

The Regents of the University of California

PUBLIC ENGAGEMENT AND DEVELOPMENT COMMITTEE

July 20, 2022

The Public Engagement and Development Committee met on the above date at UCSF-Mission Bay Conference Center, 1675 Owens Street, San Francisco and by teleconference meeting conducted in accordance with California Government Code §§ 11133.

Members present: Regents Guber, Hernandez, Ortiz Oakley, Reilly, and Timmons; Ex officio member Leib; Advisory member Cochran; Chancellors Block, Larive, Muñoz, and Wilcox; Staff Advisor Lakireddy

In attendance: Regents-designate Ellis, Raznick, and Tesfai, Regents Analyst Sheridan, Chief of Staff and Special Counsel Drumm, Executive Vice President and Chief Financial Officer Brostrom, Senior Vice President Colburn, Vice President Gullatt, and Recording Secretary Li

The meeting convened at 11:10 a.m. with Committee Chair Reilly presiding.

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

Upon motion duly made and seconded, the minutes of the meeting of May 18, 2022 were approved, Regents Guber, Hernandez, Leib, Ortiz Oakley, Reilly, and Timmons voting “aye.”¹

2. **ADVANCING PUBLIC SERVICE IN PARTNERSHIP WITH THE STATE**

[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 Reilly briefly introduced the item. The Californians for All College Corps aimed to create a debt-free pathway to college while engaging students in problem solving in their own communities. This was a new partnership between the University and the State that would launch in the fall.

Senior Vice President Colburn recognized Committee Chair Reilly’s commitment to discussing the impact of UC beyond its campuses and health centers.

Executive Vice President and Chief Financial Officer Brostrom stated that a significant part of the UC mission was service to the state, helping solve challenges and contributing to a higher quality of life. In January, Governor Newsom announced the Californians for All College Corps initiative, the largest State-level investment in a college service program in California’s history. Aside from creating a debt-free pathway and engaging students in

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

problem solving, this program would build the next generation of servant-leaders. Seven campuses were awarded grants for about 2,500 UC student fellows over the next two years. This included undocumented students.

UC Merced Vice Chancellor for Student Affairs Charles Nies stated that the culture and identity of the UCM student population enhanced the campus and the Merced area. These students' lived experiences often reflected the youth of the Central Valley. The Merced campus was part of the Californians for All College Corps' two-year pilot program, which has now transitioned into ongoing funding. Students volunteered in six elementary schools, providing literacy coaching in a community where less than 30 percent of third grade students were reading at grade level. In the second year of the pilot program, 23 students worked with 370 youth and 90 percent were reading at grade level. This surpassed UC Merced's goal of 20 scholars working with 150 youth and helping 50 percent read at grade level. Students spent ten to 12 hours per week volunteering, for a combined total of over 87,000 hours, and attended a course that focused on their own lived experiences, awareness regarding volunteering, and skill development. Students received a monthly cost of living stipend for 11 months, as well as a \$3,000 scholarship after volunteering 450 hours, for a total award of \$10,000. In the next iteration of the program, UC Merced would be collaborating with Merced College, working with 33 partners, and adding volunteer opportunities in climate resiliency and food security. Over 100 students have signed up to participate. Beyond financial assistance, this program supported the inherent drive to do good, feeding students' passions and well-being. Volunteering helps students explore different careers, clarify their values, and meet community needs. This program engaged students with critical issues for the state: education, climate justice, and food security.

Mr. Brostrom noted that the California State University (CSU) and California Community Colleges were active participants in the program. He remarked that this was an ideal way to achieve a debt-free pathway to college, because the combined compensation and stipend would more than cover the self-help contribution amount, forgoing the need for loans. Students were able to explore career-oriented issues.

Regent Timmons asked how students applied or were selected for the program. Mr. Brostrom responded that all campuses underwent an application process, from which seven campuses were chosen due in part to partnerships with CSU and community colleges. He expressed hope that UC Santa Cruz and UC Santa Barbara would be added in the future. Slots were divided among the California Community Colleges, CSU, and UC, and some projects gave students from different segments the opportunity to work together. There were more applications than there were open slots; about 250 undocumented students have applied. Mr. Nies added that UC Merced selected students and placed them based on the issue they chose in their application. Students chose based on their career interests, which gave them an applied learning opportunity.

