

The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

January 19, 2023

The Academic and Student Affairs Committee met on the above date at the UCLA Luskin Conference Center, Los Angeles campus and by teleconference meeting conducted in accordance with California Government Code §§ 11133.

Members present: Regents Anguiano, Batchlor, Blas Pedral, Elliott, Hernandez, Park, and Timmons; Ex officio members Drake and Leib; Advisory members Steintrager and Tesfai; Chancellors Block, Larive, Wilcox, and Yang; Staff Advisor Lakireddy

In attendance: Regents Chu, Cohen, and Matosantos, Regents-designate Ellis and Raznick, Faculty Representative Cochran, Regents Analyst Sheridan, Deputy General Counsel Woodall, Provost Newman, Vice President Gullatt, and Recording Secretary Li

The meeting convened at 9:45 a.m. with Committee Chair Park presiding.

Committee Chair Park welcomed new Systemwide Provost Katherine Newman, who returned to the University after a storied career at many other renowned institutions of higher education across the country. She invited Ms. Newman to make a few remarks to the Committee.

Ms. Newman thanked President Drake for hiring her and the Regents, faculty, staff, and students who participated in the search committee. She shared her family's relationship with the University, the financial struggles that she and her parents experienced, and how she worked to afford her college education. Ms. Newman remarked that it might seem unlikely that someone with her background would become Systemwide Provost, but, with generous support from California taxpayers, a young person with no money could complete a college degree. Her personal background explained why she took up a career as a social scientist, her interest in the middle and working classes, as well as her concern about the impact of inequality. In Ms. Newman's view, higher education could be the most effective engine of social mobility and should be accessible to every student, working adult, and returning citizen. She looked forward to contributing to the University's goals of achieving debt-free education and growing enrollment to reflect the state's diversity.

1. APPROVAL OF MINUTES OF PREVIOUS MEETING

Upon motion duly made and seconded, the minutes of the meeting of November 16, 2022 were approved, Regents Anguiano, Batchlor, Blas Pedral, Drake, Elliott, Hernandez, Leib, Park, and Timmons voting "aye."¹

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

2. APPROVAL OF MULTI-YEAR PLANS FOR PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR SEVEN GRADUATE PROFESSIONAL DEGREE PROGRAMS

The President of the University recommended that the Regents approve the multi-year plans for charging Professional Degree Supplemental Tuition (PDST) for seven graduate professional degree programs as shown in Display 1.

DISPLAY 1: Proposed Professional Degree Supplemental Tuition Levels¹ for Seven Programs

	Current Level			Proposed Level		
	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>
Teacher Education, Berkeley						
Resident PDST Level	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Nonresident PDST Level	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Educational Administration/Principal Leadership Institute (PLI), Berkeley						
Resident PDST Level	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Nonresident PDST Level	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Educational Leadership/Capital Area North Doctorate in Educational Leadership (CANDEL), Davis						
Resident PDST Level	\$4,962	\$4,962	\$5,109	\$5,262	\$5,418	\$5,580
Nonresident PDST Level	\$4,962	\$4,962	\$5,109	\$5,262	\$5,418	\$5,580
Public Health, Irvine						
Resident PDST Level	\$8,292	\$8,706	\$9,141	\$9,597	N/A	N/A
Nonresident PDST Level	\$8,292	\$8,706	\$9,141	\$9,597	N/A	N/A
Public Health, Los Angeles						
Resident PDST Level	\$7,200	\$7,200	\$7,344	\$7,494	\$7,647	\$7,803
Nonresident PDST Level	\$7,656	\$7,656	\$7,812	\$7,971	\$8,133	\$8,298
Journalism, Berkeley						
Resident PDST Level	\$8,270	\$8,518	\$8,774	\$9,036	\$9,308	\$9,586
Nonresident PDST Level	\$8,270	\$8,518	\$8,774	\$9,036	\$9,308	\$9,586
Art (M.F.A.), Los Angeles						
Resident PDST Level	\$8,478	\$8,478	\$8,478	\$8,478	\$8,478	\$8,478
Nonresident PDST Level	\$5,298	\$5,820	\$6,399	\$7,041	\$7,731	\$8,478

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.]

Cain Diaz, Director of Operating Budget at the Office of the President (UCOP), introduced the item. Professional Degree Supplemental Tuition (PDST) allowed UC professional schools to maintain and enhance program quality, diversity, and affordability. Twenty-three programs would be presented over three Committee meetings. The seven programs to be presented at this meeting have approved multi-year plans that expire at the end of the 2022–23 academic year. Each have submitted three- or five-year plans with PDST increases ranging from zero to five percent for California resident students and zero to ten percent for non-resident students. UCOP staff reviewed these proposals and worked closely with the campuses to ensure that the proposals present strategies to maintain instructional quality and student academic support, minimize program costs and student debt

obligations, support student public service ambitions, demonstrate effective student consultation, and advance diversity and inclusiveness. All seven proposals were compliant with the requirements of Regents Policy 3103, Policy on Professional Degree Supplemental Tuition. Program representatives had been available for questions from Regents prior to this meeting.

