

The Regents of the University of California

PUBLIC ENGAGEMENT AND DEVELOPMENT COMMITTEE

May 12, 2021

The Public Engagement and Development 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 Guber, Lansing, Leib, Mart, Muwwakkil, Ortiz Oakley, Reilly, Sherman, and Stegura; Ex officio member Pérez; Advisory members Horwitz, Lott, and Torres; Chancellors Block, May, Muñoz, Wilcox, and Yang; Staff Advisor Tseng

In attendance: Regents Anguiano, Butler, Cohen, Elliott, Estolano, Kounalakis, Park, and Sures, Regent-designate Zaragoza, Faculty Representative Gauvain, Secretary and Chief of Staff Shaw, General Counsel Robinson, Provost Brown, Executive Vice President and Chief Financial Officer Brostrom, Executive Vice President Byington, Executive Vice President and Chief Operating Officer Nava, Senior Vice President Holmes, Vice President Gullatt, Chancellors Christ, Gillman, Hawgood, Khosla, and Larive, and Recording Secretary Li

The meeting convened at 9:55 a.m. with Committee Chair Leib presiding.

Committee Chair Leib thanked Regent Stegura, Committee Vice Chair, and Regents Mart and Muwwakkil for their service; this would be their last Committee meeting as Regents.

1. APPROVAL OF MINUTES OF PREVIOUS MEETING

Upon motion duly made and seconded, the minutes of the meeting of March 17, 2021 were approved, Regents Guber, Lansing, Leib, Mart, Muwwakkil, Ortiz Oakley, Pérez, Reilly, Sherman, and Stegura voting “aye.”¹

2. CONVERSATION WITH STATE SENATOR MONIQUE LIMON

[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.]

State Senator Monique Limon stated that, prior to serving as State Senator, she worked for 11 years at the Santa Barbara campus, and she was an alumna of UC Berkeley. Given her strong connection to UC, Ms. Limon has worked on legislation regarding higher education and was co-chairing the UC Legislative Roundtable with State Assemblymember Jose Medina. She praised the University’s advocacy efforts, as well as efforts to increase the

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

number of California residents attending UC, a goal shared by many legislators. Difficult but important conversations about enrollment, access, and admissions reflective of the state would continue. Ms. Limon had an interest in graduate education and diversifying the professoriate, topics that were not as popular as undergraduate education but important to the development of UC research. Faculty were working with legislators on policy areas that they researched. For instance, UC faculty helped develop consumer protection policy and provide evidence. She suggested a more proactive approach to the relationship between the Legislature and the University, and she encouraged UC to reach out to legislators on specific issues, such as wildfires. She looked forward to continued collaboration and partnership with UC and noted her unique position to do so.

Committee Chair Leib asked about the outlook for this year's State support to UC. Ms. Limon projected a good outlook this year compared with last year, with talk of many one-time funds. The challenge would be in ongoing commitments, which were needed for investments and long-term strategy. UC was setting an example and precedent, and the Legislature was watching the University's reopening of campuses and vaccination policy closely. Legislators were wondering whether the California State University and California Community College systems would follow UC's lead.

Committee Chair Leib noted that Regents had met with Ms. Limon several months ago. He expressed appreciation for her work in the Legislature and her interest in the University.

3. **ADVANCING STUDENT MENTAL HEALTH AND WELL-BEING WITH EQUITY AND INCLUSION**

[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 Leib stated that student mental health had become more complex and more important due to the COVID-19 pandemic and racial justice issues, and it was one of most important concerns raised by students when Regents visit campuses.

Vice President Gullatt explained that the presentation would explore how UC was leveraging statewide collaborations and opportunities to advance student mental health through an equity and inclusion lens.

Genie Kim, Director of Student Mental Health and Well-Being at the Office of the President (UCOP), stated that the pandemic, racial injustices, and a climate of hatred against Asian Americans and Pacific Islanders have amplified what students were already experiencing. A significant number of UC students would be entering campus for the first time, and the transition could be challenging. Ms. Kim presented data from the American College Health Association's 2019 National College Health Assessment on all UC campuses except UCSF. Stress, anxiety, sleep difficulties, and depression were the most frequently reported factors that affected both undergraduate and graduate academic performance. Mental health challenges that included attempted suicide and feelings of overwhelming anxiety were reported at UC and reflected nationwide trends. She regarded

