

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
Effective Beginning Summer or Fall 2020**

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: <http://regents.universityofcalifornia.edu/governance/policies/3103.html>. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21		2021-22		2022-23		2023-24		2024-25	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$6,490	\$6,750	\$7,020	\$7,300	\$7,592	\$7,896	4.0%	\$260	4.0%	\$270	4.0%	\$280	4.0%	\$292	4.0%	\$304
Prof. Degr. Suppl. Tuition (Nonresident)	\$12,655	\$13,288	\$13,952	\$14,650	\$15,382	\$16,150	5.0%	\$633	5.0%	\$664	5.0%	\$698	5.0%	\$732	5.0%	\$768
Mandatory Systemwide Fees*	\$12,570	\$12,966	\$13,368	\$13,788	\$14,220	\$14,670	3.2%	\$396	3.1%	\$402	3.1%	\$420	3.1%	\$432	3.2%	\$450
Campus-based Fees**	\$1,617	\$1,666	\$1,715	\$1,767	\$1,820	\$1,875	3.0%	\$49	2.9%	\$49	3.0%	\$52	3.0%	\$53	3.0%	\$55
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***							0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Total Fees (CA resident)	\$20,677	\$21,382	\$22,103	\$22,855	\$23,632	\$24,441	3.4%	\$705	3.4%	\$721	3.4%	\$752	3.4%	\$777	3.4%	\$809
Total Fees (Nonresident)	\$39,087	\$40,165	\$41,280	\$42,450	\$43,667	\$44,940	2.8%	\$1,078	2.8%	\$1,115	2.8%	\$1,170	2.9%	\$1,217	2.9%	\$1,273

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments: As discussed in the next section (Program Goal Evaluation), the guiding principles for the Master of Science in Civil and Environmental Engineering (MSCEE) are those of excellence, access, and affordability. We are committed to ensuring broad access to the MSCEE for students from California, and the structure of the PDST has been designed to preserve the ratio of resident to nonresident tuition that would exist in the absence of the PDST program, while also preserving price competitiveness with peer institutions. The fees outlined in the above table are based on these principles, with the nonresident PDST slightly less than double the resident PDST. Differentiating resident and nonresident PDST in this way will help us to increase the proportion of California residents in the program. Nonetheless, in the last 3 years, while international enrollment has grown, the number of students from California has not. We need to do more to establish a strong pipeline for California students (see Program Goals and Expenditure Plans), and also anticipate further differentiation between nonresident and resident PDST as outlined in the above table.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

The Civil and Environmental Engineering (CEE) Department at UC Berkeley has been the leading department in the field academically for decades, and has maintained the top-ranked graduate programs in both Civil Engineering and Environmental Engineering (US News & World Report) for several years. The MSCEE has been a leading professional degree in Civil & Environmental Engineering for more than a century and has served an important role for engineering professional training and in support of the state and the nation. The one-year MSCEE program at Berkeley provides professional training for engineers needed to address society's greatest challenges, including earthquakes and building safety, transportation systems and traffic congestion, energy transitions and climate change, and the interaction of infrastructures systems with natural hazards. California is both particularly vulnerable to these challenges and leading the nation and the world in tackling them. The program draws top international and domestic nonresident students who are seeking to advance their careers to California.

Over the years, the MSCEE has evolved and expanded with societal needs and now includes seven distinct curricular tracks, making it one of the most comprehensive CEE MS programs in the world. The specific tracks are as follows: 1. Structural Engineering, Mechanics and Materials; 2. Environmental Engineering; 3. Geosystems Engineering; 4. Transportation Engineering; 5. Engineering and Project Management; 6. Systems Engineering; 7. Energy, Civil Infrastructure, and Climate. Each track has its own curriculum that provides the depth of training required by employers within the field and contributes to the preparation of students for the Professional Engineer (PE) exam. Typically, students enter the MSCEE with a BS degree in CEE or closely related field and the MSCEE provides them with professional specialization that leads to new career paths. This specialization both opens new doors professionally, due to the fact that private firms, non-profits, non-governmental organizations (NGOs), and government agencies (federal, state and city/county levels) recruit from specific curricular tracks to fill their professional needs, and provides students

with a foundation on which their career can develop over the long term. As such, the MSCEE degree is a critical step in the professional career of a civil or environmental engineer and is associated with significant increases in earning potential, both immediately and throughout their career.

Finally, to reinforce the importance of the MSCEE for professional engineers, we note that the American Society of Civil Engineers (ASCE, the accrediting body for the field) has made it clear that a BS degree in CEE is not sufficient professional preparation, and the licensure requirements include “ *a master's degree in engineering, or no less than 30 graduate or upper level undergraduate technical and/or professional practice credits or the equivalent agency/organization/professional society courses which have been reviewed and approved as providing equal academic quality and rigor with at least 50 percent being engineering in nature.*” The importance of the MSCEE for students’ career development, and professional practice in industry and government, has been reinforced in discussions with CEE’s Advisory Council, which has emphasized the critical role the MSCEE plays in the professional.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

In our previous multi-year plan, which covered the period from July 1, 2017 to June 30, 2020, we outlined five specific goals that could be achieved with new investments from the PDST. Because the MSCEE was a pre-existing program, these new goals were layered on top of the foundational programmatic goals to ***maintain and improve program excellence, access, and affordability***. Each of the following specific goals that were highlighted for PDST investment were intended to address these three guiding principles (excellence, access, and affordability), and were developed through consultation with students in the MSCEE and alumni of the program:

1. *Expand MSCEE course offerings that focus on professional preparation:* Success in the profession is, increasingly, a function of more than just technical prowess. With this investment, we aimed to improve student preparation for their careers broadly. A semester-long seminar series on professional preparation has been offered in Fall 2018 and in Fall 2019. Through partnership with the CEE Advisory Council, we have now developed additional workshops on professional skills that will be led (Spring 2020) by members of the Advisory Council. Further, we have invested funds in maintaining the curricular needs of the various programs (through lecturer appointments), ensuring consistent and comprehensive professional preparation.

2. *Develop new professional services for MSCEE students, including career planning and placement and alumni networking:* The MSCEE has a large and successful alumni base that was, previously, an untapped resource for students in the MSCEE. Through appointment of a staff member dedicated to professional network building and career planning, two specific new resources are now in place to help connect students and alumni. First, we have launched “CEE Connections” which is an online networking platform (built from the PeopleGrove platform) similar to LinkedIn, but focused on students and mentoring. The platform is particularly well-suited to supporting student job searches and connecting alumni mentors to students, and received very positive reviews from students during a trial period. Secondly, and as part of launching the CEE Connections platform, we instituted biannual student-alumni mixers that are hosted by the Department at an on campus venue. In the fall, the mixer helps students make connections with alumni of the MSCEE, which helps to facilitate their job search and network building; in the spring, the focus is on maintaining student engagement as they transition to being alumni. This will allow the community and network to grow rapidly in the coming years, with direct benefit to MSCEE students.
3. *Increase Graduate Student Instructors (GSIs) and other teaching support for MSCEE courses:* In order to maintain excellence in our program, and to ensure positive educational outcomes for our students, the rigor of our program must be paired with resources to help students master the material. Graduate Student Instructors (GSIs) are a critical instructional resource, and we have worked in the last two years to ensure that every MSCEE course has a GSI available for the students. In total, between the appointment of lecturers (Goal #1 above) and the appointment of GSIs in MS courses (including salary, tuition and fees), we have invested a minimum of one-third of PDST revenues directly in MS instructional resources.
4. *Expand graduate advising and administrative support for MSCEE students:* Prior to the implementation of the PDST, our graduate students were served by a single Graduate Student Advising Officer (GSAO). The size and complexity of the MSCEE program was too much for a single GSAO to manage, however. With the implementation of the PDST, we have added a second GSAO, thus doubling the advising support for students. The addition of an outward-facing staff member, who was focused on alumni-student connections and professional transitions, provided additional, and new, support for students in the MSCEE.
5. *Invest in improvements to MSCEE student spaces:* Aging facilities were becoming increasingly problematic for the MSCEE, and were undermining the student experience, both inside and outside the classroom. In 2017-18 and 2018-19, PDST funds were invested in classroom improvements, including reconfiguring classrooms (re-orienting them for closer connections with the instructor), new furniture, and replacement of technology (projectors, assisted listening), and in other shared resources such as water fill stations. In 2019-20, we have been focused on program-specific student study space, which is currently inequitable

between MSCEE programs; specifically, we are developing new space for use by students in the Systems Engineering and the Energy, Civil Infrastructure, and Climate Programs.