Geeta Anand, Dean of the UC Berkeley Graduate School of Journalism, introduced herself. Ms. Anand moved to the U.S. from India to attend college, worked at various newspapers for 27 years, and won a Pulitzer Prize for an article on corporate corruption for *The Wall Street Journal*. She worked as a foreign correspondent in India for a decade before joining the UC Berkeley faculty in 2018. At the onset of the COVID-19 pandemic, the School became a newsroom covering the pandemic for newspapers around the state and for *The New York Times*, where half of the student body had been published at the time. This experience, coupled with the killing of George Floyd and subsequent student activism, inspired her to become a candidate for dean of the School. The UC Berkeley Graduate School of Journalism had 60 students and was the only two-year graduate journalism program in the country and the only graduate journalism program in the UC system. Notable faculty included Shereen Marisol Meraji, Michael Pollan, and David Barstow. Since becoming dean, Ms. Anand implemented an anti-racism plan; half of the School's faculty were now people of color, half were female-identifying, and the student body was more diverse. Her highest priority was fundraising for scholarship for students from marginalized groups. The School recently received \$25 million in State funding to establish local journalism programs and planned to send 40 graduates from UC Berkeley and other programs to underrepresented communities. PDST for this program made up ten percent of the School's revenue and funded student services related to mental health, inclusivity, and belonging; a fee remission program for student tutors; and equipment. During the pandemic, the School equipped students with cameras so they could study documentary filmmaking from their homes. The program has been able to provide four times the required PDST return-to-aid to students.

Regent Anguiano asked how the School planned to address growth and what has prevented it. Ms. Anand replied that, two years ago, the School established an undergraduate minor's program, which has been growing, and wished to develop an online master's program in data and visual journalism that could be completed in one year or longer.

Regent Timmons asked if the School has partnered with data science programs. Ms. Anand responded that the School partnered with the UCB School of Information to develop the master's program in data and visual journalism and was planning to hire a new data journalism professor. She emphasized that partnership was a priority for the School.

Committee Chair Park, noting that this was the only two-year program in the country, asked what came with that additional year. Ms. Anand stated that students received training in the fundamentals of journalism and journalism ethics in the first year, and, in their second year, students specialized in different forms of journalism and wrote their thesis. A two-year program gave students enough time to develop employable skills.

Regent Blas Pedral expressed concern that professional degree programs were not keeping pace with inflation, and the cost of education could be a barrier to entry. Noting that the program offered paid summer internship programs for all students, she asked about the program's commitment to providing such opportunities. Ms. Anand responded that funding from the Knight Foundation supplemented what a journalism outlet paid, which ensured that every student receives a paid internship. Students received about \$5,000 to \$6,000 over the summer. Through fundraising, the School aimed to avoid adding to students' debt burden. The \$25 million in State funding helped supplement the salaries, some \$65,000 per year, of graduates working in local journalism in underserved areas in California.

Ron Brookmeyer, Dean of the UCLA Fielding School of Public Health, stated that the Fielding School, now in its 60th year, was reaccredited in 2022 by the Council on Education for Public Health for a full term of seven years at the highest ratings possible in over 120 criteria. It was ranked among the top ten in the nation in five departments: Biostatistics, Community Health, Epidemiology, Environmental Health, and Health Policy and Management. The Master of Public Health Program was a two-year professional degree program in which students could concentrate in any area in those five departments. There were about 260 students in the program. The Fielding School had other master's and doctoral programs, and an undergraduate program would launch later this year. Many graduates pursued public service careers. PDST would help enhance structural quality, provide support to those pursuing public service careers, and advance diversity, equity, and inclusion (DEI). Students and faculty were engaged in the PDST process, and feedback included notifying students of PDST changes well in advance. No PDST increase was proposed for 2023–24 and tuition would be held constant for current students and prospective students applying to the program, followed by a two percent increase for the following four years. PDST had been the same since 2012–13, but inflation has eroded the School's ability to maintain and improve its offerings to students. Tuition was comparable to public comparator schools with the lowest tuition. With regard to return-to-aid, 24 percent would go toward coordinating internships and supporting students with unpaid internships, 11 percent toward career services and professional development, eight percent toward DEI efforts, and 14 percent toward student services and enrollment management.