Josh Fryday, Chief Services Officer within the Office of Governor Newsom, shared that the Governor had a bold new vision for engaging and unifying Californians in service, through which careers could be launched and networks could be built. Created with the idea that higher education should be central to that vision, the Californians for All College

Corps was launched in partnership with UC, CSU, the California Community Colleges, and several private institutions. An estimated 6,5000 students would participate in the program over the next few years, a group as large as that of the Peace Corps. Creating a pathway toward debt-free education that was tied to service and community involvement was a new approach. Students would receive academic credit for their participation and complete a service learning program. The Newsom administration saw the program as a “win” for students graduating with less debt; a “win” for the University since the program could contribute to timely graduation; a “win” for communities aided by the program; and a “win” for the state, which would have a new generation of leaders with the skills and motivation to continue engaging in service throughout their lifetime. This program was unique to California, and the White House, the Milken Institute, and media outlets have inquired about it. Other states have expressed interest in creating similar programs. Governor Newsom and the Legislature recently approved funding through 2025–26.

Regent-designate Ellis stated that typically, many internship opportunities were unpaid and participants either had independent wealth or had family support. He recalled that his undergraduate internship at the City Attorney’s Office was paid, noting that this opportunity was not available to undocumented students. The Californians for All College Corps was open to students who would not otherwise be able to participate. UC Merced, for instance, has worked hard to find internship opportunities outside of campus that would benefit local communities. Regent-designate Ellis offered the help of the alumni associations and campus foundations. He underscored the need to expand the program so that more students could have these opportunities.

Chancellor Block applauded the program. The enrollment of Pell Grant recipients has declined at UCLA, due in part to concern about the \$10,000 self-help contribution. This program could attract students that would normally not choose UC.

Chancellor Muñoz stated that this program not only engaged students and destigmatized need, but it also provided a sense of agency and satisfaction as students finance their own education and acquire skills. The program could change how faculty think about service learning, internships, and study abroad. Chancellor Muñoz emphasized the synergistic possibilities that this model presented. The program accentuated values that he believed UC students already had. He recently spoke to Spanish-speaking parents about the ways in which students could finance and take responsibility for their own education. These students would feel a sense of obligation upon graduation to give back to the state.

Regent Timmons asked what measures ensured that students were having the experiences that the program aimed to provide. Mr. Nies responded that for the literacy coaching program, youth took reading tests before and after participating in the program. Such measures were part of proposals with all partner sites participating in the fall. These data were reported to the State but also provided students with a sense of satisfaction for the difference they were making. As part of the partnership with Merced College, UC Merced also helped Merced College manage fund sources because the latter lacked the infrastructure to do so. The University could have a role in supporting student participants across the different segments. Chancellor Muñoz predicted that this program would

improve completion and graduation rates among low-income students of color in California.

Faculty Representative Cochran, noting that former members of the Peace Corps continued to interact with each other, asked if there was programming for Californians for All College Corps alumni. Mr. Fryday replied that an alumni program was being developed. University alumni associations could provide suggestions for setting up successful alumni programs.

In response to Regent Timmons' question, Mr. Fryday stated that the program reported to the Legislature and the federal government. Having a meaningful service experience was a priority. To that end, the Newsom administration provided universities with the resources to hire staff to oversee the program and support student participants, and worked with local communities to find the right partnerships. Mr. Fryday appealed to the University to help ensure that students have a meaningful experience in the program.

Regent Timmons asked about the participation of four private religious universities. Mr. Fryday replied that the Newsom administration wished to provide this program to a diverse set of California institutions, hence the expansion to the California Community Colleges. The pilot program was launched with private universities, which were very motivated to engage their students in the community.