Considering now the guiding principles of *excellence*, *access*, and *affordability*, we are proud of the fact that the MSCEE has maintained its top ranking throughout the period of our previous multi-year plan. Top students continue to apply and attend, and we are confident that the excellence of our MSCEE has been maintained or improved. Turning to access and affordability, we see a more mixed set of results. MSCEE enrollment has increased from the pre-PDST period (typical MSCEE cohorts were about 170 students prior to 2017-18; in 2018-19 and 2019-20, enrollment has been stable at around 200 students), the percentage of Pell Grant recipients in the MSCEE program has increased significantly, and the percentage of students who emerge with educational debt has decreased; each of these data points are positive with regards to access and affordability. At the same time, the average debt among students who take on debt has increased, the percentage of MSCEE students who are California residents has decreased, and the diversity of the MSCEE student body has been stagnant, in spite of a number of concerted efforts to address this issue (see Enrollment and Diversity Strategy Sections). Each of these outcomes is inconsistent with our principles of access and affordability, which informs the goals for the new multi-year plan that are described in the next section.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

While we consider many aspects of the first three years of PDST implementation on the MSCEE to have been successful, we have a number of concerns that we intend to focus on in the next five years. These priorities have been shaped by continuous student engagement (Student and Faculty Consultation Section below, and highlighted throughout the proposal), and every one of these investment areas has been discussed with MSCEE students over the past 2 years. Throughout, the guiding principles of *excellence*, *access*, and *affordability* inform our development and prioritization of these efforts. These goals will be achieved through deliberate and strategic investments of PDST revenue and faculty time. Specific goals for the coming 5-year period are:

- 1. Improve the diversity of the MSCEE student body.** The MSCEE student body has historically had low representation from under-represented groups (URGs), and the last three years have been no exception (see Table in Enrollment and Diversity Strategy Section). At the same time, tackling society's engineering challenges, which is the core mission of Civil and Environmental Engineering, relies on a diversity of perspectives. Solutions developed in non-diverse settings will not represent the full range of possible ideas and approaches, and will be less likely to be implemented in the diverse communities of California. In the past two years, we have pursued a number of new initiatives intended to address this issue, but we have not been able to make progress to date. Informed by an evaluation by students, staff, and faculty of the successes and failures of the efforts begun this past year, we will pursue in a 4-part strategic plan for building a diverse and inclusive community, that addresses all stages of the student experience: application, admission, matriculation, and community. PDST revenues will be used at all 4 stages of this plan: (1) to build a more diverse pipeline through faculty and student outreach, including in-person visits, and by eliminating application fees and through faculty and student outreach; (2) to ensure holistic review with the engagement of students and expanded staff attention to holistic review procedures; (3) to recruit a diverse class through return-to-aid investments and direct recruiting by faculty and student representatives; and (4) to create an inclusive community by supporting affinity groups and establishing dedicated student spaces. Details on each of these elements of the program appear below (Enrollment and Diversity Strategy Section below), but we note here that each element of these investments has been discussed with student leaders, and the Environmental Engineering Advocacy Team (an organization of graduate students in Environmental Engineering) was instrumental in forming the strategy.
- 2. Increase the representation of California residents in the program.** Prior to the implementation of the PDST, California residents represented 25-30% of MSCEE enrollment. In the third year of PDST implementation (2019-20), the percentage of California residents in the MSCEE is at the high end of this range (29.9%). Looking ahead to the coming years, in support of our state-oriented mission we have set a target of 40% California residents in the program, which would represent a 33% increase over the current year (2019-20, in which we have only 30% California residents). A key component of this pursuit is to establish a formal California State University (CSU)-MSCEE program to create a pathway to an MS degree for students pursuing BS degrees at the CSUs. This program will involve personal outreach by CEE Department Leadership (in-person visits, outreach to faculty) and by others in the CEE community, including MSCEE students and faculty. Through this outreach, we will provide information about the pathway that is available to CSU students to complete the MSCEE in one additional academic year, the earning potential of the MSCEE, and success stories of students from the CSUs. Financially, we will be waiving the MSCEE application fee for students whose most recent educational institution was a CSU, and the PDST return-to-aid will prioritize support for students from diverse California undergraduate institutions. This component of our expenditure plan has been strongly supported by MSCEE students in discussions with CEE Chair Stacey, with many offering to engage in the outreach efforts to CSU institutions.

3. **Improve the consistency and quality of instruction in the MSCEE and lower the student-faculty ratio.** Excellence in the academics of the MSCEE relies on high-quality instruction and effective student-faculty engagement, including in lecture and in office hours. Feedback from students in Fall 2019 has indicated that some MSCEE classes have gotten too big to have effective interactions with faculty, while other students have noted inconsistencies in the quality of instruction by temporary lecturers. Based on this feedback, and following Department-wide discussion at a Faculty Retreat in early Fall 2019, we propose to invest in the appointment of Lecturers with Possibility of Security of Employment (L-(P)SOE, or Teaching Professors). In order to improve the student-faculty ratio, we propose to redirect funds that have been spent on temporary lecturers to hire three permanent LSOEs. By hiring LSOEs, we will greatly expand the curricula in our MS Programs, including more application-oriented courses geared towards developing specific professional capabilities, and will improve the quality of instruction. Just as in the first two cases, student feedback on this component of the expenditure plan has been strongly supportive.

4. **Continue to grow and expand the alumni network through CEE Connections, and extend professional training programs throughout the Department.** Network-building and professional training efforts that have been initiated in the past 3 years, and which will be built on in the next phase, include alumni-student mixers, professional skills seminars, and the CEE Connections Platform, which we will continue to work to grow. Students in the current MSCEE cohort spoke highly of the CEE Connections platform during Townhall discussions, but the number of participants needs to grow in the coming years for it to provide the most support possible for MSCEE students. In the coming year, we will launch a new MS-wide seminar series, “Leadership in CEE”, that will engage members of the CEE Academy of Distinguished Alumni in lectures and discussions that reflect on the career paths of CEE ADA Members, and provide an opportunity for students to discuss topics of professional interest with these industry leaders.

The PDST Use Table (below) includes an increase of resident PDST of up to 4% per year and nonresident PDST of up to 5% per year. Further differentiating resident and nonresident PDST in this way may help address Goal #2 above, by financially favoring California residents to increase the proportion of California residents in the program. We will review program costs and competitiveness annually when adjusting the PDST up to these amounts. The categories of expenditures represented in the PDST Use Table do not align directly with the above Goals, since expenditures to address Goals #1-4 each span multiple spending categories. In the following paragraphs we note the connections between these categories, programmatic investments, and the above goals.

Financial Aid: In order to expand our recruitment of a diverse student body, including the programs described in section III.a. to create a CSU-UCB MSCEE pathway, we anticipate roughly a 40% return-to-aid fraction. These funds will be distributed by Department admissions officers, and will be used to encourage applications from diverse California undergraduate institutions.

These investments will directly contribute to Goals #1 and #2, and annual increases will allow us to keep pace with cost-of-living and tuition increases faced by future MSCEE students.

Providing Student Services: We will continue to invest in MSCEE student advising (continue supporting two Graduate Student Advising Officers) and will have one staff member tasked with student-alumni relations and professional network building. Student advising staff and externally-focused student-alumni staff will be part of our student support team, and will coordinate efforts closely and share information on the student and alumni experiences. These investment support excellence broadly in the program and help to create an inclusive and supportive community in the MSCEE. As such, this investment will contribute to our success in reaching Goals #1, #2 and #4.

Expanding Instructional Support Staff: This spending category includes stipends and salary paid to Graduate Student Instructors (GSIs) and temporary lecturers for MS courses. Note that benefits for these appointments (including tuition for GSIs) appear in the “Benefits/UCRP Cost”. This investment contributes directly to Goal #3.

Improving the Student-Faculty Ratio: We propose to make three permanent appointments of Lecturers with (Possibility of) Security of Employment (LSOEs). By hiring LSOEs, we will greatly expand the curricula in our MS Programs, including more application-oriented courses geared towards developing specific professional capabilities, and will improve the quality of instruction. This spending category captures the expense of these three appointments, minus the benefits, and will contribute directly to Goal #3.

Benefits/UCRP Cost: This spending category spans almost all programmatic investments, and includes benefits for the student services staff, the instructional support staff, including GSI fees, and the LSOEs. This spending is a fundamental component of achieving all four Goals above.

Facilities Expansion/Renewal: MSCEE student spaces will continue to be invested in annually. Early in the PDST program we invested in classrooms; we now propose to create improved study space, meeting space for student affinity groups, and student lounges for each of the 7 programs in the MSCEE. These investments in improved space are important to creating and maintain a positive student community, which is an important component of our Diversity Strategy (Goal #1).

Instructional Equipment Purchases: Classroom technology will be periodically upgraded, and some lab courses make use of expendable resources. Maintaining modern educational tools is important to Goal #3.

As a summary of the expenditures, we note that the programmatic investments breakdown as a minimum of one-third in Return-to-Aid, one-third in instruction (including GSIs, Temporary Lecturers, LSOEs, and Benefits for all of these appointments), and the remainder in support of support staff and educational facilities.

If the MSCEE PDST increases proposed here are not approved, PDST revenues will not be able to keep pace with increases in expenses associated with staff, GSI, and lecturer salaries and tuition remissions for GSIs and for MSCEE students. Almost all of the elements of the PDST Expenditure plan are subject to annual increases, due to cost-of-living and other adjustments. The current proposal addresses this through annual increases of a maximum of 4-5%. If these increases are not approved, our ability to provide the services and investments outlined in this proposal will be diminished, and cuts would gradually be made to instruction and staff support for the MSCEE. Over time, this will lead to a deterioration of both the educational outcomes of students in the program and the ability of the Department to pursue investments to expand representation of California residents and students from under-represented groups (URGs).