Bernadette Boden-Albala, founding Dean of the UC Irvine Program in Public Health, stated that the Program, which was transitioning to the UCI School of Public Health following exponential growth in the last three years, aspired to understand the impact of population levels and the social, biological, and environmental determinants of health and well-being. As part of the transition, faculty, students, and staff helped revise the Program's mission to achieve health equity and enhance DEI within the program and extending to the local community. The Program had over 60 full-time faculty, 1,300 undergraduate students—one of most diverse undergraduate public health student bodies in the nation—and nearly 200 graduate students, as well as eight degree options. The Master of Public Health (MPH) program, established in 2010, aimed to create public health practitioners who work in culturally diverse communities and was slated to grow from 87 students to 150 students by 2025–26. The Program's focus on health equity and recruiting diverse faculty would help promote the pipeline of diverse MPH students. An annual PDST increase of five percent has been proposed for three years instead of five, as one hoped that

PDST would be reevaluated after the Program becomes a school. Return-to-aid would help fund diversity and first-generation need-based fellowships, national association membership fees, career services, and support for MPH staff. PDST would continue to be used to recruit and support students of color, diversify the faculty, and strengthen the Program's relationship with the community, the other segments of public higher education, and Historically Black Colleges and Universities. She believed that the Program could graduate a diverse MPH student body debt-free, and she was working to improve philanthropy so that the Program could fund practice experiences, community research, and paid summer internships.

Regent-designate Tesfai asked how much of return-to-aid for the UCI MPH would be provided according to student need and how much according to merit. Ms. Boden-Albala replied that first-generation and diversity fellowships were need-based, while other fellowships were merit-based. Students could qualify for more than one. PDST return-to-aid was going to students with need. Mr. Brookmeyer added that some MPH scholarships at UCLA were need-based. Student support from PDST went primarily to students in need. The majority of PDST return-to-aid was going to students in need.

Regent Anguiano asked about the curriculum for the UCI Program and for the future School. Ms. Boden-Albala replied that the curriculum was being reexamined as the Program transitions to a School. As it was part of the UCI College of Health Sciences, the Program was consulting the disciplines of nursing, pharmacy, and medicine, and the Program convened a community advisory council of stakeholders from academia, public health, and the community. In the last year, the Program received a significant workforce development grant to train students in public health informatics; the program would include a paid practicum. The Program partnered with the UCI School of Medicine to develop an algorithm to predict health outcomes. Student were working with researchers on using big data to ask questions about health equity.

Staff Advisor Lakireddy asked how the public health programs were advertised in rural and remote areas. Mr. Brookmeyer replied that, for the UCLA program, the admissions office traveled to the other segments, conferences, and graduate fairs throughout the state. Janae Hubbard, Equity, Diversity and Inclusion Program Manager at the Fielding School stated that the Successful Transition for Education Excellence and Professional Satisfaction (STEPS) was a weeklong program of interpersonal and professional development for students from marginalized groups beginning their first year of the MPH program. Students discuss impostor syndrome, time management, networking, the first-generation student experience, community building, and resources. Faculty members held sample classes, peers and alumni shared their experiences, and STEPS provided tutoring and social support throughout the year. Ms. Boden-Albala replied that UCI was trying to develop a program similar to STEPS. UCI was also developing a "four plus one" program so that students could complete their undergraduate degree and MPH in five years instead of the traditional six. In her experience, these programs have been successful.

Ms. Lakireddy asked whether the Graduate Record Examination (GRE) was required to apply to the public health programs. Mr. Brookmeyer responded that, for the UCLA MPH

program, the biostatistics concentration was the only one that required the GRE. UCLA moved toward a more holistic approach during the pandemic. Ms. Boden-Albala stated that the UCI MPH faculty vote every year not to require the GRE.

Committee Chair Park noted the small proportion of African American students and a large proportion of Asian American students in the UCI MPH program. She asked if the demographics of the community surrounding the Irvine campus explained these numbers. Ms. Boden-Albala replied in the affirmative; about two percent of residents in Orange County self-identified as African American. Representatives from communities of color in Orange County were part of the community advisory council, and the MPH program was working to bolster its student pipeline. It recently received an award from the UCI Black Thriving Initiative to hire faculty focused on environmental disparities. Ms. Boden-Albala would like the MPH program to reach areas of the state with larger populations of color. In her previous work, she had experience creating pipelines to middle schools.

Committee Chair Park underscored the salaries in the public health field and asked what level of professional typically pursued an MPH degree. Mr. Brookmeyer replied that both early- and mid-career professionals pursued the MPH. Undergraduate students and individuals already in the public health work force applied to the UCLA MPH, which enriched the educational experience.

Committee Chair Park asked if working individuals kept their jobs on a part-time basis. Mr. Brookmeyer replied in the affirmative. UCLA had two programs that offered courses online or on weekends. Ms. Boden-Albala replied that the UCI MPH student population included fewer working professionals, but she hoped that expanding areas like public health informatics would attract mid-career students in the future. At present, UCI MPH students tend to be those who were not working or working in an unrelated field.

Regent Hernandez asked what efforts UCLA and UCI have made toward faculty diversity. Mr. Brookmeyer replied that through the UCLA Rising to the Challenge initiative, the Fielding School hired a faculty member who examined the intersection of health equity and data science. A Black faculty member joined last year, and a Latino faculty member would join the Fielding School in July. Other faculty recruitment was under way, but there was much work to be done. Ms. Boden-Albala stated that UCI also had much more work to do. The MPH program had plans to hire more faculty of color.