Regent Hernandez asked how the program would address climate change and food security issues. Mr. Fryday responded that the program would be supporting food banks, which needed more volunteers during the pandemic. He noted that access to CalFresh and food security were concerns among students. Mr. Fryday's office, California Volunteers, created the California Climate Action Corps, the first such group in the country, which focused on urban greening, community gardens, creating tree canopies in low-income areas, fire mitigation, and composting and edible food recovery. Mr. Brostrom added that Grizzly Corps at UC Berkeley was a postgraduate pilot program that focused on regenerative agriculture at UC Agriculture and Natural Resources locations. Mr. Nies stated that, as the Californians for All College Corps at UC Merced expands to 100 students, 30 would be working with local park services and reserve lands, 25 with the local food pantry, and the rest would continue to address inequities in education. Chancellor Muñoz added that more faculty involvement was needed as the program expands. In his view, the faculty's commitment to the program was important regardless of the availability of funding.

Regent-designate Tesfai remarked that many students were working in areas unrelated to their education or for more hours than desired, which affected their timely graduation. He asked how many applicants were not accepted into the program, and how UC could advocate for increased funding so that more students could participate. Mr. Brostrom replied that UC had 1,800 applicants for 1,000 slots this year, with additional slots expected next year. Funding was the main barrier. He noted that Mr. Fryday was working with AmeriCorps and other organizations to increase funding. Ensuring permanent funding that grew was a major challenge. Mr. Nies stated that the California Student Aid Commission recently launched the Learning-Aligned Employment Program, a State-based work-study program aligned to career pathways. Mr. Colburn added that the thoughtfulness of the

program's design and its focus on key priorities for the State and UC were helpful when advocating for increased funding. Mr. Fryday shared that Governor Newsom had announced that the program would be expanded if it is successful.

Regent-designate Raznick noted that the program created an integrated pathway from K–12 tutoring and mentoring to career building and civic duty. He asked if the program could be expanded to teach K–12 students about climate justice and food insecurity. Success could then be measured and reported back to the State. Mr. Nies responded that through the UC Sprouts program, UCM students taught food production and food origins to second and third grade students, who also helped grow food in the community garden on the Merced campus. UC Merced partnered with the Every Kid in the Park Initiative, through which UCM students spoke to schoolchildren about the outdoors and the climate and took Merced fourth grade students on tours of Yosemite National Park.

Staff Advisor Lakireddy shared that based on her outreach to local communities, the Californians for All College Corps has received much positive feedback.

Committee Chair Reilly invited Mr. Fryday to provide the Regents with an update on the program one year later.

3. **COMMUNITY ENGAGEMENT IN THE SUMMER**

[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.]

Vice President Gullatt stated that many UC campuses were nationally recognized for their partnerships that addressed the challenges California faced. Campus centers for community engagement helped promote social action through engaged scholarship and community partnerships. Students have been able to act as change agents through community-based projects, service learning classes, and public service internships. During the summer, faculty and students engaged with the public in health and welfare, the arts, community leadership, training for entrepreneurs, and education. According to the most recent UC Undergraduate Experience Survey, the majority of respondents reported that participating in community-focused activities has influenced their desire to continue such activities after graduation. Ms. Gullatt introduced the speakers and the programs they represented.

Mara Welsh Mahmood, Executive Director of UC Links, stated that University-Community Links, a campus-based, systemwide faculty initiative, was established in 1996. Every year, the program engaged about 3,000 K–12 students, 700 undergraduate students, 30 graduate students, and 15 faculty members at roughly 30 sites around the state. The UC Links programs ran throughout the academic year, and many programs had summer offerings as well. Ms. Mahmood shared examples of UC Links programming offered by UC campuses. UC Santa Barbara faculty led a literacy-based program that helped schoolchildren create stories about themselves and their communities. UC Berkeley undergraduate students supported both in-school and extracurricular learning at local schools in Berkeley and Oakland. UC Irvine faculty and students partnered with middle

school students and their families to develop a historical research project. UC San Diego faculty were working with La Colonia de Eden Gardens to host a summer camp for children and their families. UC Links engaged faculty with the local community while they were fulfilling their teaching and research responsibilities, provided UC students real-world experiences related to their UC Links course work, prepared K–12 students for higher learning, and gave local schools access to UC research and expertise. UC Links also built sustainable partnerships that leveraged the strengths and resources of UC and local communities.