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2019-20 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2019-20 PDST Revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	
Faculty Salary Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits/UCRP Cost*	\$425,702	\$1,457	\$12,815	\$13,199	\$13,596	\$14,003	\$480,772
Providing Student Services	\$66,500	\$250	\$1,669	\$1,710	\$1,753	\$1,798	\$73,680
Improving the Student-Faculty Ratio	\$175,320	\$43,757	\$13,743	\$85,674	\$44,190	\$47,266	\$409,950
Expanding Instructional Support Staff	\$283,817	\$4,191	\$8,640	\$8,899	\$9,167	\$9,441	\$324,155
Instructional Equipment Purchases	\$10,000	\$100	\$253	\$258	\$266	\$272	\$11,149
Providing Student Financial Aid	\$894,099	\$27,223	\$27,589	\$28,463	\$77,174	\$81,741	\$1,136,289
Other Non-salary Cost Increases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	\$63,929	\$71	\$1,000	\$1,625	\$1,666	\$1,707	\$69,998
Other (Please explain in the "Additional Comments" below)	\$248,060	\$1,442	\$7,485	\$7,710	\$7,940	\$8,180	\$280,817
Total use/projected use of revenue	\$2,167,427	\$78,491	\$73,194	\$147,538	\$155,752	\$164,408	\$2,786,810

* Benefits costs and UCRP contributions should be reported as a single line item.

Additional comments:

Other: This category of spending captures travel expenses associated with CSU outreach and program administration costs associated with Department staff time – human resources, financial manager, and IT support.

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

Over the past 10 years, the CEE Department has reduced costs and pursued a number of fundraising efforts. Cost cutting efforts have included reductions in staff support (program-specific staff was eliminated in favor of department-level staff) and funding for instructors, including both lecturers and graduate student instructors, but we were unwilling to compromise our MSCEE curriculum or enrollments. This approach allowed us to retain our core MSCEE curricular tracks described above. Fundraising efforts are ongoing and are focused on expanding faculty and lecturer numbers to further improve the student-to-faculty ratio. Other giving has supported upgrading classrooms and teaching labs used by MS-level students. Finally, the alumni network established using PDST revenues has expanded the list of professionals who are engaged in conversations about future gifts and endowments.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

Not Applicable

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

	Enrollment					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Resident	60	65	70	75	80	85
Domestic Nonresident	46	46	46	46	46	46
International	95	90	85	85	85	85
Total	201	201	201	206	211	216

Additional comments: As discussed above in the context of our goal to reach 40% enrollment from California residents in the next five years (Section III.a), we have set a goal of increasing the number of California residents in the program by 5 students each year while maintaining current levels for domestic nonresidents and reducing international student enrollments. To increase the enrollment of California residents, we need to expand that part of our applicant pool, which we will accomplish this through deliberate and strategic outreach to UC and CSU undergraduates, including waiving application fees for students coming from the CSUs, as described above. Building these relationships with CSUs will take time, but as they are established, we believe any gains we make will be able to be maintained into the future. Increasing enrollment of California residents by 5 each year is achievable, but will also force us to continuously expand our CSU network by 2 or 3 each year.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of other programs or only private comparators, please list those.

If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

UC Berkeley/Civil and Environmental Engineering/MS
Established program
Established PDST

Total Charges to Complete Degree by Cohort Year

Total Resident Charges to Complete Degree by Cohort Starting in:	Actuals	Projections					Increases/Decreases									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21		2021-22		2022-23		2023-24		2024-25	
							%	\$	%	\$	%	\$	%	\$	%	\$
University of Texas at Austin	\$21,606	\$22,254	\$22,922	\$23,609	\$24,318	\$25,047	3.0%	\$648	3.0%	\$668	3.0%	\$688	3.0%	\$708	3.0%	\$730
Georgia Institute of Technology	\$27,885	\$28,722	\$29,583	\$30,471	\$31,385	\$32,326	3.0%	\$837	3.0%	\$862	3.0%	\$887	3.0%	\$914	3.0%	\$942
University of Michigan	\$28,114	\$28,957	\$29,826	\$30,721	\$31,643	\$32,592	3.0%	\$843	3.0%	\$869	3.0%	\$895	3.0%	\$922	3.0%	\$949
University of Illinois Urbana	\$37,191	\$38,307	\$39,456	\$40,640	\$41,859	\$43,115	3.0%	\$1,116	3.0%	\$1,149	3.0%	\$1,184	3.0%	\$1,219	3.0%	\$1,256
Stanford University	\$56,305	\$57,994	\$59,734	\$61,526	\$63,372	\$65,273	3.0%	\$1,689	3.0%	\$1,740	3.0%	\$1,792	3.0%	\$1,846	3.0%	\$1,901
Massachusetts Institute of Technology	\$107,820	\$111,055	\$114,386	\$117,818	\$121,352	\$124,993	3.0%	\$3,235	3.0%	\$3,332	3.0%	\$3,432	3.0%	\$3,535	3.0%	\$3,641
Average public comparison	\$28,699	\$29,560	\$30,447	\$31,360	\$32,301	\$33,270	3.0%	\$861	3.0%	\$887	3.0%	\$913	3.0%	\$941	3.0%	\$969
Average private comparison	\$82,063	\$84,524	\$87,060	\$89,672	\$92,362	\$95,133	3.0%	\$2,462	3.0%	\$2,536	3.0%	\$2,612	3.0%	\$2,690	3.0%	\$2,771
Average public and private comparison	\$46,487	\$47,881	\$49,318	\$50,797	\$52,321	\$53,891	3.0%	\$1,395	3.0%	\$1,436	3.0%	\$1,480	3.0%	\$1,524	3.0%	\$1,570
Your program	\$20,677	\$21,382	\$22,103	\$22,855	\$23,632	\$24,441	3.4%	\$705	3.4%	\$721	3.4%	\$752	3.4%	\$777	3.4%	\$809

Total Nonresident Charges to Complete Degree by Cohort Starting in:	Actuals	Projections					Increases/Decreases									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21		2021-22		2022-23		2023-24		2024-25	
							%	\$	%	\$	%	\$	%	\$	%	\$
University of Texas at Austin	\$41,055	\$42,287	\$43,555	\$44,862	\$46,208	\$47,594	3.0%	\$1,232	3.0%	\$1,269	3.0%	\$1,307	3.0%	\$1,346	3.0%	\$1,386
Georgia Institute of Technology	\$59,880	\$61,676	\$63,527	\$65,432	\$67,395	\$69,417	3.0%	\$1,796	3.0%	\$1,850	3.0%	\$1,906	3.0%	\$1,963	3.0%	\$2,022
University of Michigan	\$52,136	\$53,700	\$55,311	\$56,970	\$58,680	\$60,440	3.0%	\$1,564	3.0%	\$1,611	3.0%	\$1,659	3.0%	\$1,709	3.0%	\$1,760
University of Illinois Urbana	\$62,445	\$64,318	\$66,248	\$68,235	\$70,282	\$72,391	3.0%	\$1,873	3.0%	\$1,930	3.0%	\$1,987	3.0%	\$2,047	3.0%	\$2,108
Stanford University	\$56,305	\$57,994	\$59,734	\$61,526	\$63,372	\$65,273	3.0%	\$1,689	3.0%	\$1,740	3.0%	\$1,792	3.0%	\$1,846	3.0%	\$1,901
Massachusetts Institute of Technology	\$107,820	\$111,055	\$114,386	\$117,818	\$121,352	\$124,993	3.0%	\$3,235	3.0%	\$3,332	3.0%	\$3,432	3.0%	\$3,535	3.0%	\$3,641
Average public comparison	\$53,879	\$55,495	\$57,160	\$58,875	\$60,641	\$62,461	3.0%	\$1,616	3.0%	\$1,665	3.0%	\$1,715	3.0%	\$1,766	3.0%	\$1,819
Average private comparison	\$82,063	\$84,524	\$87,060	\$89,672	\$92,362	\$95,133	3.0%	\$2,462	3.0%	\$2,536	3.0%	\$2,612	3.0%	\$2,690	3.0%	\$2,771
Average public and private comparison	\$63,274	\$65,172	\$67,127	\$69,141	\$71,215	\$73,351	3.0%	\$1,898	3.0%	\$1,955	3.0%	\$2,014	3.0%	\$2,074	3.0%	\$2,136
Your program	\$39,087	\$40,165	\$41,280	\$42,450	\$43,667	\$44,940	2.8%	\$1,078	2.8%	\$1,115	2.8%	\$1,170	2.9%	\$1,217	2.9%	\$1,273

Source(s): Stanford University - Tuition and Fees 2019-20 - <https://registrar.stanford.edu/students/tuition-and-fees>
 Massachusetts Institute of Technology - Schedule of Fees, 2019-20 - https://registrar.mit.edu/sites/default/files/2019-04/tuition_19-20.pdf
 University of Illinois Urbana Champaign - 2019-2020 Graduate and Professional Tuition Rates - <https://registrar.illinois.edu/tuition-fees/tuition-fee-rates/g-tuition-rates-1920/>
 University of Michigan - 2019-2020 Fees - https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=153&college_school=22&full_half_term=35&level_of_study=38
 Georgia Institute of Technology - 2019-2020 Fee Rates per semester, Fall 2019 - http://www.bursar.gatech.edu/student/tuition/fy20_all-fees.pdf
 University of Texas at Austin - Graduate Tuition by College & Hours Enrolled Academic Year 2019-20, per semester - <https://utexas.app.box.com/v/grad-19-20-long>

Additional comments: The comparison of program costs in this table take into account the duration of the degree. The competing programs included in the table above do not all have the same program duration: MIT is the longest, with a program that takes two full academic years to complete (and including a research component). Michigan, Stanford, and Berkeley all have programs that are typically completed in a single academic year. Illinois, Georgia Tech and Texas M.S. degrees take three semesters; in the case of Texas, it is possible to complete the degree in two semesters plus a summer, but three semesters is more typical. Using these degree durations, the table presents the total degree costs by program.

