Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:

DISCUSSION ITEM

For Meeting of July 21, 2021

INSTRUCTION AND RESEARCH AT THE UNIVERSITY OF CALIFORNIA: COVID-19 IMPACT AND PLANS FOR FALL 2021

EXECUTIVE SUMMARY

As the University of California begins to emerge from the challenges of the COVID-19 pandemic, UC campuses are reflecting on the impacts, developing plans for reopening and carrying forward lessons learned. This document provides an update on the impacts of the COVID-19 pandemic on two mission-related functions of the UC system—instruction and research, along with plans for fall 2021. The item draws from system data and campus surveys to assess impact to instruction and research, as well as, students and faculty. Following this, it highlights initial lessons or areas of future inquiry to carry forward, as campuses transition to a post-pandemic reality.

BACKGROUND

The Office of the President (UCOP) regularly tracks instruction-related student data (e.g., course taking and student GPAs), graduation rates, student experiences, and research-related data (e.g., research awards) and did so throughout the COVID-19 pandemic. In addition to these data, UCOP administered several surveys with COVID-19 specific questions during the pandemic to assess impact to students and faculty. Institutional Research and Academic Planning (IRAP) administered the UC Undergraduate Experience Survey (UCUES) in spring 2020, with findings shared in the May and September COVID-19 updates to the Academic and Student Affairs Committee. IRAP is currently administering the UC Graduate Student Experience Survey (UCGSES), and preliminary findings will be shared in this written item. In addition, the systemwide Academic Senate administered a questionnaire to instructors on the impact of COVID-19, which will also be presented to the Academic and Student Affairs Committee, and the systemwide Provost requested campus executive vice chancellors and provosts respond to a series of questions on the impacts of COVID-19 to instruction and research operations, along with plans for the fall term.¹

¹ EVCP responses included in this item were as of May 24th. These updates are as current to that date and may not reflect the latest information. If there are significant differences as of the July meeting, UCOP and campus presenters will note that in the discussion.

In reviewing this information, it is critical to remember the unique circumstances over the last year. The COVID-19 pandemic imposed a mental, physical, and economic toll on UC students, faculty, and staff. Stay at home orders and travel restrictions limited individual choices and influenced decision making. Parents struggled to balance work and family, as they also provided K-12 remote schooling support and child care. The information presented below reflects that point in time. It will provide useful insight, but the opportunities of remote instruction and the impact of the pandemic cannot be decoupled and need to be reviewed recognizing that context.

IMPACTS OF THE PANDEMIC TO INSTRUCTION AND RESEARCH

The pandemic had different effects on undergraduate and graduate education.

Undergraduate Education

Undergraduate students' course taking increased during the COVID-19 pandemic.

Starting in spring 2020, student course loads increased. Units attempted grew from 14.7 in spring 2019 to 15.0 in spring 2020, resulting in an additional 123,660 credits attempted by undergraduates in spring 2020 over spring 2019. This increase is likely connected in part to liberalization of pass/no pass options beginning in spring 2020. In spring 2020 and given limited options for work, travel, and other recreational activities, seven percent of students took courses pass/no pass compared to one percent the year before.

Many more UC undergraduates enrolled in summer 2020 and took more courses than in previous years. About 21,000 more UC students enrolled in summer courses than in summer 2019, an increase of 20 percent. Of those students enrolled in summer 2020, 20 percent attempted a much larger-than-average course load of more than 12 units, a four percent increase over prior summers (see Figure 1). Increases in summer enrollments and units taken contributed to 32 percent increase in Full-Time Equivalents (or 5,300 FTE) over summer 2019 levels.



Figure 1. UC Undergraduates summer student enrollment by course unit load

Undergraduates continued to enroll in higher-than-average units in fall 2020 and winter 2020 (see Figure 2), for a cumulative total of 414,970 additional credits above pre-pandemic levels. Large increases in credits attempted also correlates to additional instructional workload for UC faculty and graduate assistants.

Credits attempted appear to be returning to pre-pandemic averages in spring 2021. The average units taken in spring 2021 are 14.8, down from 15 in spring 2020 and closer to spring 2019 average units attempted (14.7).