Committee Chair Park asked the Educational Administration/ Principal Leadership Initiative (PLI) program about the cost of hosting a pre-preparational professional learning space, which meant to keep deferrals engaged during the pandemic. Christopher Edley, Jr., Interim Dean of the UC Berkeley School of Education, replied that the School strove to build networks for students and alumni of all of its leadership programs. The School sought to produce exemplars of leadership and engage in research to ensure the quality of its programs. Maya Woodson Turman, Assistant Dean of Finance and Planning at the UCB School of Education, stated that she did not have data regarding cost but noted that funding came from the 21st Century California School Leadership Academy, a State program. Mr. Edley, Jr. added that the program was the result of a legislative initiative to provide

professional development for educational administrators and leaders. The program has been praised, and the State has increased its investment.

Regent Anguiano asked about student debt levels in the Educational Leadership/Capital Area North Doctorate in Educational Leadership (CANDEL) program. Lauren Lindstrom, Dean of the UC Davis School of Education, replied that a marked increase in debt was observed last year that could be attributed to students returning to finish the program. The School was focusing on new procedures that would help students complete the program in three to four years and not incur the same level of debt.

Committee Chair Park, referring to the written materials, asked why the total projected use of revenue for the Educational Leadership/CANDEL program would decline starting in 2025–26. Damian Chapman, Assistant Dean of Finance, Administration and Strategy Development at the UCD School of Education, replied that projected enrollment coincided with the projected PDST revenue. Mary Croughan, Provost and Executive Vice Chancellor at UC Davis, explained that working students in the CANDEL program were simultaneously working and studying remotely during the pandemic. CANDEL provided them with as much support as possible.

Regent-designate Ellis expressed support for CANDEL and shared that he was an alumnus of the program, recalling his experience pursuing his degree during the pandemic.

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board, Regents Anguiano, Batchlor, Elliott, Hernandez, Park, and Timmons voting "aye" and Regent Blas Pedral voting "no."

3. STUDENT-ATHLETES 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.]

Regent Park stated that Chair Leib intended to create a subcommittee on student athletics.

Vice President Gullatt stated that, although academic support structures for student-athletes varied across UC campuses, every campus did provide a range of resources for student-athletes' academic success, physical well-being, and mental health. This presentation focused on the approaches developed by UC Riverside and UC San Diego.

UC Riverside Professor and Executive Director of the Center for Athletes' Rights and Equity (CARE) Eddie Comeaux shared that he was a former National Collegiate Athletic Association (NCAA) Division I athlete and a former professional athlete who has written extensively about the interplay of higher education and athletics. He emphasized the vulnerability of student-athletes; about one third of student-athletes reported experiencing challenges from demands and pressures of their sport. Division I athletes devoted more than 50 hours per week during a season to sport-related activities. Added to these were physical exhaustion and injuries. As a result of competition, student-athletes might miss

significant class time and seek accommodations from faculty, with some student-athletes selecting or avoiding certain majors due to scheduling conflicts. In addition, sport demands inhibited participation in internships and research. Mr. Comeaux noted that 55.2 percent of Black student-athletes graduated within six years compared with 69.3 percent of student-athletes overall. He believed that UC campuses should enhance academic support to student-athletes to ensure that they are better positioned for life after sports and should address their mental health needs. Mr. Comeaux recommended that the University collect data on the student-athlete experience by race, ethnicity, gender, and type of sport in order to better understand and respond to their needs. Campuses could use television revenue to support academic completion. Campuses could introduce seminars, internships, research, and writing-intensive courses early in a student-athlete's educational career. He emphasized the need for counseling, especially for Black student-athletes.

UCR Director of Intercollegiate Athletics Wesley Mallette shared his prior experience working at UC Berkeley, for the Pac-12 Conference, and as a former Division I athlete. UCR Athletics was a Division I program with 17 sports and 300 student-athletes that competed in the Big West Conference. In 2022, UC Riverside won the Big West Men's Soccer title, and the UCR men's basketball team ranked first in the Big West. Student-athletes at UCR had an average cumulative grade point average (GPA) of nearly 3.2. After discussion of its elimination in 2020, UCR Athletics was successfully recrafted in partnership with campus leadership, donors, and students, with an emphasis on providing student-athletes with academic support, conditions for success, and a great experience. UCR Athletics was educating and preparing student-athletes for opportunities in life through sport despite not having as many resources as peer institutions. The organization's head team physician worked closely with UCR Student Health Services and Counseling and Psychological Services, and other mental health professionals as needed, but UCR Athletics needed a dedicated mental health practitioner. Student-athletes were also offered athlete-specific academic and life skills support, but a shift in the way student-athletes are treated on campus was needed. Student-athletes across the University have reported that faculty have been unwilling to provide reasonable accommodations for work or examinations missed as a result of athletic activities. For instance, faculty might place more weight on a final examination instead of rescheduling a missed midterm examination. The keys to UCR Athletics' success in these last three years have included an athletics culture that was inclusive, caring, and listening, as well as a mission of preparing student-athletes for opportunities in life through sport. Coaching and support staff, though few in number, were in complete alignment with these aims.