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

UC Berkeley's CEE Department and MS programs have been consistently top-ranked. The peer institutions chosen are ones that have consistently also been in the top 5-10 of national rankings. They also each compete effectively to recruit students and faculty in at least 2 of the 7 curricular tracks that the MSCEE at Berkeley spans. Three of the public institutions (Georgia Tech, Illinois-Urbana Champaign, and Texas-Austin) are the closest to Berkeley in terms of breadth of offerings and overall academic reputation and ranking. Michigan also competes strongly in 5 of the 7 curricular tracks, and is the next closest in terms of breadth of offerings. Stanford and MIT are included as private peers due to their strength in a subset of the curricular tracks in the MSCEE. Stanford competes strongly in Environmental Engineering and Engineering Project Management; MIT competes strongly in Transportation Engineering and in Environmental Fluid Mechanics and Hydrology (a sub-discipline within Environmental Engineering). Neither of these private institutions competes across the entire set of sub-disciplines, though the public peer institutions do.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

For the purpose of the discussion here, we focus on the public peer institutions, which include Michigan, Illinois, Texas and Georgia Tech. It should also be noted that these programs are most similar to the set of offerings here at Berkeley, due to the fact that they all span CEE sub-disciplines (in contrast to Stanford and MIT, which offer more specialized curricula). In 2020-21, the average price for in-state students complete the degrees at these programs is estimated to be \$29,560. The total price of the Berkeley MS degree

for a California resident will be \$21,382. This price point remains well below our comparison set of public programs (Texas is the next lowest priced at \$22,254). Finally, we note that if we include the peer private institutions (Stanford and MIT), the average cost for the competition is \$84,524.

For nonresidents, the proposed PDST in 2020-21 makes the total price of a Berkeley CEE M.S. degree \$40,165. The average of our public comparators for nonresident tuition is \$54,495; including Stanford and MIT in the calculation results in an average nonresident cost for peer institutions of \$65,172. The next lowest priced degree would be Texas (\$42,287).

In both the resident and nonresident cases, it should be noted that the Berkeley MS in CEE is broadly ranked ahead of these other programs nationally and internationally. By maintaining the relative position of our pricing relative to these peer institutions, while simultaneously re-investing in our M.S. program, we will preserve and strengthen this leading position. Further, it should be noted that because our degree is completed in one academic year, there is additional opportunity cost for students attending longer programs, since their career, and earning, will be delayed accordingly.

We have invested a great deal of time and resources to understand the price sensitivity of our market for the MS in CEE. As described above, we do not want to undermine the public nature of the degree, or alter the culture of the department and program. We believe that the proposed PDST levels, including the differentiation by California residency status, strikes the appropriate balance and will remain affordable and competitive for most students. Additionally, the distribution of financial aid is projected to address concerns from the remainder of our student population.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

The Department of Civil and Environmental Engineering at UC Berkeley has been the academic leader for the field for decades. The Department has 5 ladder-rank professors and 1 adjunct professor who are members of the National Academy; faculty, researchers, and students continuously receive national and international acclaim; students from both our BS and MSCEE programs regularly win engineering and design competitions; and graduates of our program make up the faculty ranks at institutions across the nation and around the world.

The peer institutions highlighted in the previous section are making strides to close the gap with Berkeley, but we have continued to innovate and evolve to maintain our standing. Some institutions compete strongly with Berkeley in sub-disciplines (for example, MIT

in Transportation Engineering, or Yale and Stanford in Environmental Engineering), but even in those fields we maintain our leadership. Further, no institution can compete with Berkeley across the breadth of sub-disciplines represented in the MSCEE. The closest at this time is Georgia Tech, which has made substantial improvements across a number of fields within CEE. Berkeley, however, remains the academic and intellectual leader for the field.

The Berkeley MSCEE program is carefully designed to maximize its impact on the early career individuals that enroll. Through a structured 1-year coursework-based curriculum, we are able to strike a balance between rigor and affordability that is unmatched at peer institutions. This has, in part, resulted in the MSCEE at Berkeley being the top ranked program for both Civil Engineering and Environmental Engineering for many years (US News & World Report). A key feature of the MSCEE is the combination of breadth and depth of programs that we are able to provide; all sub-disciplines within CEE are represented with excellent academic programs, faculty and staff. The closest peers in this regard are Georgia Tech, University of Illinois, and University of Texas, but the State of California's position, both in its vulnerability to earthquakes, traffic congestion, climate change, and natural hazards and in its policy leadership, make UC Berkeley the pre-eminent program for addressing the engineering problems associated with these challenges.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table on the following page, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2017-18)	
	2016-17	2017-18	2018-19	Fall 2019	Publics	Privates
Ethnicity						
Underrepresented						
African American	1%	0%	0%	1%	N/A	N/A
Chicanx/Latinx	6%	6%	7%	4%	N/A	N/A
American Indian	0%	1%	1%	1%	N/A	N/A
<i>Subtotal Underrepresented</i>	<i>7%</i>	<i>7%</i>	<i>8%</i>	<i>6%</i>	<i>0%</i>	<i>0%</i>
Asian/East Indian	13%	16%	14%	18%	N/A	N/A
White	30%	25%	23%	28%	N/A	N/A
Other/ Unknown	10%	2%	3%	1%	N/A	N/A
International	40%	50%	52%	47%	N/A	N/A
Total	100%	100%	100%	100%	0%	0%
Socioeconomic						
% Pell recipients	15%	23%	35%	N/A	N/A	N/A
Gender						
% Male	56%	54%	60%	43%	N/A	N/A
% Female	44%	46%	40%	57%	N/A	N/A

Sources:
 UC ethnicity, socioeconomic status: UC Corporate data
 Comparison institutions: These data not available.

Additional Comments: 2016-17 data reflect student demographics prior to the PDST, which was first assessed in 2017-18.

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The student demographics table clearly shows that we have not yet successfully increased the representation of students from underrepresented groups (URGs) in the MSCEE program, and a key goal for the coming years is to increase both the diversity of our student body in order to improve *access* to the MSCEE. In the past year, we implemented a number of new efforts to address this issue. Although these efforts did not move the needle on student enrollments, we have learned from the small successes and failures of each of them. Through evaluation of these outcomes, and through extensive conversation with student leadership groups (the Environmental Engineering Advocacy Team in particular), we have thoughtfully developed a comprehensive 4-part strategy to improve the diversity of the MSCEE student body. The remainder of this section outlines the steps taken to date, what worked and what didn't work, and then outlines the strategy that we will implement in the coming years.

Student Diversity

Berkeley CEE has, in recent years, had a good balance between male and female students, which we believe reflects both the nature of our field and our success at developing and maintaining an inclusive environment for women in the Department. Based on the obviously low representation of URGs in our students, we have focused on approaches to address this shortcoming. Specific actions implemented to date include the following: (a) expanded funding targeting students from diverse backgrounds, including first generation college students (2017-18 and 2018-19); (b) holistic review of applications, including contributions to building inclusive communities (2018-19); (c) broad recruiting by the Department to admitted students (2017-18); (d) program-specific recruiting (pilot in 2018-19). Despite these efforts, the proportion of students from underrepresented groups remain well below expectations, and we must go further. Reflecting upon the effectiveness of these actions within the faculty and through discussions with current and former students led to the following conclusions:

1. Generous funding packages for URG and first-generation students, while necessary, are far from sufficient to successfully recruit these students. The existing CEE community, including faculty, staff, and graduate students, is an important factor in the decisions of admitted students.

2. Formal implementation of holistic review of applicants in the admissions process does successfully diversify the admitted student population. As evidence, in 2018-19, and continuing in 2019-20, our admission rate for URG and first-generation students was significantly higher than in previous years, with an increase in the rate of acceptance of more than 50%.
3. Recruiting and outreach is far more successful when done at the program level, rather than Department-wide. By way of context, we note that the MSCEE consists of 7 distinct curricular tracks, which map to sub-disciplines within CEE. In 2017-18, we pursued a broad, Department-wide, outreach strategy to recruit admits from URGs and first-generation admits. In 2018-19, we piloted a more narrow approach in our Structural Engineering, Mechanics and Materials (SEMM) program, and the results were positive, and 11 students from URGs have joined that program this fall, representing 17% of the incoming MS class.
4. Finally, we must go further in creating an inclusive and diverse community before we can expect the representation of URG students to improve in the MSCEE. Throughout the past two years, the Department Chair and the Vice Chair for Academics/Graduate Studies worked with students already in the MS program through a Student Leadership Committee and Student Townhalls to understand how to improve the inclusivity of our admissions process and the community of students, staff, and faculty. During the 2017-18 academic year, the discussion was broad and about expanding student opportunities in general. In 2018-19, a student committee worked actively with the Department Chair and Vice Chair to develop a process for student engagement in the recruiting and admissions process, which we will be implementing in the 2019-20 cycle.

Four-Part Strategy to Improve Student Diversity

With reflection on these results and on the input received from students (described in the student consultation section; these engagements included townhalls, a student leadership committees, and a student admissions committee), we have developed a four-part strategy that reflects the four stages of the student experience, which starts with (a) the decision to apply to Berkeley CEE (establishing the pipeline), then leads to (b) the admission process, and (c) the recruiting of admitted students, which is strongly influenced by (d) the academic community in CEE at Berkeley. In discussions with current students, most influentially in a series of meetings with the Environmental Engineering Advocacy Team, the Department has come to appreciate the fact that these efforts must be built out in the reverse order from how an individual student experiences them. In other words, diversifying the applicant pool (the pipeline) is irrelevant if the admissions and recruiting processes, and the academic community, are not ready for a diverse community. The same is true at each step along the way. The details of each of these components of the strategy are outlined in the following sections; we present them in the order in which they must be developed.

