

Mr. Schmidt began his remarks by thanking the Regents for their commitment to student basic needs. As a transfer student from a low-income background, he accessed food resources through the UCLA Community Programs Office (CPO), food drives, and complimentary food served at campus events. He underscored the multifaceted struggles students faced. Through his participation in a Sustainable Los Angeles Grand Challenge research project, he learned that factors such as physical and mental health, food insecurity, and lack of familial and social capital contributed to housing insecurity. Housing insecurity at UCLA and in Los Angeles County affected academic achievement, heightened stress, and decreased peer engagement. One interviewee, a 44-year-old UCLA transfer student and mother of a developmentally disabled child, relied on UCLA scholarships and housing assistance. She did not qualify for certain grants due her income level, and she struggled academically to keep her scholarships. He stressed that speaking with people in such situations provided context beyond data points and survey responses and called attention to the struggles of nontraditional UC students who also needed assistance.

Regent-designate Timmons asked if the outlier data from UC Santa Barbara had been examined. Ms. Kim responded that UCSB's basic needs office involved its financial aid office in its outreach efforts and had a peer advocacy group that provided education and assisted students with CalFresh enrollment. The campus also sent emails, postcards, and mailings, and hosted in-person workshops. Mr. Rothstein added that, in addition to more effective outreach, the campus' basic needs office had a strong relationship with the County CalFresh office. Regent-designate Timmons suggested documenting UCSB's process and sharing it among the campuses.

Staff Advisor Tseng asked if outreach and enrollment assistance could be expanded to include staff or faculty. For instance, at UCLA, staff were invited to use CPO's CalFresh services. Ms. Kim replied that this could be a best practice that could be applied systemwide. UC Santa Barbara worked with Santa Barbara City College and nonprofit organizations to create a coalition that enrolls students and members of the community.

Committee Chair Park asked that the goal of doubling CalFresh enrollment be further explained. Ms. Kim responded that the benchmark year was 2020–21, when the Special Committee on Basic Needs' report was released. Mr. Rothstein noted the difficulty of benchmarking when less CalFresh usage information was available, but the University was now generating that information. The number of eligible students would be UC's maximum enrollment rate. Committee Chair Park asked that the full report highlight how the Regents could participate in these efforts.

Regent Zaragoza asked why basic needs subject matter experts did not participate in this presentation. Mr. Brown explained that this was a presentation of the CalFresh evaluation conducted by the California Policy Lab.

Regent Zaragoza asked how UC would address the expiration of the SNAP eligibility expansion in July. Ms. Kim replied that State Governmental Relations (SGR) and Federal Governmental Relations (FGR) were working with the Legislature to keep eligibility requirements in place to support pandemic recovery. Director of Student Financial Support

Shawn Brick stated that the expansion did not add many more students; the State law made it clear that anyone minimally eligible for federal work-study could qualify, and this should accommodate many of the same students. Graduate student assistant positions could now count as the employment that would qualify students for CalFresh. Forthcoming changes to CalFresh would address some of Regent Zaragoza's concerns.

Regent Zaragoza stated that the complexity of the renewal process was a barrier. For instance, more flexible CalFresh interview scheduling could be help helpful. She asked that the University advocate for the keeping the expansion and that Regents be kept apprised.

Regent Zaragoza asked what UC has done to advocate for Cal Grant reform. Mr. Brick replied that UC has advocated through SGR and supported the expansion of the Middle Class Scholarship program and the California Community College Entitlement Cal Grant. Regent Zaragoza asked if the Cal Grant reform bill was included in UC advocacy efforts. Mr. Brick replied that UC has not taken a position on Senate Bill 1746 on Cal Grant reform.

Regent-designate Blas Pedral asked that the report presented at the November meeting include 2020–21 food and housing data and information about the basic needs support campuses were providing undocumented students. She also asked that CalFresh user data that UC obtains from CDSS be shared with the Regents.

Committee Chair Park suggested that SGR be present at the November meeting to share the University's basic needs advocacy efforts.

6. **FIRST-GENERATION COLLEGE STUDENTS AND THE HIDDEN CURRICULUM**

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

Provost Brown stated that this presentation would focus on the ways in which first-generation college students navigate the implicit rules of the "hidden curriculum" and find success at UC campuses. Two in five UC undergraduate students were first-generation students. These students were more likely to come from underrepresented groups and receive Pell Grants. Mr. Brown surmised that many UC students from rural areas were first-generation as well. Eighty-two percent of first-generation freshman entrants graduated within six years, and 88 percent of first-generation transfer students graduated within four years. Still, there were opportunities to better support first-generation students.