UC San Diego Director of Intercollegiate Athletics Earl Edwards stated that an athletic administration provided student-athletes with a laboratory for personal development, where they learned lessons in victory and defeat, time management, being part of a group, and goal setting. Athletics was one of the few units on a campus that maintained a four- to five-year relationship with students. UCSD has led all public Division I and Division II institutions with a federal graduation rate of 90 percent. The vast majority of UCSD student-athletes had a GPA of 3.0 or more, and all student-athletes were required to maintain a GPA of 2.6 to keep their athletic scholarships, more than the NCAA's 2.0 GPA requirement. Mental health screening was part of the pre-participation examination. A team

of administrators and health professionals worked with coaches and staff to ensure that student-athletes who were identified as needing additional mental health support were connected to the appropriate resources. Student-athletes had a platform from which to anonymously provide feedback and express real-time concerns about themselves, their peers, or their program. UCSD Athletics had a dedicated sports psychologist and recently partnered with Return on Inclusion, a sport-specific diversity and inclusion program that aimed to develop inclusive leaders and foster a culture of belonging.

UCR graduate student-athlete and Men's Soccer Team Captain Issa Badawiya, a Riverside native, credited UCR Athletics, particularly its academic services team, for helping him achieve his dream of earning two degrees and playing competitive sports at UCR, as well as winning one regular season title, two Big West championships, and making two NCAA tournament appearances. Balancing one's academic workload and student-athlete responsibilities was very challenging, and support systems were critical to a student-athlete's success. Mr. Badawiya shared that, one year ago, he underwent major surgery on his right ankle following a potentially career-ending injury. With the support of coaches, administrators, and staff during his recovery, he felt supported and eventually returned to lead the UCR Men's Soccer team in a historic season.

UCSD student-athlete and President of the Triton Athletes' Council (TAC) Bobbi Aguirre shared that she was studying human biology and psychology. She explained that every campus' athletes' council operated slightly differently. At UCSD, TAC was comprised of an executive board and committees that focused on community service, fundraising, publicity, social activities, and student-athlete development. Ms. Aguirre underscored the effect that the COVID-19 pandemic has had on student-athletes as they were unable to interact in person. Since then, TAC has resumed in-person gatherings, such as a Thanksgiving potluck in November. TAC has helped student-athletes build leadership skills with the guidance of a staff advisor from UCSD Athletics and served as an official channel of communication with administration. The addition of a full-time sports psychologist, coupled with existing programming, demonstrated UCSD Athletics' efforts to support student-athletes in each aspect of their lives.

Regent Hernandez asked about name, image, and likeness (NIL) licensing opportunities for UCR and UCSD, which did not have the same emphasis on football or basketball as other UC campuses. Mr. Edwards replied that UCSD Athletics had a staff member who oversaw NIL deals. There were 30 to 40 student-athletes engaged with smaller businesses. In the future, UCSD could connect student-athletes with an invention or patent with the relevant company. UCSD Senior Associate Athletics Director Katie McGann stated that education has been a focus so that student-athletes are not taken advantage of. One of the more successful student-athlete NIL deals was in a tutoring business. Mr. Mallette stated that 20 to 30 UCR student-athletes had NIL deals. UC Riverside was considered a mid-major school in the Big West Conference. UCR Athletics also had a staff member who monitored deals and compliance. At the mid-major level, student-athletes were pursuing their own opportunities, or local businesses were approaching them. Mr. Mallette contrasted this with Power Five conference schools, which had collectives. Though not on the same scale, UCR Athletics was creating NIL opportunities and working with donors.

Regent Hernandez asked the student-athlete presenters what they would change about their experience. Mr. Badawiya expressed his wish for more resources and support for staff. Better support for staff meant better support for student-athletes. He had the same experience that Mr. Mallette had described—his professor refused to schedule his midterm examination although he had informed his professor of scheduling conflicts at the beginning of term. Ms. Aguirre expressed her wish for more academic support from professors and academic departments. Athletics departments worked hard to provide support, but many student-athletes have the sort of experiences that Mr. Badawiya described, which could take a toll on one's mental health. In Ms. Aguirre's view, sufficient academic support could prevent some mental health issues.