CEE Community: The Department has established and is supporting cross-cutting affinity groups and created physical space (a courtyard with meeting tables, solar charging stations) for student-led community building. Additionally, we have established a pilot tiered-mentorship program in one MSCEE Track (SEMM) to build on its recent recruiting success and to provide support to students from a wide range of backgrounds. The program matches incoming students with more senior students as mentors, who are

themselves mentored by alumni. In future years, this mentoring program will be expanded to the whole Department and into the broader CEE Community through the CEE Connections platform.

Recruitment of admitted students: In the previous admission cycle (2018-19), the SEMM program had success in their recruitment of students from URGs, and 15% of their incoming MS cohort are from URGs. This success was a result of direct communications from faculty members and from student representatives to admitted student, in addition to generous financial support. We are now implementing a similar effort across all 7 academic programs in the MSCEE. Specifically, this effort will involve email and phone communications from the lead faculty admissions officer for the program, followed by email and phone communications from specific faculty of interest (at least 2) and a graduate student recruiting committee. Finally, at the admitted student open house, we will hold mixers between current and admitted students within each academic program and ensure diverse representation from the current students.

Admissions Decisions: We will continue the holistic review described above, including consideration of contributions to building inclusive communities, and pilot the involvement of current students in the admissions process in one of our programs that has a strong set of students engaged in evaluating best practices for admissions (Environmental Engineering). The student leadership group from this program (the Environmental Engineering Advocacy Team) has been a strong participant in the discussions to formulate this four-part strategy, and have been extremely valuable partners in trying to address the programmatic challenge of improving diversity in the MSCEE.

Encouraging applications/Diversifying the Pipeline: With the investments we have made in admissions, recruitment and community-building, we are now beginning the work to diversify the applicant pool for the MSCEE. In Fall 2019, we piloted outreach to a specific set of CSU institutions to encourage applicants to consider pursuing an MS degree in CEE at UC Berkeley. This outreach was done personally by the Berkeley Department Chair, and will consist of an in-person visit to campus to meet with top students identified by the CSU Department Chair. Target institutions for 2019-20 are Sacramento State and Cal Poly-Pomona, but the program will be expanded rapidly in coming years. The vision here is to make clear a CSU-UCB Pathway to an MS in CEE as a 5-year analog to the California Master Plan for Education. Success in this program will not only diversify the pipeline of applicants for the MSCEE, but it will also contribute to our goal of increasing the proportion of California residents in the MSCEE. As part of this program, we have created a webpage highlighting our commitment to diversity, access, affordability, and educational support (<https://ce.berkeley.edu/grad/degrees/promote/ms/diversity>).

As an additional opportunity to diversify the pipeline to the MSCEE, we are looking internally at Community College transfer students, who enter our undergraduate program in the Junior Year. Frequently, these students use a fifth semester to complete

their BS degree, which makes it challenging to transition directly into the MSCEE. We are currently developing two programs that may help these students, who are almost entirely California residents and are more diverse than our current applicant pool, to consider pursuing an MSCEE. The first is to design a “six semester BS-MS program for community college transfers,” which would allow community college transfers to complete both the BS and the MS requirements within 3 years of transferring to Berkeley. The second is to partner with industry to design “bridging internships,” potentially with partial support from PDST funding, that would run from January to August, and would connect the BS degree (completed in December) to the MS degree (starting in August). Members of the CEE Advisory Council were enthusiastic about this idea, and are interested in designing these bridging internships, at least as a pilot program.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

The best indicator we have for enrollment of low-income students is the number of Pell Grant recipients that enter the MSCEE. Looking at the data in the table at the beginning of Section V (Enrollment and Diversity Strategy), we see that this trend has been strongly positive over the last three years. In the year prior to the PDST being implemented (2016-17), 15% of our MSCEE students were Pell Grant recipients as undergraduates. In the first two years of implementation of the PDST, this percentage has increased to 23% and then to 35%. This data indicates that we are having success at maintaining, and improving, access to the MSCEE. We will continue to emphasize need-based return-to-aid with a goal of maintaining this statistic at 35%.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

MS-CEE has, in recent years, had a good balance between male and female students, which we believe reflects both the nature of our field and our success at developing and maintaining an inclusive environment for women in the Department. As described in Section V.b, our efforts to contribute to gender parity include the use of a holistic approach to admissions and a more deliberate approach to community-building among the students. Further, we are piloting a new tiered-mentorship program to provide stronger community and peer support for students in the MSCEE. A similar program at the University of Michigan was a key factor in their CEE Department eliminating gender inequity in their graduate program. Finally, in section V.g below we speak to changes in hiring practices, and the recent successes in identifying and recruiting new women faculty members.

Taken together, these efforts have allowed us to maintain, and perhaps even increase, the representation of women in our graduate program. In the past three years, the percentage of female students has remained near or above 50%: 46% in 2017-18, 40% in 2018-19, and 57% in 2019-20. While we do not have statistics on peer institutions with regard to gender parity, we are proud of these results and believe they reflect well on the culture and community that we have created. We will continue to prioritize the programs highlighted in the previous paragraph and build on these successes.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

With the CSU-UCB Pathway program and our “six semester BS-MS program for community college transfers,” we are focused on expanding the pipeline of applicants, particularly from CSUs and Community College transfers here at Berkeley. Those efforts, as well as other efforts described in section V.b, and our enrollment plan to increase the proportion of Californian residents from 29.9% to 40%, we believe our student body will better reflect the diversity of California. For gender, the percentage of female students has remained near or above 50% over the past three years. We believe the relative gender parity in our program will persist. For Pell Grant recipients, we would like to ensure that our program does not inhibit their pursuit of the MSCEE, so our goal for Pell Grant recipients in our MSCEE student body is to preserve the current percentage of 35%. With these demographics, we believe that MSCEE will better reflect the diversity of California, and we will be better able to support the needs of the state in addressing engineering challenges.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.) The figures provided should align with the most recent three years for which data are available.

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and

equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

All Faculty (School or Department)**				
<i>Ethnicity</i>		2016-17	2017-18	2018-19
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	9.9%	8.0%	8.5%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	14.8%	16.0%	16.9%
	International	0.0%	0.0%	0.0%
White	Domestic	75.3%	76.0%	74.6%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
<i>Percentage by Gender</i>		2016-17	2017-18	2018-19
Female		19.8%	21.3%	22.5%
Male		80.2%	78.7%	77.5%

Ladder Rank and Equivalent Faculty (School or Department)				
<i>Ethnicity</i>		2016-17	2017-18	2018-19
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	9.9%	8.0%	8.5%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	14.8%	16.0%	16.9%
	International	0.0%	0.0%	0.0%
White	Domestic	75.3%	76.0%	74.6%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
<i>Percentage by Gender</i>		2016-17	2017-18	2018-19
Female		19.8%	21.3%	22.5%
Male		80.2%	78.7%	77.5%

V.g. What are your program’s current and proposed efforts to advance the recruitment and retention of diverse faculty?

Berkeley CEE lacks diversity in its faculty, both in terms of gender, in which the representation of women is well below what we see in our graduate students, and in terms of URGs. Particularly glaring is the complete lack of African-American faculty and the severe under-representation of the Latinx community in the faculty. Recent changes in search practices, particularly the inclusion of a statement on contributions to diversity, equity, and inclusion, are designed to address diversity in the faculty; the results of these changes will hopefully become more evident in the coming years. In the period since the start of the PDST (July 2017), Berkeley CEE has added four faculty members. Of these, two are women and one is a Person of Color. We have two more faculty members joining us in January 2020, and one is a woman. This is only a small and initial step, and it is an on-going area of focus and concern for the

Department. Nonetheless, these outcomes are indicators of improving search and hiring processes in which we pursue broad searches and holistic evaluation of the candidates, including explicit consideration of contributions to Diversity, Equity and Inclusion.

The CEE Department has a well-defined formal faculty mentoring plan, which has proved to be very effective at helping junior faculty navigate the early years of their career. Each incoming faculty member is assigned a faculty mentor who is able to provide guidance and advice, both from a disciplinary perspective and, more broadly, in order to successfully launch a faculty career. Early career faculty also engage with programs through the College of Engineering, which provides a broader community. Our goal is to provide individualized mentoring from within the Department and to create a strong sense of community by leveraging programs and resources from throughout the College.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

Our affordability goal is that financial considerations not be a barrier to enrollment in the MSCEE for any student. We are guided in this by data (discussed in the following sections), and use the available data to establish metrics to ensure that we maintain, or improve, the affordability of the program. To be specific, our goal is to **maintain the percentage of Pell Grant recipients at a minimum of 30% and a target of 35% of the MSCEE class**, which would be an indication that need-based financial aid is reaching those who need it most (ensuring access in addition to affordability). More broadly, we aim to **maintain the percentage of students who take on debt at less than 25% and an average debt payment that is less than 5% of the median salary**. If these metrics are met, we will be confident that we have maintained the affordability of the MSCEE. Finally, we want to **ensure that career choices are not shaped by educational debt incurred as part of the MSCEE**. This will be explicitly asked as part of the MSCEE exit survey in the coming years so that we can track the evolution of this metric.