	Undergraduate Average Units			Total Increase in Additional Units	Un 4.0 3.5 3.0	3.12	3.14	3.13	3.12	3.16	3.15	3.30	3.52	3.43	3.
TERM	2018-19	2019-20	2020-21	Compared to pre-COVID-19	2.5										
Summer	8.4	8.5	9.1	213,554	1.5										
Fall	14.5	14.6	14.8	69,715	0.5										
Winter	14.8	14.8	15.0	8,040	0.0	,18	18	18	,19	,19	£1,	, 20	/20	'20	.'21
Spring	14.7	15.0	14.8	123,659	1	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter

Figure 2. UC Undergraduates average units attempted and GPA by term

Undergraduate student GPAs increased in spring 2020 to 3.52 up from 3.16 in spring 2019, and have not yet returned to pre-pandemic levels. (Note: spring 2021 data is not yet available). The percentage of UC seniors graduating in summer or fall increased by about 2.5 percentage points overall, 2.8 points for California residents, and one point for nonresidents.

Increases in undergraduate GPA and course taking corresponded to increases in recent fouryear freshman graduation rates. UC's overall four-year graduation rate increased by about 1.7 percentage points to 71.3 percent. In addition, UC saw a slight gap closure for underrepresented groups (URG) (see Figure 3).

Figure 3. UC Undergraduates four-year graduation rates and equity gaps for Pell, firstgeneration and underrepresented groups (URG), systemwide, Fall 2019 and 2020

	Reporting Year	Pell	Non- Pell	Equity Gap	First- Gen	Not First- Gen	Equity Gap	URG	Non- URG	Equity Gap
4-yr grad	Fall 2019	62.9%	73.9%	11.0%	62.1%	74.6%	12.5%	57.3%	74.1%	16.8%
rate	Fall 2020	64.9%	75.7%	10.8%	64.2%	76.3%	12.1%	60.6%	76.1%	15.4%

It is unclear whether graduation rate improvements will continue or reflect a unique circumstance during the pandemic.

Graduate Education

Graduate students experienced delays in progress towards graduation. In the UC Graduate Student Experience Survey (UCGSES),² graduate students were asked, "Has progress towards your degree completion been delayed due to the impacts of COVID-19?" Figure 4 shows one in three graduate students reported their graduation progress had been delayed by at least one term (34 percent) and one in five (18 percent) reported graduation might be delayed by at least two terms.

Figure 4. UCGSES responses to "Has progress towards your degree completion been delayed due to the impacts of COVID-19?", systemwide by degree discipline, Spring 2021



Campus executive vice chancellors and provosts (EVCPs) described the impact of these delays.

"The normal timeline (first year fellowship and then three years of research funding) has been delayed, so the impact may be further down the road, when the campus needs to find additional funding for them, or they may have to assume additional loan funding."

– UC Riverside

Progress to graduation varied by degree discipline. For example, humanities and life sciences graduate students report the greatest delays to graduation, whereas more than 80 percent of graduate students in the health professional/clinical science and professional fields reported making progress as expected. Research is essential for graduate degree completion in most UC programs, but some graduate programs had fewer opportunities for conducting research during the pandemic, especially those that required human-subjects or lab-based research.

"Humanities and social sciences research was negatively impacted due to travel and other restrictions that made it impossible for researchers to access remote sites such as archives and museums. Theoretical, mathematical, and computational research did better on a relative basis

² UCGSES currently is still being administered. Preliminary data represents a completion rate of 20 percent which is representative of the overall population based on race/ethnicity, residency, discipline and age/group, with slightly higher proportion of respondents being women.

although restrictions on in-person meetings did have negative impacts on these types of projects as well."

-UC Irvine

Figure 5 shows that over 77 percent of UCGSES respondents said their research had been delayed, with 90 percent of life science graduate students reporting delays in research and 70 percent in experimental work.





Graduate students were satisfied with some aspects of the graduate experience during the COVID-19 pandemic. Figure 6 shows 88 percent were satisfied with availability of courses to meet degree requirements and 83 percent were satisfied with interaction with instructors. However, there was a little less satisfaction with mentorship and advising in their programs (76 percent), the quality of their own engagement (70 percent), and interactions with other students (67 percent).

Figure 6. UCGSES responses to "How satisfied were you with each of the following aspects...", systemwide, spring 2021



In addition to maintaining research and managing course work, graduate student instructors (GSIs) helped many faculty members convert their courses to remote format, supporting faculty in transitioning courses to remote learning modalities. Remote learning affected GSIs in different ways. for some, it provided cost savings as they could move to less expensive locations; for others, it led to increased workload and was difficult to manage.

