a fully online degree. The consequences of a fully online degree for students needed to be vetted much more fully. Many of the questions raised in this discussion were empirical and needed evidence and data. For example, there was new data indicating that students with greater learning needs benefited less from asynchronous instruction. Mr. Dennin added that courses should rarely be fully synchronous or asynchronous. Rather, a balance should be struck based on research.

Faculty Representative Horwitz stated that the campus divisions of the Academic Senate were looking seriously at difficult questions about faculty workload, the impact of online learning on UC as an institution, and how online learning would affect undergraduate and graduate students. The time taken to address these questions demonstrated the faculty's desire not to make mistakes.

Student Observer David Miller Shevelev addressed agenda item A1, *Approval of Professional Degree Supplemental Tuition for a Graduate Professional Degree Program, Irvine Campus*. Citing Regents Policy 3103: Policy on Professional Degree Supplemental Tuition, he expressed concern that the PDST program's diversity staff would not be promoting all elements of diversity. Many recommendations like item A1 have only

explored racial, ethnic, or economic diversity. He urged the Committee to approve new programs only if their diversity plans were comprehensive. Addressing item A2, *University of California Academic Doctoral Education – Supporting Pathways to Success*, Mr. Shevelev highlighted the power differential between students and faculty. He urged the Committee to consider the following recommendations from graduate students: safety net funding for conflict mediation and the transition period between mentors, and procedures for anonymous reporting, investigation, and arbitration. Addressing item A3, *Recommendations of the University of California Health Sciences Diversity Task Force Report*, Mr. Shevelev stated that students spoke during the public comment period of the December 15, 2020 meeting, calling attention to the fact that disability was not considered an element of diversity by the UC Health Sciences Diversity, Equity, and Inclusion Task Force report. These students stated that the presence of disabled and minority caregivers and healthcare professionals improved quality of care. Addressing item A4, *The Future of Instruction: Designing Equitable Classrooms and Technology-Enhanced Learning at the University of California*, Mr. Shevelev stated that maintaining lecture recording and flexible attendance policies was not an attempt to force online education or create attendance-optional classrooms. These policies could help students who learned differently, had family obligations, or had unpredictable work schedules to succeed. Regental direction was needed. In his view, faculty were assumed to be pedagogical experts even without formal training. The Academic Senate must be reminded of its commitment to equity, diversity, and the quality of education. Mr. Shevelev thanked Committee Chair Anguiano and Committee Vice Chair Butler for their leadership and the time that was devoted to discussing student disability during the November 2020 meeting.

6. **UNDOCUMENTED STUDENT SUPPORT AND STUDENT EXPERIENCE**

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

Provost Brown briefly introduced the item. He cited the University's 2017 lawsuit against the U.S. Department of Homeland Security and undocumented student support as examples of UC's advocacy on behalf of undocumented students. Mr. Brown also noted the intersectional experiences of undocumented students, such as disability or other challenges.

Maria Ramirez stated that she was a Ph.D. candidate in Psychological Sciences at UC Merced and a Deferred Action for Childhood Arrivals (DACA) recipient. Despite achievements such as nationally recognized research and a teaching award, Ms. Ramirez experienced anxiety, isolation, and stress, and she feared losing all that she was working toward. Ms. Ramirez strongly considered leaving her program. Because of her immigration status, she could not present at international conferences or apply for federal funding. A faculty member made offensive comments about her status. Her graduate advisor often could not answer her questions, and the lack of systemwide programs for undocumented students meant that many struggled in isolation. Some, like UCM Interim Vice Provost and Graduate Dean Christopher Kello, helped her navigate graduate education.

Anna S. stated that, as an undergraduate student at UC San Diego, she had access to the Scripps Institution of Oceanography, but she was also 30 miles from the U.S.-Mexico border and the U.S. Border Patrol. Her family, her primary support system, was unable to visit her. Ms. S. worried about how she would pay for her education because she was not allowed to work, and scholarships and internships opportunities were limited and took time to find. She also worried about her ability to work after graduation. Through the Dream Fellowship from the UCSD Undocumented Student Services office, she received a scholarship, obtained a faculty mentor from Scripps, and volunteered at a laboratory, but this was not enough. Her undocumented status hindered her academic performance. Last quarter, she juggled final examinations with applying for the DACA program. She asked the Regents to identify solutions to issues that undocumented students faced.

Executive Director of the UC Immigrant Legal Services Center Maria Blanco began her remarks by expressing optimism about U.S. President Biden's immigration policy, but much was still unknown. The Center was launched in 2014–15 and was the first of its kind in the country, serving as a model for universities across the country. Aside from UC Berkeley, which had its own program, every UC campus had a designated attorney from the Center. The Center processed many DACA applications and renewals, but the goal was to find a path to citizenship. Since stress from immigration status had an impact on studies, use of the Center's comprehensive services were a form of academic support. Every student who came to the Center was screened to determine if relief other than DACA was available, and about 20 percent of cases had a path to citizenship. Since its launch, the Center opened 5,000 cases. Services were free, and the Center provided training events regularly. The latest UC data on undocumented students was from 2013 and did not account for the increase in undocumented student enrollment at UC, which made scaling services challenging. There were so many DACA applications that the Center was enlisting pro bono attorneys from outside firms. With the reinstatement DACA at risk of litigation in Texas and the difficulty of passing similar legislation in Congress, UC affordability for undocumented students must be addressed. Without work authorizations, it was very difficult for these students and their families to meet the \$10,000 self-help expectation. Graduate students without work authorizations could not receive fee remissions for working as teaching assistants and graduate student instructors. Several graduate schools turned away students without work authorizations.

Regent Stegura commended the Center and suggested a blog written by UC Davis School of Law professors as a resource. Undocumented student support was an area ripe for private philanthropy. Mr. Brown underscored undocumented students' desire to work and that their inability to do so required Congressional intervention and resource support.

Regent Mart asked how long it would take to sort through President Biden's immigration policy changes by executive order. Ms. Blanco replied that a blanket deportation order from then President Trump had just been rescinded and replaced with a priority list. President Biden's request that DACA be reinstated would not be finalized until litigation in Texas was complete. The bill that President Biden submitted to Congress that day which called for Permanent Resident Cards to be automatically issued for DACA recipients and those with Temporary Protective Status and then an eight-year path to citizenship, would

be harder to pass. Similar bills had failed in the past, and the filibuster presented a challenge.

Committee Chair Anguiano asked whether UC had partnerships with State agencies that supported undocumented students. Ms. Blanco replied that upcoming regulations from the previous presidential administration were suspended that day. As a result, undocumented students may be able to apply for programs for which they were previously ineligible. More would be known in the coming weeks. Undocumented students were some of the most frequent users of food pantries.

Associate Vice Provost of Student and Equity Affairs Elizabeth Halimah noted that, while campus basic needs centers served all students, undocumented students used food pantries and case management services often. Executive Director of Student Financial Support Shawn Brick added that a large portion of direct financial support went to undocumented students.

Committee Chair Anguiano suggested revisiting this topic in about six months, when there was more information about changes to immigration policy.

The meeting adjourned at 4:55 p.m.

Attest:

Secretary and Chief of Staff