In support of these affordability goals, we will be establishing a minimum of 33% return-to-aid (RTA) from the PDST. In the past 2 years, we have explored different methods for distribution of RTA, and found that department-wide administration of RTA was not effective at recruiting students. Instead, program-specific (at the level of the 7 programs within the MSCEE) engagement was necessary to understand the needs of applicants and incoming students. With this in mind, our RTA distribution strategy will rely on the admissions officers for each program, who will receive RTA funds in proportion to the program size, and their engagement with the applicants for their program. Additionally, RTA funds will be distributed to CSU applicants based on need, as identified by each program's admission officer. We believe this approach will allow us to maintain access to low-income students (as discussed above

in the context of Pell Grant recipients), while also increasing the diversity of our incoming cohort and expanding the number of California residents who enroll.

The financial challenge associated with the high cost of living in the San Francisco Bay Area has emerged in recent conversations with MSCEE students at Townhalls. This is a hard problem for a single academic program to address, and CEE is seeking creative and innovative solutions. As a first step, the Department is establishing a student-alumni-faculty task force in Spring 2020, made up current MSCEE students, alumni of the program, and at least 2 faculty (including the Vice Chair for Graduate Studies). The goals of the task force will be to (1) establish the scale of the problem and the implications for program affordability, and (2) develop a list of interventions that the Department may be able to take to address the challenge.

Graduating Class	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent with Debt	37%	25%	26%	28%	17%	21%	14%
Cumulative Debt among Students with Debt	\$21,546	\$22,643	\$24,701	\$33,023	\$23,094	\$23,503	\$33,259

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

The above table shows that the percent of student graduating with debt was at its lowest point in recent years in the 2017-18 academic year (with only 14% of graduates carrying debt). At the same time, the amount of debt among those students who did carry debt had increased (to \$33,259). The percent of graduates with debt has historically varied between 14% and 37%. It is encouraging that this number has trended downwards in the two years of the PDST, and we will continue to monitor and track in the coming years as we work to maintain this value below 25%. The total amount of debt has also varied from a low of \$21,000 to a high of \$33,000. Based on the median salary of \$106,500 in the field (from American Society of Civil Engineers), this level of debt, even at the high end of this range, is supported by the salary, with a monthly payment to income ration of only 4%. We do not believe the increases proposed will substantially change the amount of debt and the proportion of students who take on debt in our program, due to the fact salaries are expected to increase at a rate comparable to the rate at which the PDST is proposed to increase.

	Graduates with Debt	2017-18 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	14%	\$33,259	\$106,500	4%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources:

UC: Corporate data

Comparison institutions: N/A

Additional comments: Median salary data from the American Society of Civil Engineers: <https://news.asce.org/civil-engineers-incomes-continues-to-increase-salary-report-shows/>

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

We have invested a great deal of time and resources to understand the price sensitivity of our market for the MS in CEE. As described above, we do not want to undermine the public nature of the degree, or alter the culture of the department and program. We believe that the current PDST levels, and continued annual growth as outlined here, including differentiating the PDST between California residents and non-residents, strikes the appropriate balance and will remain affordable and competitive for most students, and distribution of financial aid will be able to address concerns from the remainder of our student population.

The percentage of students who take on educational debt during the MSCEE has decreased recently, reaching a low of 14% in 2017-18. At the same time, average debt among those who do take on debt is at the high point of the past 4 years. As discussed in the previous section, the median salary for Civil Engineers (ASCE data) is \$106,500; the ratio of monthly debt payment to income is only 4%. This proportion is relatively small to not cause concern. We will track both these average debt data and the professional salary information to ensure that annual increases in PDST do not disrupt the ratio. If the ratio of monthly debt payments to income exceeds 6%, we will take a deeper dive into the data to understand whether PDST is growing too fast based on salaries in the profession.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

Graduates of the MSCEE move into a wide range of careers, including NGOs and government agencies, in addition to private industry. If evidence emerges through our exit surveys that MSCEE graduates are not able to pursue the career paths or service activities that they would like, we will consider programs to provide assistance. To date, such programs have been unnecessary.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

In several sub-disciplines of CEE (Environmental and Transportation Engineering, e.g.) graduates do regularly pursue careers with lower long-term income than other branches of engineering. Examples of these careers include working for NGOs or for public environmental agencies. Even for these graduates, however, the return on investment for the degree remains strongly positive due to the relatively high salary level for Civil Engineers with M.S. degrees relative to the indebtedness created by the PDST. We do not know of a single case in which a student considered a different career track due to debt incurred during their M.S. pursuit, including the last two years that included administration of the PDST. But this is something that we will try to explore explicitly through the MSCEE Exit Survey and alumni surveys in future years.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

Our financial aid programs are described as part of the application guidelines on the department website. The details of financial aid distributions are communicated directly from faculty admissions officers to applicants and admits during the admissions and recruiting cycle. Our successes with recruiting students from URGs in the most recent cycle in one of our tracks (SEMM) reinforces the need to handle these communications at the level of the individual faculty admissions officers.

The distribution of financial aid across the department, including RTA on the PDST, takes need into account. The admissions officers for each of our 7 programs works to identify students of need, particularly from California, who are from underserved or low-income communities. These students are priorities for need-based financial aid. Outreach to those students is done by the admissions officers through email and phone contact during the admissions and recruiting period (typically January – March each year). We

have also highlighted our commitment to affordability on our webpage to promote our diversity mission (<https://ce.berkeley.edu/grad/degrees/promote/ms/diversity>).

Starting in the 2019-20 admissions cycle, the CEE Department Chair visited 4 CSU campuses to meet with top seniors in CEE at those institutions, where discussion included admissions and financial aid programs. We also have waived application fees for students coming from CSU institutions.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

We have not yet had any requests for this information, but would be happy to share any data we have (as summarized in the tables above) upon request.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

No additional factors.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2020-21 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe):
- Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened focus groups of students in the program to discuss the plan and solicited feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): MSCEE Exit Survey

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal (for each, provide the date, the number of participants, how participants were chosen, description of consultation method, etc.) and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

Process for Engagement:

The PDST and associated investments has been a point of continual student engagement starting in the 2017-2018 academic year and continuing through this fall. The MSCEE program has existed for years, but the expanded engagement with students starting in 2017 coincided with the initial implementation of a PDST. This engagement took a number of different forms, but throughout, Chair Stacey was seeking feedback from the students on ways to improve the MSCEE. These conversations (described in more detail in the next section) led directly to programmatic investments, both during the previous multi-year PDST plan and looking forwards in this proposal. The conversations have been continuous, so it is hard to separate conversations about the MSCEE Program from the PDST and from the Increase in PDST contained in this proposal. In the sections that follow, we describe the nature of student engagement and the elements of this PDST Proposal that were shaped by that engagement.

Student engagement that informed the development of the proposal:

Continual student engagement has been a goal of Chair Stacey and the Department. This engagement has been critical to evaluating the success of PDST investments (during our previous multi-year plan) and in developing the proposal presented here. In this section, we highlight student engagement that informed the development of this proposal; student engagement on this proposal, once completed in October, is described in the next section.

MS Student Leadership Committee: This was a new committee created in Spring 2018 with at least 1 representative of each program within the MSCEE. This committee met monthly with the Department Vice Chair during Spring 2018 to get feedback on programmatic investments, and a new committee met with the Vice Chair during the 2018-19 and 2019-20 Academic Years to get feedback on the success or failure of the investments.

Student Townhalls: The CEE Department Chair held four graduate student townhalls during the 2018-19 academic year; attendance at the townhalls exceeded 40 students. At these townhalls, Chair Stacey presented the MSCEE PDST investment strategy and sought feedback on priorities (or investments that should be redirected or returned). Each townhall opened with 10-15 minutes of comments from Chair Stacey, which was followed by Q&A and open discussion for an additional 45-50 minutes.

Electronic 'exit' survey: In Spring 2019, the CEE Department distributed an exit survey to MSCEE students. In this survey, information was gathered regarding what PDST investments graduating students would recommend we increase or decrease, how the MSCEE shaped their career, and what aspects of the MSCEE were most helpful in their job search. We will continue this practice in future years.

Environmental Engineering Advocacy Team Meetings: During Spring 2019, Chair Stacey held several meetings with representatives of the Environmental Engineering Advocacy Team, who had invested considerable time in evaluating best practices for increasing diversity in academic programs. These conversations have led directly to a pilot program in Environmental Engineering this year to include students on the admissions committee, and to engage those same students during recruitment of our Fall 2020 cohort.

Student engagement after the proposal was developed:

Once the proposal was completed in mid-October, Chair Stacey pursued outreach to students from across the MSCEE. Two specific mechanisms were used for this engagement:

Meeting with MSCEE Student Leadership Committee: On October 28, 2019, CEE Chair Stacey held a meeting with graduate student leaders, including CEE representatives of the Graduate Assembly and a set of students that were identified as leaders in the MSCEE by staff, faculty, and other students. The full PDST proposal was distributed to these students in advance of this meeting. The meeting was held on Google Hangouts due to a campus shutdown that day. Feedback from this set of students included strong support for our efforts to address diversity and to hire lecturers with security of employment to expand our course offerings, reduce the student to faculty ratio, and improve the quality of instruction. The Graduate Assembly representative also recommended an MSCEE Townhall be held to discuss the content of this proposal.