Frances Contreras, Dean of the UC Irvine School of Education, stated that, in 2021, Latino(a)s represented 30 percent of all UC undergraduate students, and 72 percent of undergraduate Latino(a) students were first-generation students. In her view, the entire UC system could be considered a Hispanic-Serving Institution (HSI). Ms. Contreras shared a list of factors influencing how Latino(a) students navigated UC. Family and background have been framed as deficits, but recent research has shown that Latino(a) students valued staying close to their communities and drew support from their families. Campuses should

consider their connection to students' families. Many Latino(a) students were likely to work more than 20 hours per week, which has been shown to be detrimental to academic performance and time-to-degree, and they held non-career-related positions. She suggested that deficit framing of underrepresented minority (URM) students be challenged.

First-generation students did not see themselves represented among faculty, and the disproportionate impact of COVID-19 on the Latino(a) community, in particular, has exacerbated their need for social and emotional support. Aside from deficit framing, gatekeeping courses and climate affected first-generation student success. Interventions included access to the majors of students' choosing, academic support, an extension of the first-year college experience, mentorship, diverse faculty, and internships. Her 2019 study on summer bridge programs found that welcoming spaces and representation were crucial to undergraduate students feeling a sense of belonging, and she suggested that the support provided by summer or transfer bridge should follow students throughout their time at UC. Ms. Contreras also stressed the benefit of summer session by major and the success of educational partnership programs. A large share of mentoring URM students went to faculty of color, and institutional support and merit incentives could increase the number of faculty willing to mentor students. She closed her remarks by noting the University's public mission of serving the California population.

UC Berkeley Assistant Dean of Biological Sciences John Matsui began his remarks by sharing his own experiences as a first-generation, low-income college student. In 1992, he founded the Biology Scholars Program for UC Berkeley undergraduate students who were less academically prepared and had less knowledge of how to navigate their majors or the campus. Participants completed biology degrees with near-equivalent grade point averages (GPAs), and they entered postgraduate programs and advanced to careers related to science, technology, engineering, and mathematics (STEM) at equal or higher rates than others in the major. Academic plans were tailored, and students were asked to think differently about managing their success. At UC Berkeley, there was significant pressure to conform, but the concept of a conventional student does not factor differences in life circumstances, which has been disastrous for many low-income and first-generation college students. The Program has worked with over 4,000 students to focus on the quality of their academic strategy, as the "more, harder, faster, better" approach they used as high school students was not working in college. First-generation students were very aware of how they are perceived and prioritized making a good impression over their own interests. Rather than dividing attention between research and coursework, students who came to UC less prepared should focus on coursework instead to improve their "research readiness." Students who were working hard but not seeing success were concluding that they were not smart enough, but there were many factors that might be keeping them from realizing their fullest academic potential. Students also felt pressure to graduate "on time" instead of focusing on the quality of their work. The Program's ability to help students resist the pressure to conform has resulted in its success.

Regent-designate Blas Pedral shared that she attended summer bridge programs at UC Santa Barbara and UC Berkeley. She asked if data for first-generation graduate students were available and if a similar effort was being made to help those students. Ms. Contreras

responded that the UC Chicano/Latino Advisory Council was working to increase Latino(a) graduate enrollment. Over the past 15 years, Latino(a) graduate enrollment has remained between eight to 11.9 percent. Campuses were paying more attention to graduate student leadership and onboarding, but efforts were piecemeal rather than systemic. UC needed a seamless pathway from undergraduate education to the professoriate. Regent-designate Blas Pedral stated that systemic strategies would ensure that the graduate student population is not only more diverse, but also more successful.

Ariana Padilla, a recent graduate of UC Merced, shared her experience as a first-generation student. She attributed her success to her participation in the Fiat Lux Scholars Program, which helped her feel supported and a sense of belonging. First-generation students might be unaware of office hours, letters of recommendation, or how to build study skills, and the Program offered structured services and tools, such as faculty networking receptions, student socials, counseling, workshops, professional development resources, and peer mentorship. It notified students about scholarships, internships, housing and financial aid deadlines, and more. Due to the pandemic, the Program lost staff and programming. Ms. Padilla called for more funding for the Fiat Lux Scholars Program and other programs.