Niels Grønbech-Jensen, UC Davis Distinguished Professor and Director of the California State Summer School for Mathematics and Science (COSMOS), stated that COSMOS, established by the State Legislature and launched in 2000, was a four-week summer program in science, technology, engineering, and mathematics (STEM) for California high school students with demonstrated academic excellence. UC faculty designed and taught the courses taken by clusters of 20 to 25 students, who were also selected by faculty. A typical day entailed morning lectures followed by afternoon laboratory work, guest speakers from industry, or field trips. This year, COSMOS admitted about 1,000 students, with applicant numbers growing dramatically. There was a total of 46 topical clusters distributed among the four campuses where COSMOS resided. COSMOS enabled high school students to experience college life and academic instruction, form a network with like-minded peers, and have access to faculty and University resources. Faculty could interact with and recruit emerging STEM talent. COSMOS was also beneficial to the state and local communities because UC was contributing to the pipeline of STEM talent into the California economy, engaging industry in the early development of its work force, and engaging high school teachers who shared their COSMOS experience with local schools.

Natural Reserve System (NRS) Executive Director Steve Monfort stated that there was a total of 41 NRS sites and each UC campus managed a cluster of sites. NRS sites provided experiential learning opportunities in natural settings and represented the University in remote areas without ready access to UC resources. NRS aimed to help students appreciate the intrinsic value of nature, demystify science, and instill a solutions-based mindset in students so that they could be problem solvers in both their professional and personal lives. Mr. Monfort highlighted several NRS programs, such as the NRS Field Science Fellowship, which reduced barriers to participation by providing financial support for full-time research and mentorship. One fellow in the program has discovered a brand new species of ribbon worm at the Bodega Marine Reserve. The UC Santa Barbara–Smithsonian Scholars Program provided summer mentorship and research opportunities to students from six Southern California Hispanic-serving community colleges. Fifteen students currently engaged in research on Santa Cruz Island. About 140 students have participated in the program from 2015 to present, 62 percent of whom have transferred to four-year institutions. The graduation rate for these transfer students was about 42 percent, and several students were in graduate programs. Mr. Monfort believed that this program could be expanded to utilize more UC campuses and NRS sites with the proper funding and support. High school students, undergraduate students, and citizens worked as docents to help convey the work of NRS to visitors at Scripps Coastal Reserve and Coal Oil Point Reserve. NRS had a modest fellowship program, but directors and staff also sought their

own grants and donations. For example, programs at the Valentine Eastern Sierra Reserves reached 2,000 elementary school students every summer and were funded by local donors. The Adventure Risk Challenge combined outdoor activities and a rigorous academic program at the Sagehen Creek and Yosemite field stations for high school students from the Central Valley, Truckee, and Reno. Mr. Monfort noted the critical situation that humanity was facing and believed that UC and the NRS could represent nature-based solutions for climate change, biodiversity loss, and other problems. He invited Committee members to visit NRS sites.

UC Santa Cruz student Julia Stewart shared that she was an astrophysics major entering her junior year. She participated in COSMOS at UCSC in 2019; her cluster of students learned about waves, the physics of sound, and the astrophysics of light, and studied college-level calculus and physics. She attended lectures on galaxy interactions and biology; went on field trips to locations such as the Lick Observatory, Lawrence Berkeley National Laboratory, and Intel; and participated in a group research project. The cluster experienced dormitory living, participated in social activities like night hikes, movie nights, and a talent show, and have remained in contact despite attending different colleges. COSMOS provided Ms. Stewart with a more detailed picture of astrophysicists' work. The faculty and students who led the program balanced supporting students with giving them space to learn on their own. She was now more confident when interacting with faculty and graduate students, and she had a graduate student mentor from the astronomy department. COSMOS helped her hone her collaboration, communication, and research skills. Recently, Ms. Stewart was able to use software while participating in a National Science Foundation research program that she had learned to use at COSMOS. When she could not tour colleges due to the COVID-19 pandemic, her COSMOS experience helped her decide to attend UCSC.

Regent Timmons shared her belief that finances were a limiting element in these programs. Ms. Gullatt expressed agreement. She shared that the State doubled its ongoing funding of Student Academic Preparation and Educational Partnerships (SAPEP) programs, one of which was UC Links, and she thanked the Regents for their advocacy. Ms. Gullatt echoed Mr. Grønbech-Jensen's wish to expand COSMOS to all campuses, and noted that NRS had the capacity to be central to the University's climate and environmental justice efforts.