MSCEE Townhalls: Immediately following the meeting with student leaders (on November 1, 2019), Chair Stacey held a townhall to solicit broad feedback. The format for the townhall was that Chair Stacey explicitly laid out this proposal for the PDST, including the proposed rate of increase and the plans for investments, which was followed by Q&A and open discussion. This first event had very poor turnout, perhaps because of the limited advance notice, but the discussion highlighted the importance of considering cost-of-living and the high cost of housing for students in the vicinity of the Berkeley campus. This conversation led directly to efforts to address the high cost of living for graduate students, which is a topic to be discussed in faculty meetings during Spring 2020. Then, during Reading Week (December 9-13), Chair Stacey held 3 additional MSCEE Townhalls in the lunch hour (including food), and 35 MSCEE students, spanning 6 of the 7 programs, attended at least one of the Townhalls. At each event, Chair Stacey presented an overview of the MSCEE and its PDST, including the historical and proposed investments of PDST revenues and proposed levels for the PDST. The feedback from all three of these Townhalls strongly reinforced the content of this proposal. Specifically, the students

believed the organization of lecturer investment into Lecturers with Security of Employment would help address some challenges they have experienced in student-to-faculty ratio and the predictability of course offerings. Further, they enthusiastically supported continuing GSI, Department staffing, and financial aid investments.

When the question was posed to them “Are there any investments you would recommend we reduce or eliminate in order to reduce the increases in the PDST?” the answer was uniformly “no”. In fact, two new priorities were identified through these conversations, which CEE is now pursuing during the current academic year:

1. Two MSCEE programs need expanded and improved space for students to meet and work. Student lounges for the other 5 programs have been successful at building student communities, but the space allocated to these two programs (Systems Engineering and Energy, Civil Infrastructure, Climate) is insufficient for their needs. The CEE Department has started to evaluate options for expanding and improving this space.
2. Although already underway, the conversations Chair Stacey had with the students emphasized the need to create a concise “Facts Sheet” describing the PDST and associated investments. This will be posted on the website and distributed to current and prospective students so that there is clarity and transparency about how PDST funds are being invested.

Incorporation of Feedback into Proposal:

Every aspect of the investments described for the PDST have been based on student input and consultation. Throughout the text above, the role of student input was highlighted. By way of summary, we list specific ideas that emerged from student discussions that are a part of the current PDST proposal:

- Continuing Alumni-Student Network Building Events
- Appointment of Staff Member to Support Student-Alumni Networking
- Appointment of Lecturers with (Possibility of) Security of Employment
- Four-part Strategy to Address MSCEE Student Diversity
- Investments to creating an inclusive CEE Community (Affinity Groups; Improved Student Spaces)
- Maintain and work to expand Graduate Student Instructors for MSCEE courses
- Expansion of CEE Connections Network
- Expansion of CSU Outreach Program to include more institutions
- Student involvement in graduate admissions
- Tiered-mentoring program
- Graduate Student Housing Task Force

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with Adam Orford, Graduate Assembly President on October 22, 2019 .
Campus graduate student organization (i.e., your campus' GSA president)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Student leaders were in general agreement on the following points:

- The campus comparators discussion was strong, as were the goal evaluation and budget rationale.
- The student outreach and diversity component was also strong, indeed, impressive.
- The faculty outreach and diversity component was much less impressive. It “[m]entions a few programs that are department specific without a clear outline of how the are improving/quantifying success of these programs.” We recommend reviewing this to increase specificity and measurability.
- Student feedback opportunities were characterized as “ cursory,” without the necessary work to build approval from the student body for the proposed cost increases, and little demonstration of an effort to link increased expenditures with items that students indicated are areas of need. The comments also uniformly noted that there was minimal alignment between stated need for the PDST amount, the amount requested, and/or what students have indicated are areas of need.

Some specific comments on the process from individual student leaders included:

- The department is “large and siloed” and many students were not aware of any of this work. Yet, the department did not send an email to the entire department about PDST.
- Students recognize that it is difficult to get single-year students to participate in town halls, but those town halls also could be better marketed. Low attendance is the school’s problem to solve – not something to blame on students.
- GSI support for these programs evidently does not contemplate 25% positions, which provide fee remission. But it is often the case that GSIs hired for 5 hours a week work much more than that, and the GA is generally concerned that this work structure does not provide the kinds of opportunities or protections that make graduate student employment viable.

If applicable, plan shared with CEE GA Representative and Committee of Student Leaders on October 24, 2019 .
Program graduate student organization (i.e., your program council or department GSA)

- Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments:

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.d.

- Agenda item at a regularly scheduled faculty meeting
 Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
 Convened focus groups of faculty in the program to discuss the plan and solicit feedback
 Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
 Other (please describe):

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal (for each, provide the date, the number of participants, how participants were chosen, description of consultation method, etc.) and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

Throughout the 3 years of the PDST program, the CEE Executive Committee (ExCom), which is a broad department-spanning department of CEE Faculty, has engaged in regular discussions of PDST levels and expenditures. Broad faculty discussion of the PDST fees and associated investments has been featured at a number of faculty meetings in the 2018-19 and 2019-20 academic years and during a faculty retreat in September 2019. In all instances, there was strong and uniform faculty support for the PDST program, the plan for investments, and the annual increases described in this proposal. The completed proposal was formally distributed to CEE ExCom; all substantive comments were integrated into this proposal.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

Plan shared with Lisa Garcia Bedolla, Vice Provost of Graduate Studies on 10/22/19.
Graduate Dean

Plan endorsed by Carol T. Christ, Chancellor on 11/14/19.
Chancellor¹

¹ Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at <http://www.universityofcalifornia.edu/regents/policies/3103.html>

Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels Effective Beginning Summer or Fall 2020

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: <http://regents.universityofcalifornia.edu/governance/policies/3103.html>. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

	Actual	New Proposed Fee Levels					Increases/Decreases									
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21		2021-22		2022-23		2023-24		2024-25
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$8,264	\$8,676	\$9,110	\$9,566	\$10,044	\$10,546	5.0%	\$412	5.0%	\$434	5.0%	\$456	5.0%	\$478	5.0%	\$502
Prof. Degr. Suppl. Tuition (Nonresident)	\$8,264	\$8,676	\$9,110	\$9,566	\$10,044	\$10,546	5.0%	\$412	5.0%	\$434	5.0%	\$456	5.0%	\$478	5.0%	\$502
Mandatory Systemwide Fees*	\$12,570	\$12,966	\$13,368	\$13,788	\$14,220	\$14,670	3.2%	\$396	3.1%	\$402	3.1%	\$420	3.1%	\$432	3.2%	\$450
Campus-based Fees**	\$1,617	\$1,666	\$1,715	\$1,767	\$1,820	\$1,875	3.0%	\$49	2.9%	\$49	3.0%	\$52	3.0%	\$53	3.0%	\$55
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other***	\$0	\$0	\$0	\$0	\$0	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Total Fees (CA resident)	\$22,451	\$23,308	\$24,193	\$25,121	\$26,084	\$27,091	3.8%	\$857	3.8%	\$885	3.8%	\$928	3.8%	\$963	3.9%	\$1,007
Total Fees (Nonresident)	\$34,696	\$35,553	\$36,438	\$37,366	\$38,329	\$39,336	2.5%	\$857	2.5%	\$885	2.5%	\$928	2.6%	\$963	2.6%	\$1,007

* Mandatory system-wide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments: N/A

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

The Master of Information Management and Systems (MIMS) program is a two-year full-time graduate professional degree program, designed to train students in the skills needed to succeed as information professionals. The MIMS program was the first new degree program developed by the School of Information (I School) after it was established in 1994; the first students were admitted to the program in 1997, and the MIMS community now has approximately one thousand alumni.

As the flagship degree of the I School, the MIMS program was designed to reflect the School's philosophy of exploring the intersections between people and technology by training early- to mid-career professionals in both technical skills and relevant social sciences. With an average of five years of previous work experience from around the country and across the globe, MIMS students bring prior professional knowledge and skills and a variety of international perspectives to the I School. Our MIMS graduates understand software engineering, design, data science, management, and information law and policy. They consider the ethical implications of technological development, the relationship between information and social dynamics, and the consequences of design for the everyday experience of people around the world. They are equipped to work in a variety of industries, from large tech companies to grassroots nonprofits, public sector entities, and innovative startups.

MIMS alumni have a history of contributing to California in their subsequent careers and in entrepreneurial ventures:

- **Careers in California.** A high percentage of MIMS graduates go on to work in California and contribute their expertise to improvements in the interactions between Californians and technology. In 2019, out of all MIMS graduates for the year (employed and unemployed at 6 months post-graduation), 72% accepted roles in California. In 2018, out of all MIMS graduates for the year (employed and unemployed at 6 months post-graduation), 80% accepted roles in California. California employers of our recent graduates include large tech companies such as Google, Facebook, Airbnb, Amazon, Twitter, Uber, and Apple; healthcare companies such as Kaiser Permanente and HealthTap; and social impact firms such as OneConcern. (Source: I School Career Services alumni surveys.)
- **California Entrepreneurs.** Several notable MIMS alumni have founded companies in California, contributing to the economy and job growth.

As demonstrated by our history of engagement with the information science needs of California, the MIMS program is poised to foster leadership and innovation at the intersection of Californians and technology. MIMS is developing graduates who can design, direct, and program for our pluralistic, diverse state and world in a forward-thinking and compassionate way.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The MIMS program proposed to use PDST in our last multi-year plan, which spanned from 2017-18 through 2019-20, to achieve the following goals: hire lecturers offering high-quality, specialized electives; provide academic student employee support; and grant fellowships to attract top students to our program.