health equity as a whole-campus, whole-student strategy that removed systemic barriers to students' academic, professional, and personal success. One way to promote health equity would be to tailor interventions and services to meet the diverse needs of the student population. For example, UC could ensure unencumbered access to care for the nine percent of UC students who had Medi-Cal as their primary health insurance. UC could help address the mental health crisis through three components of health equity. The first component was developing workforce development strategies to graduate a diverse group of prevention specialists, clinicians, practitioners, and advocates to meet growing demand. For example, UCLA was leading the Depression Grand Challenge and workforce development programs in collaboration with Los Angeles County. The second component was coordinated prevention, which would ensure that students ages 16 to 24 are able to develop positive coping skills and resilience, as well as manage mental well-being. UC Santa Barbara's CoVitality program researched social-emotional well-being strategies and was supported by the U.S. Department of Education. The third component was a continuum of care. Some 400,000 students across the three segments of public higher education met CalFresh eligibility criteria. UC has made great strides in CalFresh enrollment with the Legislature's support, and it could scale existing partnerships with County agencies, community-based organizations, and campus-based services, which was critical to meeting student needs. UC Davis was working with Yolo County to provide first-episode psychosis screening and to connect people to critical care.

Medha Vallurupalli, an undergraduate student at UCLA, shared that she was studying human biology, was the undergraduate representative of the UC Student Mental Health Oversight Committee, and volunteered as a crisis counselor. She was a first-generation Indian American student with many family responsibilities. In her community, mental health issues were interpreted as laziness, disrespect, overreaction, or a lack of appreciation for the sacrifice of one's parents; these views were common in many immigrant households. She was taught not to seek help despite the challenges of being a person of color in the U.S. College presented a better environment, but mental health remained a concern. Ms. Vallurupalli commended the services that campus Counseling and Psychological Services (CAPS) centers provided but called for a change in campus culture, which was very unforgiving and competitive. Some professors would not accommodate students' personal circumstances or would announce that only half of the class would pass the course at the beginning of term. This promoted inequity, especially among students from underrepresented communities. Students could not prioritize their mental health in this "weed-out" culture, which hindered health equity goals. Given the rigorous nature of the University, coupled with the added stressors of the past year, additional mental health support was needed. Seventy-one percent of students reported experiencing more anxiety and stress due to the COVID-19 pandemic, and over half of students reported that their mental health affected their education. Some students reported additional stress due to the increase of anti-Asian sentiments, the recent killings of black people, the death toll in India due to the pandemic, and feelings of isolation. On top of financial struggles and food insecurity, graduating students, especially those from underrepresented communities, were worried about finding employment during this economic crisis.

Jessica Carrasco shared that she was a doctoral candidate in clinical psychology in the UC San Diego/San Diego State University joint doctoral program and a member of the UC Student Health Insurance Program (SHIP) Executive Oversight Board. In a survey of 2,279 graduate students from 26 countries published in *Nature* in 2018, 39 percent of graduate students reported moderate to severe levels of depression and 41 percent reported moderate to severe levels of anxiety. These rates were eight to 11 times greater than in the global population. Other studies indicated that seven percent of graduate students in the U.S. reported suicidal ideation. National rates of depression, anxiety, and suicidal ideation were comparable. In spring 2020, the National College Health Assessment found that 34.8 percent of graduate students reported moderate to serious psychological distress, with 22 percent diagnosed with depression, 26 percent diagnosed with an anxiety disorder, and 16 percent diagnosed with both. The survey also found that 16.3 percent reported suicidal ideation, and 1.1 percent reported attempting suicide in the last year. These challenges have been exacerbated by the pandemic. About 1.2 percent of people in the U.S. held a Ph.D., and less than half of those degrees were earned by racial/ethnic minorities. Ms. Carrasco, a first-generation student from a low-income immigrant family, would be one of the seven percent of the Latino(a) population in the U.S. to earn a Ph.D. Despite her many accomplishments, she experienced discrimination, microaggressions, and imposter syndrome. Financial need, loneliness, and the need to feel a sense of belonging and inclusion could affect students of color. Over the last year, the onus of social justice advocacy has largely fallen on students of color. In addition to increasing access to mental health service providers, preventive efforts were needed, such as training faculty, staff, and students, destigmatizing mental health issues, improving campus climate, and meeting students' basic and financial needs. These interventions could improve graduate student retention and the completion of graduate degrees.