Regent Torres shared that he was the first Latino(a) student at UC Santa Cruz and recalled the challenges of being a transfer student. There were more programs now than when he was a student in the 1960s. He emphasized the legacy that these efforts were building.

Regent Hernandez noted how similar his own experiences as a student were to what was presented. He asked why the University could not seek HSI status as a system.

Regent Anguiano remarked that the “hidden curriculum” gave a name to a phenomenon that she had known about for years. She praised this work, noting the power of UC research to effect change in the state and the nation. She suggested discussions on how to increase funding for Student Academic Preparation and Educational Partnerships. Regent Anguiano asked how UC could embed these services so that they are available to all students.

Staff Advisor Tseng stated that the hidden curriculum affected first-generation staff as well. The resources for first-generation students could also help staff.

President Drake recalled the UCSF Medical Scholars Program collaborating with the UCB Biology Scholars Program in the 1990s. He praised Mr. Matsui’s persistence and the impact he had on so many people. President Drake noted the diversity within UC leadership and credited the sustainable change due to scholarly and programmatic work.

7. **BRIEFING ON THE MITIGATING COVID-19 IMPACTS ON FACULTY WORKING GROUP**

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

Provost Brown stated that, in April 2021, President Drake charged Provost Brown to appoint the Joint Academic Senate-Administration Mitigating COVID-19 Impacts on Faculty Working Group in response to the Academic Council's submitted 21 recommendations for addressing such impacts. Faculty Representative Horwitz and UC Davis Executive Vice Chancellor Mary Croughan co-chaired the Working Group.

Ms. Croughan shared a sample of what a UC faculty member's typical day would be like during the pandemic. She described the faculty member's struggle to balance family needs, students' needs, unfamiliarity with remote instruction, isolation, exhaustion, research delays, and fears of not achieving tenure.

Mr. Horwitz stated that the Working Group recently submitted its final report, which included five recommendations to prevent the impacts of the pandemic from eroding the quality of scholarship or faculty's advancement opportunities.

Ms. Croughan stated that impacts such as the increase in professional and personal demands; rapid shift to remote instruction; lack of access to laboratories, field sites, and research materials; and patient care responsibilities resulted in lost time, stalled research and scholarship, sunk costs, and reduced productivity for faculty, postdoctoral researchers, and graduate students. The Working Group found that early to mid-career women faculty, as well as a disproportionate number of underrepresented minority faculty, were affected the most by the pandemic. Of those who participated in the COVID-related Dependent Care Modified Duties Program, 63 percent were women and 19 percent were underrepresented minority (URM) faculty. URM faculty made up 12 percent of total UC faculty. The Working Group recommended advancing faculty diversity goals that could be applied consistently across UC.

Mr. Horwitz underscored the importance of a systematic framework for fairly reviewing academic achievement while considering different situations. The Achievement Relative to Opportunities (ARO) in Academic Advancement framework would place more weight on individual successes given personal and professional circumstances. The ARO would adjust the balance among research, teaching, and service responsibilities based on the impact of the pandemic on faculty members, and they would share their circumstances in an ARO statement that is included in their academic file. The Working Group recommended that each campus encourage faculty to submit their academic files according to the regular review schedule with the expectation that reviewers would incorporate ARO principles. The ARO framework would be operational for five years.

Ms. Croughan stated that funding mechanisms proposed by the Working Group would provide needed resources or increase available research time. Strategic interventions would help the University and individuals recover and advance UC's research mission. The Working Group has asked each campus to devise implementation plans through 2025–26. Plans must be submitted and posted by October 1, 2022. The campus provosts and executive vice chancellors would provide oversight and work with the campus divisions of the Academic Senate on implementation and reporting. A yearly report would be submitted to the systemwide Academic Senate Chair and systemwide Provost for the next five years.

Committee Chair Park thanked the Working Group for adopting this work and wished to ensure that faculty are not taken for granted. Mr. Horwitz stated that demands on faculty have persisted, as teaching methodologies and modalities have continued to be negotiated. Some in the Working Group wished to have a longer horizon than five years, and some wanted to remake the faculty advancement system altogether because they believed that it expected too much of younger faculty under difficult conditions. Ms. Croughan shared that, during the pandemic, emeriti faculty helped junior faculty by taking on teaching responsibilities.

Committee Chair Park noted that UC needed to identify resources to support the campus implementation of the Working Group's recommendations.

The meeting adjourned at 4:55 p.m.

Attest:

Secretary and Chief of Staff

Pending Approval