Regent-designate Tesfai asked what contributed to the increase in UCR student-athletes' six-year graduation rate and how that rate could be raised even higher. Senior Associate Athletics Director Michelle Almazan explained that the federal graduation rate and the NCAA's graduation success rate were based on different data. The NCAA rate included students who transfer and leave the program, while the federal rate considered students who remained through graduation. Historically, UCR student-athletes were attracted by other institutions with larger programs and more prestige. UCR Athletics was working to improving student-athlete culture and working with Student Affairs, integrating itself into the general campus. Nearly ten percent of student-athletes were pursuing graduate programs while still competing in athletics. Though more could be done with regard to individual courses, UCR Athletics had the support of the Chancellor and the deans.

Regent Anguiano asked Chancellor Wilcox about the top priorities for UCR Athletics. Chancellor Wilcox stated that UC Riverside was committed to student-athlete success, and that the number of games won could not be the only measure of success.

Chancellor Larive shared that UC Santa Cruz was the sole Division III campus. Many UCSC student-athletes majored in science, technology, engineering, and mathematics (STEM) fields, and the 2022 cohort had a 90 percent graduation rate. Also in 2022, the men's and women's cross-country teams and women's volleyball team qualified for NCAA tournament play. This had not been fully expressed in the written materials.

4. **UPDATE ON SYSTEMWIDE DISABILITIES WORKGROUP RECOMMENDATIONS**

[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 this Committee last discussed the experience of UC students with disabilities at the January 2022 Committee meeting. At the time, the University had charged the Systemwide Disabilities Workgroup with recommending policy changes and programmatic improvements and with completing its report by December 2023. The Committee had requested that the Workgroup provide a midpoint update.

Workgroup Co-Chair and UC Davis Vice Chancellor of Student Affairs Pablo Reguerín stated that, consistent with state and national trends, the population of students with disabilities has continued to grow across the UC system, making up seven percent or about 19,000 students systemwide. Mr. Reguerín presented a slide of various domains that students with disabilities might encounter and explained that solutions to issues must span the various domains. Policy and functional responsibility were decentralized across domains, making ownership of issues and accountability more difficult. These domains had different governance structures, policies, and norms. Students bore the burden of navigating this siloed organizational structure. Improving the experience of students with disabilities was not impossible or too complex, but collective action and investment, along with careful coordination and commitment across multiple areas, was needed. The Workgroup would be making recommendations on areas that needed more investment. One immediate challenge was insufficient staffing at student disability centers.

Workgroup Co-chair and UC Berkeley Vice Chancellor of Student Affairs Stephen Sutton stated that the Workgroup has consulted multiple times with undergraduate and graduate students with disabilities, members from student government, directors of disabilities services offices, the Americans with Disabilities Act (ADA) compliance officers, and the deans of undergraduate education. The Workgroup, comprised of passionate and committed faculty, staff, and students, engaged in frank and honest conversations during its meetings. This year, the Workgroup planned to meet with the Academic Council and capital planning, housing, and graduate studies departments. Mr. Sutton presented a list of preliminary recommendations which pertained to training, staffing, and cultural resource centers. The Workgroup was still gathering data and refining its recommendations. The Workgroup hoped that this midpoint update would help campuses begin considering the issues raised. At minimum, campuses could develop a strategy that addresses ownership, accountability, and resource allocation while striving to make universal design a priority.

Regent-designate Ellis disclosed that he was legally blind but chose not to use his cane because of the stigma associated with it. He expressed appreciation for the efforts of the Workgroup and the report in the written materials and suggested that reports in the future explain why a certain word is being used. For instance, the word “disabled” was not viewed as pejorative as it had been a decade ago, unlike the term “special needs.” The words used might also differ across the system.

Regent-designate Ellis, referring to the written materials, noted that providing students with an intake appointment within two to four days, which he supported, would require tremendous staff resources, particularly at the beginning of term. He suggested exploring the intersection between student-athletes and students with disabilities. Echoing comments made by Regent Matosantos on the previous day, he called for metrics that measure student success. While categories of disability were an important data point, measuring success based on services and accommodations needed might be better. UC had an opportunity to use open education and universal and inclusive design as it evolves post-COVID.

Regent Blas Pedral asked what could be done now to address staffing and hiring challenges. Mr. Reguerín replied that campuses were working to recruit, retain, and increase the

engagement of staff working in disability centers. Staff retention has been challenging generally. New investment was needed to increase the number of positions, as staffing has not kept up with growth. The Workgroup estimated an investment of \$8.3 million was needed for a recommended ratio of one disability coordinator for every 250 undergraduate students and one disability coordinator for every 150 professional and graduate students. In addition to approving accommodations, these staff could assist students with other support services. Establishing disability cultural centers would require an additional \$3.5 million investment, and this was not including the information technology infrastructure. Mr. Sutton stated that UCB implemented faculty liaisons, which leveraged existing expertise at the Center for Teaching and Learning to help faculty understand what needed to be done with regard to accommodations. Mr. Reguerín stated that campuses must pursue both individual accommodations as well as better design in pedagogy and facilities that decrease the need for individual accommodations.

Regent Blas Pedral asked what could be done to bring UC in compliance with federal regulation regarding digital access, noting that UC Berkeley had faced some challenges. Mr. Sutton replied that UC Berkeley entered into an agreement with the federal government and was implementing digital access accommodations.