Regent Muwwakkil recalled that a graduate mentor had told him that everyone in graduate school was depressed. He now understood that the structure and available resources in graduate education did not produce opportunities for reflection.

Regent Stegura shared that, in a recent presentation by the UC Berkeley division of the Academic Senate, faculty spoke about how concerns for students affected their own mental health. She hoped that there were resources for students whose professors were not as accommodating.

Regent-designate Zaragoza remarked that many were beginning to realize the effect that world events had on mental health. The Black Lives Matter movement, the Thirty Meter Telescope project on Mauna Kea, Gaza, and both the farmers' protest and surge of COVID-19 in India, for example, were upsetting for students, faculty, and staff. As UC better understands its diversity community and its ties to world events, it could create mental health systems that acknowledge these events and help members of the UC community.

Regent Ortiz Oakley echoed Regent Muwwakkil's remarks that mental health issues at UC were not unique to the pandemic. In conjunction with increasing available resources, the University must consider what is creating these problems, such as its competitive nature and the obstacles that students had to overcome. UC must reimagine its organizations and

the expectations placed on students, who should not have to experience what previous generations experienced in order to obtain a graduate degree. This did not create a greater University; rather, it created problems in UC's graduate programs.

Faculty Representative Gauvain asked Ms. Carrasco how UC could better support graduate students in light of the difficult job market. Ms. Carrasco suggested raising the minimum stipend for graduate students, meeting students' basic needs, and improving diversity both within and out of graduate programs. She noted the gatekeeping that barred students of color from higher education. She also suggested improving retention rates and time to degree for students from marginalized communities, as well as compensating students of color for extra work, such as serving on diversity committees and creating resources.

Provost Brown underscored Regent Ortiz Oakley's remarks, adding that current challenges required the University to think differently. The weed-out culture that Ms. Vallurupalli mentioned conflicted with the graduation rate. The 2030 goals would intervene on processes that had disproportionate effects on diverse students.

Monroe Gorden, Vice Chancellor of Student Affairs at UCLA, expanded on Ms. Kim's remarks. With regard to workforce strategies, Mr. Gorden underscored the need for recruiting diverse clinicians and staff with competitive salaries; training programs that focused on cultural competencies; strong communication; and active internal committees for diversity, equity, and inclusion and anti-racism. With regard to coordinated prevention, he acknowledged the additional responsibilities of practitioners of color and suggested a resiliency strategy of collaborative care in coordination with campus identity centers. These centers could provide drop-in hours for dialogue on anti-racism and campus climate concerns. Mr. Gorden also suggested a one-stop online portal for mental health services. UCLA developed a software application that served as such a portal. With regard to the continuum of care, UC should provide a spectrum of offerings and resources in each of the three tiers of mental health support at UC, and these services should be provided from a bottom-up perspective, based on what students say is most effective. Mr. Gorden shared what the Student Mental Health Oversight Committee had discussed. This included focusing on the indirect service tiers, which could be provided by faculty or other members of the campus community; making campus data systems compatible, which would help improve services; and increasing faculty engagement, which would prepare them for interactions with students related to mental health support.

Jennifer Baszile, Interim Vice Chancellor for Student Affairs and Success at UC Santa Cruz, explained how racism was linked to mental health. She stated that, prior to 2020, communities of color had not recovered from the Great Recession of 2008. Experiences of racism were associated with increased anxiety, depression, and loneliness among college students, and mental health symptoms negatively affected educational attainment. Students of color were half as likely to seek help mental health support on college campuses. According to the California Department of Public Health, Latino(a)s made up 39.9 percent of the state population and 55.9 percent of California's COVID-19 cases and deaths. More than six in ten Latino(a) and black women in California lived in households that lost earnings during the pandemic. At UCSC, half of first-generation students had additional

family responsibilities, compared with one-third of continuing generation students. Nationally, students of color and students with disabilities showed less trust in their college. Help-seeking behavior for students of color was stigmatized, and their mental health issues were criminalized, as evidenced by recent police killings. Students with mental health challenges were also twice as likely to drop out of college. However, simply reminding students of color about available mental health resources on campus was inadequate, so UC Santa Cruz was partnering with The Steve Fund, a national organization focused on the mental health of students of color, to achieve four goals: to implement an equity and mental health framework that would strengthen mental health support for students of color; to move to a holistic public health model; to determine how closing mental health equity gaps could improve student success outcomes; and to partner with students of color to identify and remove barriers.