Graduate students described some of the benefits and challenges associated with remote learning and instruction through responses to the UCGSES:

"There are many aspects of remote learning that have actually made grad school more accessible and flexible for me, especially in terms of work-life balance, multimodal engagement, and the ability to attend events virtually that I would not have been able to otherwise. I hope that we can learn from these things instead of going right back to 'normal.""

"As a GSI, I have seen the fatigue that the undergrads and GSIs have experienced, I am sure it has impacted faculty as well. Elements of accessibility of remote or hybrid instruction can be valuable for graduate students with children, i.e. not having to commute to campus. But there are tradeoffs. Providing hybrid options/including remote options in part, may be an interesting approach to foster greater inclusivity. However, physical presence and the need for human connection is irreplaceable."

"Please do not conflate 'we figured it out' with 'this worked well.' While students and GSIs and faculty sorted out remote learning, much of the nuance fell out of the experience. Many of the students managed to keep their production up to a level required to pass the course, but there was a noticeably larger group of students residing in the middle with flat analyses and surface explanations than in previous years. Critical thinking and curiosity were much harder to inspire, practice, and sustain."

"It was easier to balance my responsibilities remotely because I live an hour from campus. I was able to GSI and meet other responsibilities specifically because of remote work. I am concerned about being able to GSI again when things are no longer remote."

"I hope for more flexibility as we transition back into in-person instruction. Continue to give students leeway around grading policies."

"I am afraid that I fell too far behind during remote learning and will not be prepared for inperson learning and research."

Faculty/Researchers:

The pandemic increased faculty workload and there were disciplinary differences regarding the impact on research.

The impact of the COVID-19 pandemic on faculty and other researchers varied. Within the survey of campus EVCPs, several campuses mention disproportionate impacts of the COVID-19 pandemic on postdoctoral researchers and early-career, female, and underrepresented faculty. They also mentioned that the impacts to research and publishing opportunities for these faculty could ultimately affect promotions and lifetime earnings. For faculty who were not as affected by COVID-19, publishing and research proposals increased. However, for those not able to publish or write proposals, one factor cited was a lack of quiet space to write.

"Many faced significant challenges working remotely, particularly where poor internet or housing and child care demands reduced quiet time for writing. While some faculty have been incredibly productive in publishing research papers, challenges in generation of new data will likely translate into delays in the publication of new research in the coming years. We are also keenly aware that women and young faculty who had to balance other responsibilities such as childcare and remote schooling have been disproportionately impacted during the last year." – UC Berkeley

"The disproportionate impacts of COVID-19 on the careers of women, URMs, and graduate students is likely to last longer."

- UCLA

"It became apparent that the productivity of junior faculty with demanding dependent care obligations were most impacted. This was by and large females, tracking with national reports, but there were a significant number of impacted males as well."

- UC Santa Barbara

Research

Although, UC research awards were similar during the pandemic to prior years, there were disciplinary differences in output and experience. Systemwide, research proposals and awards were on par with prior years in 2020 and, in the first quarter of 2021, there was a slight increase over prior years (see Figure 7).

Figure 7. UC research awards and proposals by academic year and annual quarter, 2018 to 2021



However, research productivity was impacted during the COVID-19 pandemic due to:

- Low density restrictions (restrictions on numbers of persons) in lab or other research settings where in-person research is essential
- Limited or no access to museums, libraries, or other archival resources
- Cancellations of field research and conferences
- Inability to collaborate with other researchers or visiting scholars
- Inability to train graduate students in laboratory or other research procedures and protocols
- Delaying the start of new initiatives
- Shifting priorities to COVID-19 related research

In 2020, almost all UC campuses received funding from National Institutes of Health (NIH) for COVID-19 related research. UC campuses received 97 NIH-funded COVID-19–related research awards totaling \$84 million across nine campuses. UCLA, UCSF and UC San Diego received 73 percent of the awards and 77 percent of the funding.

While most high-profile COVID-19 research centered on enhancing testing capabilities or producing a vaccine, there was an abundance of other areas of COVID-19 research needs to address. This increase in COVID-19–related research shifted resources away from other areas of research, causing additional problems. One campus noted:

"...costly materials and chemicals with expiration dates have not been used because of research activity limitations and will have to be replaced as research ramps up with no additional budget for them."