Regent-designate Raznick asked if these programs reached out to alumni, noting the potential for significant alumni engagement, mentoring, education, and philanthropy. Ms. Gullatt acknowledged that alumni were underutilized, and she invited opportunities to strategize with alumni associations regarding ways alumni could share their perspectives. Mr. Grønbech-Jensen stated that alumni engagement was part of a strategy to raise funds for students with financial need, and that many COSMOS alumni have themselves become UC undergraduate students.

Regent-designate Raznick noted that alumni self-select their engagement based on interest, and that outreach based on points of interest from these programs could be very powerful. Mr. Grønbech-Jensen stated that COSMOS reached out to both alumni and the parents of the high school student participants. Senior Vice President Colburn added that External

Relations would share these alumni engagement ideas with the campuses, which were interested in expanding alumni support to service.

Regent Hernandez asked what the Regents could do to support the passage of Senate Bill (SB) 1299. Associate Vice President Kieran Flaherty replied that SB 1299, which would extend COSMOS for five additional years, was advancing well in the Legislature and was expected to reach Governor Newsom's desk for signature. Mr. Flaherty suggested expressing gratitude to State Senator Dave Min for his work on this bill. Mr. Flaherty added that the State had provided one-time investments after SAPEP's ongoing funding base decreased over several recessions, but a threshold of ongoing funding was needed for predictability, stability, and the growth of these programs.

4. 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.]

Associate Vice President Kieran Flaherty stated that the Legislature was currently in summer recess and would return in session in August. He expressed optimism regarding the State budget and pending legislation, and thanked the Regents, President Drake, chancellors, and the over 50,000 members of the UC Advocacy Network for their efforts. In the new State budget, funding for Student Academic Preparation and Educational Partnerships, former foster youth, and students affected by incarceration has shifted from one-time to ongoing funding, which would support high-quality services and potential expansion. This year, the University received funding for currently enrolled students who had surpassed the State's enrollment funding targets, a reflection of the Legislature's and the California Department of Finance's positions on enrollment growth. UC was now receiving the State's share of the marginal cost of instruction.

Ongoing funding increased eight percent over the prior year. Absent from this State budget was language that would inhibit UC's ability to make progress in areas such as direct line items. This was a sign of confidence from the State in the Regents, President Drake, chancellors, and campus leadership. The University received nearly \$500 million in one-time capital investment this year, with intent for future funding, as well as \$250 million in new funding from the Higher Education Student Housing Grant Program, which would benefit six campuses that applied for that funding.

Mr. Flaherty stated that University-sponsored legislation was making good progress, and that State Governmental Relations (SGR) would request Governor Newsom's signature should those bills reach his desk. The Legislature was considering bills related to reproductive health in the wake of the decision in *Dobbs v. Jackson Women's Health Organization*, two of which have passed and were signed by the Governor. UC was heeding State leaders' call to ensure that access to reproductive health services is preserved and protected; its academic and student health centers offered these services and would continue doing so. UC supported four bills pertaining to ensuring patient privacy and safety; provider security and freedom from attempted actions by other states and entities;

and access and availability of providers. Chancellor Hawgood recruited faculty to serve as subject matter experts for legislators so that they could develop good, sound policy. UC was also taking a “support” position on bills that would have a direct and significant impact on the University’s mission. These bills would provide additional funding for student housing, expand health plan coverage for cervical cancer screening and human papillomavirus vaccines, advance CalFresh for college students, create the California Clean Hydrogen Hub Fund, facilitate bone marrow transplant, and more. UC was taking an “oppose” position on Senate Bill (SB) 1364, which would limit contracting for services far beyond what is prohibited in Regents Policy and in collective bargaining agreements. At the Regents’ urging, SGR has spoken with vendors whose limited services were allowed by Regents policy. These vendors, often small, minority-owned, or women-owned businesses, have become active in voicing their opposition to SB 1364.

The meeting adjourned at 12:40 p.m.

Attest:

Secretary and Chief of Staff