Peter Cornish, Director of Counseling and Psychological Services at UC Berkeley, shared that he was invited to join the University because of the work he had done in Canada. As part of Canada's federal response to the pandemic, Mr. Cornish and his team launched Wellness Together Canada, an online portal that provided free counseling, in two weeks. UC had tremendous talent among its students and practitioners and had invested much money in mental health, but it lacked the structure needed to achieve its goals. In Canada, people received same-day access to services, with multiple options and no bureaucratic barriers. In the U.S., people faced gatekeeping; students were required to complete many forms in order to receive services. In Mr. Cornish's view, access and equity could not be achieved using a top-down model. Rather, resourcing and infrastructure should come from the top in order to support co-design from the bottom.

Tom Insel, Chair of the Steinberg Institute and former special advisor to Governor Newsom on behavioral health issues, stressed the seriousness and deadliness of mental health issues. According to the U.S. Centers for Disease Control and Prevention (CDC), 476 people between the ages 18 to 24 died from COVID-19 in 2020, but 6,211 people in that age group died from suicide and even more from drug overdoses. Dr. Insel regarded these as "deaths of despair." Mental health was the number one medical reason why students did not graduate and was the number one health issue reported by students. This was true before the pandemic and even more so currently. Governor Newsom's 2020 State of the State was devoted entirely to homelessness and mental health. Secretary of California Health and Human Services Mark Ghaly announced a \$3.5 billion commitment from the State over the next five years for addressing the behavioral health issues of children, youth, and university students up to age 25. This commitment was the first of its kind in the country. There was an opportunity to transform the way behavioral healthcare is delivered, such that there is innovation and student empowerment.

Toby Ewing, Executive Director of the California Mental Health Services Oversight and Accountability Commission (Commission), noted that California had programs, policies, funding sources, and strategies that were very difficult to navigate instead of one mental health system. The state lacked a population-based strategy that aggressively prioritized prevention and early intervention, and there were barriers to services related to diagnosis and payment. Some UC medical residents in psychiatry had informed him that they did not

receive prevention training. The Commission has called for statewide digital strategies, a broader understanding of how mental health and prevention are defined, and a recognition of the strengths of partners like the University in addressing challenges such as work force, awareness and communication, stigma reduction, access to care, and innovation. California had the largest mandatory investment in prevention and early intervention, but it needed the support of its academic, research, and higher education partners. Some campus partnerships were supporting County-based mental health systems. UC had concentrations of young people who could access care through pathways that UC could create in partnership with public and private institutions.

Regent Reilly called attention to the UC mental health data that had been presented: over 26 percent of undergraduate students had attempted suicide, self-harmed, or had suicidal ideation, and 87 percent of graduate students reported feeling overwhelming anxiety. With yearly escalation of these issues, this was a crisis moment for the University that required a comprehensive, multi-pronged solution. It was imperative to identify those at risk at UC, targeting support, and using data to invest resources where they could make the greatest impact. In her view, this was a crisis that was not going away. Mental health was a nationwide issue, and UC could be a leader in addressing it. She echoed Regent Stegura's comments that faculty could be experiencing double the stress.

Executive Vice President Byington noted that there were opportunities in population health, and UC Health had the infrastructure to facilitate data collection. UC Health was already collecting data to advance the health of those with conditions such as diabetes or hypertension. Campuses could use UC Health's electronic health infrastructure to use data that is updated daily to test interventions and outcomes. The University had discussed migrating the health records of all students, staff, and faculty to the Epic system.

Regent Lansing shared that mental health was a very important topic for the Health Services Committee. Efforts by the Health Services Committee to seek more mental health funding, led by Public Engagement and Development Committee Chair Leib, was now in the advocacy phase. Both Committees shared the same goals and should work closely as Dr. Byington suggested. Regent Lansing agreed with Regent Reilly that UC was at a crisis point, but Regents were addressing this to try to reverse the trend.

4. **PROPOSAL FOR ANNUAL REGENTS' AWARD RECOGNIZING CURRENT AND FORMER FOSTER YOUTH ATTENDING 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.]