- UC Riverside

Additionally, the low-density restrictions in University research laboratories affected research productivity. For projects in which in-person research operations were essential (e.g., physical science laboratories), the inability to collaborate with other researchers and offer laboratory

training to graduate students were contributing factors in lower productivity rates. Responses from the EVCP survey report that much of 2020 research expenditures went to supporting and employing staff, graduate students, postdoctoral researchers, and faculty, not to research productivity. Furthermore, several campuses expressed a year's worth of research productivity lost.

"Many researchers will continue to have to find ways to make up for the loss of a year's worth of productivity."

– UC Berkeley

"There will be the negative impacts of a lost year on research productivity and outputs"

– UC Irvine

CAMPUS PLANS FOR FALL 2021: INSTRUCTION AND RESEARCH

On January 11, 2021, President Drake announced that UC campuses would resume in-person instruction for the fall 2021 semester/quarter. Many campuses are implementing lessons learned, like better processes, procedures, and considerations, into their plans for fall 2021. Additionally, campuses pledge to carry over improvements in equity into instruction, research, and other University operations.

"As we return to campus, it is critical that we do it in a way that allows us to return to a 'new normal' not just return to the status quo. At all levels of the organization, and especially in our key mission of teaching and research, we need to be equipped, both in terms of resources and strategy, to address this very important issue."

– UC Berkeley

Instruction:

All ten UC campuses are planning on resuming the majority of instructional operations back to pre-pandemic modalities in fall 2021, with increased COVID-19 vaccinations and the easing of public health restrictions. Current in-person instruction plans vary by campus.

Many UC campuses will continue to hold large lecture-style courses of 150 to 200 students or more remotely while, in several cases, will be holding in-person discussion sections. In most cases, other classes that will be offered remotely are those that have received local Academic Senate approval or those that are targeted at students unable to return to campus in the fall, such as students with health conditions that will prevent them from returning to campus or international students who are unable to return from their home counties due to visa restrictions or backlogs.

"We are not returning to 'normal' operations once the pandemic ends. We will change in profound ways, especially with regard to how we support more flexible options to work remotely, on-site, and in a hybrid manner. We will see greater use of electronic meetings and exchange of electronic documents instead of paper. Many very large lectures may move permanently to a remote lecture format with in-person discussion sections."

– UCLA

Classroom capacities on most campuses are expected to be close to 100 percent. While mask mandates in the classroom will, in most cases, be based on County, State, and CDC health guidelines, as they continue to unfold. There are still campuses that plan on requiring masks in the classroom regardless of the aforementioned guidelines but the situation is fluid and campus guidelines are evolving.

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"Since mid-March of 2020, UC San Diego has relied on the expertise of our world-renowned faculty and medical teams to thoughtfully plan for returning to in-person teaching and research on campus in the safest way possible. We took the necessary time to develop our flexible *Return to Learn* plan to do so prudently."

- UC San Diego

"To carry out our plan for fall, it is crucial that as many people as possible get vaccinated. Therefore, we fully support a policy that requires a COVID-19 vaccine for all students, faculty, and staff who plan on accessing campus spaces in fall."

- UC Davis

UC campuses are encouraging faculty, students, and staff to remain adaptable and resilient. While committed to in-person instruction for fall 2021, all UC campuses are emphasizing flexibility and resilience should the COVID-19 situation worsen suddenly. They also are prepared to adjust instructional modalities quickly given that there seems to be no alleviation in the seasonal wildfire danger that has plagued California with increasing intensity for the last several years.

"Committees are reviewing policies and practices for remote work arrangements and we will encourage workplace flexibility, keeping in mind that the operational needs of the unit are the first priority."

– UC Santa Barbara

"Principles of flexibility, empathy and compassion are critical. Obviously different segments of the population feel differently and aspects of instruction and research have diverse needs, but in order for us to maintain overall satisfaction, we will need to continually remain flexible and adaptable."

— UC San Francisco

In response to both the pandemic and to a renewed focus on issues of equity in the classroom, a number of UC faculty and administrators are suggesting a re-evaluation of existing academic structures and policies that may be outdated and contributing to inequities. Areas that have been identified include re-examining student assessment or grading, deadlines for declaring pass/no pass options, policies on dropping and adding courses, in-person residency requirements, and approaches to prerequisites, among others. "We need to design policies for flexibility and empathy."