Regent Anguiano expressed disappointment in the fact that an item on students with disabilities was presented to the Regents two years ago. Regents had requested more data and a workgroup, and it took about one year before this Workgroup was established. She sensed a lack of urgency and asked how UC could move more quickly. Ms. Gullatt expressed agreement and noted the effect of the pandemic on progress. She expressed confidence in the Workgroup. The University was redoubling its efforts and would keep the Regents apprised. She hoped to dissipate disappointment.

Committee Chair Park stated that the report and presentation were overly brief and likely did not reflect the Workgroup's discussions. She suggested that the next report better reflect thought and effort that has been put into discussions.

Regent Matosantos asked what actions could be taken, what investments could be made, and what data were needed in the interim.

5. **IMPLEMENTING THE CCC-UC TRANSFER TASK FORCE RECOMMENDATIONS TWO AND SIX 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.]

Vice President Gullatt recalled that, at the September 2022 Regents meeting, the Committee requested follow-up discussions on each recommendation in the California Community Colleges–UC Transfer Task Force report. These discussions would occur over the next several Committee meetings. Recommendation Two was to increase the percentage of community college applicants who apply, are admitted, and enroll in

alignment with the systemwide goal in Governor Newsom's funding Compact to enroll one California resident transfer student for every two resident freshman students. UC was currently meeting that goal. The University's strategy was fourfold: 1) a dual admission pilot program that would begin in the spring; 2) new Student Academic Preparation and Educational Partnerships (SAPEP) funding; 3) target outreach to 69 colleges with a high proportion of low-income students and/or with existing UC partnerships such as the Merced Promise Pathway Program and transfer admission guarantee programs at UC Davis, regional transfer pipeline at UC Riverside; and 4) data sharing agreements. According to the Public Policy Institute of California, community college enrollment had been declining prior to the COVID-19 pandemic, and the resultant pipeline of applicants to the University had declined to levels not seen since 2017. Recommendation Six was to create and promote cost-saving financial incentives for UC-bound community college students by closing graduation gaps and improving time to degree using expanded online educational opportunities; improving existing or developing new "2+2" transfer paths; and expanding the Pathway to Debt-Free UC program by providing augmented financial aid packages to community college students with a zero dollar expected family contribution in 2023–24.

UC San Diego Associate Vice Chancellor for Enrollment Management Jim Rawlins presented charts that compared UCSD transfer applications and enrollment from California, out-of-state, and international students. Despite declines in community college enrollment, UCSD has been able to keep California resident transfer enrollment fairly steady. The San Diego campus made more offers to California Community College students than any other UC campus this year. Aside from enrollment changes at the community colleges, Mr. Rawlins discussed other challenges the campus was addressing. UCSD found that there were both real and perceived cost barriers to attending and was working to disseminate information about aid programs to students and their families. Earlier advising might be needed to address problems with meeting major preparation requirements, which was affecting the transfer admission rate and students' willingness to request certain majors. Even community college leadership did not feel well informed about the requirements. However, UCSD and the California State University were included in a monthly meeting of chancellors and presidents of the surrounding community colleges and college districts. To address these challenges, UCSD could identify potential transfer students earlier so they might be advised regarding requirements. Community leadership have expressed that UC expectations with regard to major preparation and time to degree failed to recognize that many community college students were nontraditional. With added SAPEP funding, UCSD was hiring more staff who are embedded in the community colleges with the lowest admit rates. UCSD could also begin communicating with prospective transfer students well before the application period. The campus was also working to establish a culture of direct communication and data sharing with the community colleges. The community college campus with which UCSD had a pilot data sharing agreement was the only one in the region that saw an increase in transfer applications.

UC Berkeley Interim Assistant Vice Chancellor for Educational Partnerships Yvette Flores stated that, with increased SAPEP funding, the Berkeley campus would focus on five key

efforts. First, UCB was expanding services to an additional 300 students from 14 new community colleges in the Central Valley and Riverside County. With a SAPEP Innovation Grant, UC Berkeley and UC Davis partnered to launch the North State Collaborative, which would provide an overnight residential experience at each campus to 200 students and professional development to 25 counselors from about 20 far-north, low-sending community colleges. Bridges, a UCB student-initiated program, planned to double outreach efforts to low-sending Southern California community colleges. Second, UC Berkeley has expanded both virtual and in-person advising services to evenings and weekends. Workshops were now offered in person and virtually. Third, UCB would expand its summer enrichment program, which offered community college students the opportunity to take courses during the summer, by enrolling more students and paying for books and materials. UCB would continue to provide a nine-week merit-based program through the College of Engineering to increase the number of science and engineering transfers. Fourth was increasing collaboration among SAPEP programs. UC Berkeley would host its first transfer conference for 1,300 freshman and PUENTE students, establish a PUENTE scholarship, and host 500 PUENTE students on campus every semester. Fifth was reinforcing transfer yield efforts. UC Berkeley provided summer enrollment support to SAPEP transfer students and was planning in-person and virtual events to foster a sense of belonging. The transfer admit rate was 81 percent in 2021 and 77 percent in 2022. The yield rate over the last three years was between 73 and 80 percent.