Regent Muwakkil explained that this Committee had previously heard a presentation on the experiences of former foster youth at UC. As a result of this presentation, the Regents requested State resources to address the needs on UC campuses, but the request was not funded. The Regents then created a working group to learn more about former foster youth that was chaired by then Regent Christine Simmons and then himself. The working group,

having met periodically over the last year, suggested the establishment of an endowment to fund an annual award for an outstanding former foster youth in the UC community. The starting endowment currently totaled \$25,000 and was funded by over one dozen current and former Regents. Every year, the award would be presented to the chosen recipient before the full Board. The working group hoped to accomplish two goals: institutional recognition of the experiences of former foster youth, and increased funding and philanthropic giving at the campus level. He invited all Regents to contribute to the endowment.

Regent Cohen congratulated Regent Muwwakkil and Regent Emerita Simmons on their work. He announced that he would make a motion to include matching funds for this award in the Office of the President budget when the budget was presented to the Board.

Regent-designate Zaragoza shared that former foster youth often were not eligible for scholarships due to their age, and she commended Regent Muwwakkil for acquiring initial funding.

5. STATE GOVERNMENTAL RELATIONS UPDATE

[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.]

Senior Vice President Holmes stated that, in light of the State's sizable surplus this year, the University made a large budget request for capital and other projects, as well as a request to restore UC funding for general services.

Associate Vice President Kieran Flaherty announced that the Governor's May Revision of the State Budget was expected on May 14. The State could see a \$75 billion surplus over revenues projected last July, with half of the surplus funds dedicated and \$38 billion remaining. The State Budget Act of 2020 included a \$300 million ongoing reduction for UC, and, in November, the Regents approved a State Budget Act request of \$518 million to restore cuts and for other investments. In January 2021, the Governor's proposed 2021–22 State budget would not restore the reduced \$300 million to the UC budget but did propose \$136 million in new, ongoing funding, as well as \$175 million in one-time funds for needs such as deferred maintenance. Not only did the State agree to restore the \$300 million reduction, which Mr. Flaherty believed was the result of UC advocacy, Governor Newsom also kept the \$136 million in ongoing funds and \$175 million in one-time funds in his proposal. Last month, the Regents modified UC's request and sought an additional \$225 million in ongoing funding that would cover the unfunded balance of UC's request in November, provide a salary increase for policy-covered staff and faculty, and go toward student support programs. UC was also requesting \$1.5 billion in one-time funds, mostly for capital outlay. The State Senate had released its Build Back Boldly plan, which included proposed ongoing investment in financial aid and enrollment. The State Assembly also released its Budget of Opportunity plan, which included proposals for increasing capacity at UC and the California State University.

Mr. Flaherty stated that UC maintained a position of concern for Senate Bill (SB) 379, which was related to UC contracting with entities that limit medical services. SB 379 had passed policy committees and was in the Senate Appropriations Committee. UC supported, in concept, SB 642, which could stop hospitals from limiting the independent judgment of doctors on reproductive, gender-affirming, and end-of-life services. There were two bills seeking to codify recommendations of the State Auditor regarding UC admissions. The University agreed that the integrity of its admissions must be beyond reproach but opposed both bills, mostly out of concern that it would negatively affect comprehensive review.

Nearly 700 advocates from the UC Advocacy Network (UCAN) contacted legislators over 1,300 times regarding increased funding for UC Programs in Medical Education (PRIME), and the campaign brought in 200 new advocates. UCAN members would be asked to contact legislators regarding UC's request in the State budget. State Governmental Relations was keeping its advocacy partners updated, and it planned to begin recruiting the next UCAN Student Ambassador cohort. The Regents, President Drake, and campus leaders continued to meet with legislators.

6. **FEDERAL GOVERNMENTAL RELATIONS UPDATE**

[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.]

Associate Vice President Chris Harrington noted that the Regents had been provided with an update on the federal budget process for fiscal year 2022 and UC infrastructure-related advocacy last month. In February, the University launched its campaign with the UC Student Association (UCSA) to double the Pell Grant award to \$13,000 annually. Nearly 10,000 UCAN advocates signed UC's petition calling on the U.S. Congress to double the Pell Grant, and this was one of UCAN's most successful actions to date. In April, nearly two dozen UCAN Student Ambassadors virtually advocated on Capitol Hill. UC and UCSA both pushed the campaign on social media. Federal Governmental Relations (FGR) worked with UCSA to help expand this campaign nationally, hosting a nationwide webinar on tools, resources, and actions employed by UCSA leaders, and meeting with students from across the country. FGR planned to launch another campaign with UCSA and advocate for doubling the Pell Grant during graduation season.

The meeting adjourned at 11:30 a.m.

Attest:

Secretary and Chief of Staff