– UC Davis

"Many of the structures that result in equity issues are not a remote versus in-person question. There are examples where remote instruction led to improved access for some students (e.g., working students could attend office hours remotely) but at the same time there are examples where remote instruction meant greater barriers (e.g., poor internet connectivity)"

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– UC Irvine

Campuses are acknowledging that any return to campus-related innovations must acknowledge systemic racism and lessons learned during the George Floyd protests. Antiracism pedagogy and efforts to increase a sense of belonging on UC campuses are major parts of these efforts.

"Rethinking both the in-person and remote experience from an equity lens is critical at this point in time. The COVID-19 period really highlighted structures that are inequitable in powerful ways – such as course policies, institutional policies, grading practices, assessment practices, etc. Also, we need to remember the question is not in-person versus online anymore. It is how do we best leverage any given technology or approach in a strategic way for any given course or goal." – UC Irvine

The total impacts the COVID-19 pandemic had on students, faculty and staff are still

unknown. Though the University is starting to get answers to some important questions, it is imperative to note that UC will not know all the impacts the pandemic had on students, faculty, and staff by fall 2021. Continued evaluation of, in particular, four-year graduation rates, student retention rates, and learning outcomes, impacts on student, faculty and staff mental health over the course of the past year plus is required and will be ongoing.

"We have not yet gotten a clear picture of how our students and their learning outcomes have been/will be affected by the emergency remote teaching for the past year. We will likely have to undertake extra assessment efforts to better understand the long-term impacts of learning during the pandemic."

-UC Riverside

As campuses continue to assess the impact of remote instruction and the COVID-19 period, there is general agreement across UC that a return to "normal" is unlikely and impractical. Campuses are rethinking everything from more effective uses of technology to changes in pedagogical norms, with opportunities for faculty and administrators to discuss ways to examine changes made during this period and identify what to continue that will promote student outcomes.

A few examples include:

• Assessment: Greater use of pass/not-pass options may have contributed to improved student outcomes, including an increase in first-year retention. Concerns about academic integrity—increased cheating—when administering exams remotely, in part, contributed

to some instructors examining other ways to assess student performance. There may be opportunities to rethink how to measure students' understanding of content and progress in entry-level courses.

- Teaching and Learning Centers: These centers played a critical role in supporting the rapid shift to remote instruction, with instructors across disciplines gaining awareness on the services they can receive to re-design courses. Along with a greater likelihood that additional large, lecture-style classes may shift to a remote or hybrid format, there may be increased opportunities to adapt other courses to incorporate anti-racist pedagogy and other modifications to eliminate equity gaps.
- Summer: UC experienced its largest increase in summer enrollment in 2020, when students could take courses remotely. As students have other options that were restricted during the pandemic (e.g., work, travel), there will likely be some decline in summer enrollment. As the quality of instruction in such modalities improves, an increase in online or remote instruction, particularly in summer, , could have benefits with regard to access, equity, and time to degree
- Leveraging technology: Instructors relied more on technology, from learning management systems to digital polling to videoconferencing platforms, and, through this experience, there will be greater opportunities to discuss how to use technology appropriately and effectively.

Research

All campuses expect to return to pre-pandemic levels of research activity by the middle of summer 2021, if not sooner, as long as U.S. Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), California Occupational Safety and Health Administration (Cal/OSHA), and UC guidelines on COVID-19 allow it. Many have already started phasing in more research capacity, some as early as May 2020.

"Our goal is to return to 100 percent research operations by summer 2021, pending guidance from Cal OSHA. The challenge with coming back 100 percent is the six-foot distancing rule and we're expecting guidance from Cal OSHA on that, in late May. So far our indicators have been positive (low COVID cases, high vaccination compliance), and we hope that, having people who do not need to be on campus remaining remote, will allow us to increase this research density safely."

- UC San Francisco

Some campuses also noted relatively low infection rates where campus research was taking place and that those results be kept in mind if laboratories are proposed to be closed in the future.

"Research operations were almost totally COVID-free. That is, the infection rate was extremely low among researchers. They wanted to get back to work and are accustomed to wearing PPE and to following EHS guidelines"

- UC Merced

"There were few positive cases and researchers were being quite careful in overseeing their operations since they knew if outbreaks occurred in research they would need to ramp down their activities."