Mendocino College Transfer Counselor and Articulation Officer Mark Osea stated that many community college students decide not to pursue transfer to UC due to assumptions about tuition and the cost of living, as well as distance from home and separation from family. Students from rural areas could not commute to the undergraduate UC campuses, which were also located in cities with a high cost of living. Mr. Osea stressed the importance of communicating how transfer students' living and housing expenses would be supported, noting that the Blue and Gold Opportunity Plan did not supplement housing costs. Campuses should have a presence at all California Community College campuses, as some rural students did not know all the undergraduate UC campuses. He suggested advertising the UC transfer experience earlier, as well as communicating the value of a UC degree after graduation, such as in employment and admission to professional programs. UC alumni could share their experiences. Mr. Osea underscored appealing to priorities of prospective transfer students: affordability, housing, and thriving after graduation.

Regent Cohen expressed surprise that the University was still discussing pilot programs when the California State University's (CSU) Associate Degree for Transfer (ADT) program already existed as a model. UC was creating an additional layer of transfer protocol. UCLA agreed to implement ADT as part of Governor Newsom's funding compact; Regent Cohen urged other campuses to do the same. Ms. Gullatt replied that the Assembly Bill (AB) 928 implementation committee has begun to meet. UC accepted ADT as part of its holistic review, but there were differences in the UC and CSU majors. Mr. Rawlins shared that, in the last five years, the percentage of community college students willing to try applying to UCSD in certain majors had declined by 50 percent. He attributed this to word of mouth communication. Faculty Representative Cochran opined that the transfer process might never be easy. ADT was structured for CSU but does not

work as well for UC because of UC's emphasis on major preparation. Even freshman admits to UC might not be able to take general education courses until senior year. Regent Cohen remarked that ADT was structured for CSU because UC had resisted adopting it. He expressed concern that these justifications would not be well received by the State.

Regent Anguiano stated that the way the University communicates about this issue is as important as its efforts. She stressed that the transfer process is very important to the Regents and that the Regents did wish to make it easy. Ms. Cochran countered that UC was committed to improving the transfer process. The University was spending much time on this effort. Chancellor Block shared that UCLA had more transfer students than the required one-to-two ratio, and 77 percent of transfer students graduated within two years. Still, UCLA was open to improving its methodology. President Drake noted that the University's ability to attract and retain Pell Grant recipient and first-generation students, its transfer ratio, and its 75 percent transfer acceptance rate were unique in the country, putting UC ahead of its comparators. The transfer pool was sometimes less diverse than the freshman admit pool, and every transfer student admitted meant a freshman entrant would not be admitted. UCLA's current transfer process resulted in a more diverse transfer student population than if they used the ADT, so the directive for UCLA to transition to the ADT presented a challenge. President Drake wished to convey the reality of the circumstances; UC and CSU had very different systems.

Regent Hernandez suggested examining where in California transfer students were coming from to ensure a more diverse pool. He asked if transfer students exhaust Pell or Cal Grants during their time at UC and what issues might arise as a result. Ms. Gullatt responded that new funding would go toward improving UC's presence in more remote community colleges. Early identification helped students in their senior year of high school prepare for college to offset the amount of time spent in the community colleges and avoid exhausting grants. Mr. Rawlins stated he would determine whether the exhaustion of grants was tracked at UCSD. Executive Director of Student Financial Support Shawn Brick explained that, if students exhaust their Cal Grant, UC does provide them with its own need-based grant.

Regent-designate Raznick asked if there was a dedicated communication program for the transfer process. He acknowledged challenges associated with communicating with a constituency ranging from first-generation students and their families to administrators and counselors. Mr. Rawlins replied that UCSD's presence was not limited to local community colleges. There was also staff based in the Bay Area and Los Angeles who were traveling to various locations. UCSD was also working with community colleges to identify the target demographic. At times, simple messaging from UCSD could also provide support. With regard to a dedicated communication program, Mr. Rawlins stated that UCSD had a formally described plan of messaging with a timeline for delivery. UCSD would also be able to see who opens the messages and clicks on the links in them.

Committee Chair Park stressed that this was an increased level of effort and not a repackaging of existing ones. She called for an accelerated timetable that aligned better with the Compact. In Committee Chair Park's view, the UC transfer process was

somewhere between confusing and rich in options. She suggested that a discussion of the transfer process be presented at an upcoming joint meeting of the Academic and Student Affairs Committee and the Finance and Capital Strategies Committee.

The meeting adjourned at 12:50 p.m.

Attest:

Secretary and Chief of Staff