"We have seen no transmission of SARS-COV-2 within research facilities, and approximately 70 percent of students and staff have been vaccinated. Therefore, all types of research activity are permitted on-site, with researchers required to wear masks when indoors and maintain a six-foot distance from others."

– UC San Diego

Many campuses mentioned carrying forward lessons learned for research from other recent crises, such as the California wildfires and blackouts, to the current pandemic, but said additional lessons during the COVID-19 pandemic will help build on their resilience for future disasters.

"COVID-19 and wildfires have led us to multiple ramp-downs of research activity, and, in some cases, limited access to research spaces... we were able to rapidly develop procedures, recommendations and guidance to maintain stable research operations... We have built a capacity for resilience that will serve us well in the years ahead."

– UC Santa Cruz

Most campuses plan to carry the following lessons forward for resilience in research operations:

- Adopting more flexible working conditions for employees—hybrid options for remote work (as certain tasks can be done efficiently in a remote setting)
- Increases in cross-campus collaborations
- Improved internal communication (town halls, listservs, newsletters)
- Updated or newly created protocols for emergency response systems
- Agility and flexibility in setting disaster guidelines
- Changes to building protocols, such as maintaining newly establish formal building oversight committees to develop and implement guidelines and lists of essential workers
- Working closely with State and County officials during crises
- Applying knowledge learned about inequities

Other lessons learned include:

- Greater sensitivity to work-life balance and the emotional needs of people
- Effectiveness of remote work for research administration processes
- Collaborations across UC campuses on research shut-down and ramp-up demonstrated the "power of ten"
- Excellent teamwork between research administration and legal, facilities management, Environmental Health and Safety (EHS), and other administrative support units

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- UCLA

- The pandemic provided excellent real-world experience in disaster management and disaster recovery strategic planning
- More effective and efficient sharing of laboratory spaces and facilities through shared calendars, staggered schedules, group communications, etc.
- Use of virtual meetings for research discussions and collaborations across geographic boundaries
- Global, accelerated sharing of data, models, and research results on COVID-19

CONCLUSION

The University of California's resilience and flexibility in 2020 and 2021 enabled the preservation of two mission related functions—instruction and research. Nevertheless, the COVID-19 pandemic left an indelible mark on UC. The beneficial effects include changes to instructional methods and policies including greater availability of remote learning options, especially in certain large lecture courses and in summer and consideration of alternate means of assessment.

During the remote instruction period, undergraduate students took and successfully completed more courses. There was also more awareness to equity issues in the classroom. Both factors helped contribute to an increase in timely graduation rates. UC will need to assess what practices to continue that will further advance these outcomes, particularly with student-identified concerns about their level of engagement in the material and with other students and instructor concerns on students' understanding of course material.

Based on this remote instruction period, campuses are looking for ways to provide staff, faculty, and researchers greater flexibility in their working environment including hybrid working models, optimal use of campus spaces, and a more prudent adoption of campus preparedness regarding emergency response systems and protocols. UC campuses also pledge to maintain newly formed collaborations and networks within campuses and across the UC system.

As the University returns to campus, it must also grapple with some of the adverse effects of the COVID-19 pandemic, such as an increase in faculty and graduate student instructor workload and lasting adverse impacts on the research activity of newer, younger professors, especially those who also shouldered caregiver responsibilities. The remote instruction transition increased student course taking and made assessment and grading more labor intensive. In addition, the remote experience delayed timelines for research and graduate student degree completion. Campuses will also be challenged by missed research opportunities for postdoctoral researchers, junior faculty, and other faculty whose careers were disproportionately affected by the pandemic (such as caretakers, women, and members of underrepresented groups).

UC campuses will have to think creatively about an effective path forward, one that will improve these aspects and accelerate research productivity. While there are some areas to address, UC has much to gain from carrying lessons learned into the future.

Key to Acronyms

Cal/OSHA	California Occupational Safety and Health Administration					
CDC	U.S. Centers for Disease Control and Prevention					
CDPH	California Department of Public Health					
EHS	Environmental Health and Safety					
EVCP	Executive Vice Chancellors and Provosts					
GPA	Grade point average					
GSI	Graduate Student Instructors					
IRAP	Institutional Research and Academic Planning					
PPE	Personal protective equipment					
UC	University of California					
UCGSES	University of California Graduate Student Experience Survey					
UCOP	UC Office of the President					
URG	Underrepresented groups					