Over the last three years, we were able to use our incremental PDST revenue to advance these goals. In 2016 we supported an average of 10 lecturer-taught electives per year, and in 2019 we are offering 15. In 2016 we provided a total of approximately \$150,000 in salaries for MIMS Academic Student Employees (ASE); this year, we increased the total to \$170,000. In addition, we continue to commit for return-to-aid purposes more than the minimum 33% required by policy, averaging 35% in the last three years.

The goals listed in our last multi-year plan with respect to enhancing affordability, diversity, and program quality were to:

- Diligently market the program to all eligible students, both domestic and international, via weekly webinars, email communications, graduate fairs, and diversity-focused conferences and events
- Recruit students who demonstrate a contribution to diversity within the discipline or to the graduate community at large by providing I School Diversity fellowship funding and nominating students for the UC Berkeley Graduate Division's Graduate Opportunity Fellowship
- Create additional underrepresented group outreach strategies. For example, we developed contact lists of colleagues working in relevant undergraduate "feeder" departments at HBCUs to whom we could send MIMS admissions materials; we provided financial sponsorship for cross-departmental student affinity groups on campus, such as Black Graduate Engineering and Science Students and STEM Fam; and we developed new website content highlighting our commitments to diversity, equity, and inclusion.

In order to track our progress on these efforts, in our expiring multi-year plan for PDST levels, we specified that we would measure success by looking for better attendance of underrepresented groups at our admissions events, increases in applications from students in underrepresented groups (URG), and ultimately an increase in URG students who are admitted and enrolled in our programs. While we have seen a slight increase in underrepresented students attending our admissions events, we have only seen small gains in the number of applications to the MIMS program submitted by URG students, and correspondingly have only seen a slight increase in the number of URG students who are enrolled in the program over the last year (from 2% in 2017-18 to 5% in 2018-19). We believe that we did not meet our goals in this area because there are low numbers of prospective students from underrepresented groups available to recruit (the “pipeline problem”); our faculty lacks diversity and does not include people from underrepresented groups; our curriculum needs to more explicitly address diversity-related topics relevant to our discipline; prospective students from underrepresented groups are concerned that they will not have a supportive peer network in our program; our prospective students do not see our financial support options as robust enough; and our marketing materials are not reaching enough underrepresented students. Further details on our commitment to improving and expanding our admissions outreach to underrepresented minority students are detailed below in section V.b.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

Our goals for the revenue generated by our proposed PDST levels for the MIMS program are to:

- Significantly improve our admissions outreach to, and student services for, prospective students who are California residents and domestic underrepresented minorities;
- Increase the amount of fellowship support offered to students, specifically targeting students with potential as leaders in California or students who have a track record and/or strong promise of making positive contributions to the diversity of the school; and
- Keep up with increased salary costs for instructors hired to offer topical electives relevant to current technological and social developments, including covering cost-of-living increases for lecturers.

As a result of this additional PDST revenue, we believe the quality of our program will improve in numerous areas. Most importantly, we seek to enroll more California residents and applicants with a track record and/or strong promise of making positive contributions to the school's diversity in order to create a more inclusive and equitable environment that better reflects people from a greater variety of backgrounds. Other than our enrollment strategy, we plan to continue improving the climate of the program by building relationships with student groups on campus that provide cross-departmental community and support for underrepresented groups and by offering two new special topics courses per year that explicitly address diversity, equity, and inclusion-related topics relevant to information science. PDST funds are not necessary to support the first of these goals, but will be used for hiring lecturers to teach courses. For example, in Spring 2020, we hired a lecturer to teach a course on "Designing Against Hate: An Exploration of Speech and Affordances on Social Media" which provides an opportunity for UC Berkeley graduate students to engage in lectures and guided design exercises aimed at improving the affordances of social media platforms with regard to civil and respectful discourse, and which explicitly discusses issues posed by online hate speech directed at women, underrepresented minorities, and religious groups that are minorities in the United States.

This additional PDST revenue will also enable us to increase the amount and type of fellowships available to our students, allowing us to keep pace with the increased cost of living and peer fellowship offers. Our MIMS fellowship types will be expanded to include the I School Diversity fellowship (need-based), the California Promise fellowship (need-based), and the I School Fellowship (need- and merit-based). Roughly three-quarters of incremental PDST revenue will be committed to financial aid, outreach and recruitment, and diversity efforts.

Finally, increased PDST revenue will help us continue to recruit qualified instructors for cutting-edge electives, manage increases to salary costs, and offer topical instructional content for a rapidly developing field. We also see this as an opportunity to help diversify our faculty, which will contribute to the creation of a more inclusive environment. Elective offerings are particularly relevant in the information and data sciences, where new developments in both academic and industry research and technologies are frequent and add to the competencies expected of our graduates. We typically offer 22 graduate-level regular electives and 12-20 graduate-level special topics courses per year for MIMS students and other qualified UC Berkeley students. Our core curriculum includes content about diversity, equity, and inclusion as well, particularly in our courses on social issues of information and information law and policy, including discussion of racial and gender bias in data collection and information systems.

If our proposed PDST levels are not approved, we will not be able to increase fellowship support for MIMS students in the coming years, running the risk of lagging further behind our competitors in the area of financial support. We will also be restricted in our hiring of lecturers, and may not be able to offer as many elective courses, or to make some of our courses large enough to accommodate enrollment demand. We hope to move forward with our resident and diversity admissions outreach goals regardless

of the outcome of this proposal, but if the proposed PDST levels are not approved, we may need to cut other areas, which would impact the overall quality of our program.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2019-20 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2019-20 PDST Revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	
Faculty Salary Adjustments	\$5,600	\$100	\$100	\$100	\$100	\$100	\$6,100
Benefits/UCRP Cost*	\$71,800	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$76,800
Providing Student Services	\$42,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$47,000
Improving the Student-Faculty Ratio**	\$189,600	\$0	\$0	\$0	\$0	\$0	\$189,600
Expanding Instructional Support Staff	\$170,000	\$9,000	\$9,000	\$9,000	\$10,000	\$10,000	\$217,000
Instructional Equipment Purchases	\$16,600	\$0	\$0	\$0	\$0	\$0	\$16,600
Providing Student Financial Aid	\$290,000	\$15,000	\$16,000	\$17,000	\$17,000	\$19,000	\$374,000
Other Non-salary Cost Increases	\$12,800	\$0	\$0	\$0	\$0	\$0	\$12,800
Facilities Expansion/Renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other: Outreach and Recruitment	\$28,000	\$15,100	\$16,300	\$17,500	\$18,700	\$19,100	\$114,700
Total use/projected use of revenue	\$826,400	\$41,200	\$43,400	\$45,600	\$47,800	\$50,200	\$1,054,600

* Benefits costs and UCRP contributions should be reported as a single line item.

** The amount listed for Improving the Student-Faculty Ratio in 2020-21 is the amount of the incremental increase that would go toward cost-of-living increases for non-ladder faculty (e.g. lecturers). In subsequent years we expect that we would not need to devote any of the incremental PDST increases toward this need.

Additional comments: We plan to use a significant portion of our incremental PDST revenue on outreach and recruitment to attract and enroll a more diverse student body, including more California resident students. The investments year-over-year in “Other (Outreach & Recruitment)” will go towards those efforts, detailed further in response to section V.b. Funding will go toward sending faculty and staff to relevant conferences and outreach events to host tables and meet prospective students, printing and distributing marketing materials, paying for online program advertising managed directly by the I School, and paying for third-party advertising support to supplement our online outreach.

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

The I School undertakes a variety of fundraising and cost management efforts related to the MIMS program to avoid PDST increases to the extent possible. Surplus revenue from our self-supporting Master of Information and Data Science online program covers the costs of many of our resources shared across programs, including career and student affairs staff and services. We also actively cultivate donors to add to our endowments to provide additional fellowship funding for which our MIMS students will be eligible. For example, in fall 2018, we announced two new fellowships for I School students, the Paul M. Fasana LGBTQ Studies Award and the Curtis B. Smith Cybersecurity Fellowship.

In terms of managing costs, we continuously review our organizational structure to maximize efficiency and effectiveness while remaining competitive. As a result of these reviews, we have added duties to existing staff positions rather than adding new staff positions, specifically in career services and in academic programs.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

Not applicable.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

	Enrollment					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Resident	27	30	35	40	45	50
Domestic Nonresident	10	10	10	10	10	10
International	63	60	55	50	45	40
Total	100	100	100	100	100	100

Additional comments: As of Fall 2019, we are actively working on increasing the proportion of our MIMS students who are California residents. Strategies include: increased outreach to undergraduates at UCs and corporations; marketing our program to

employees at relevant private and public sector organizations in California; and targeted fellowship support for students with potential to show leadership in the California tech sector. Further details:

- California Promise Fellowships. Beginning with our Fall 2020 entering class, we will offer four “California Promise” fellowships to support students who show potential as leaders in technology and information science in California. We will assess potential by asking students to submit personal statements, resumes, and other relevant application materials.
- A “Tech in CA” Marketing Campaign. The I School will engage in an entirely new campaign to highlight our unique role at the intersection, not just of people and technology, but of Californians and technology, in a targeted marketing campaign. We will provide admissions outreach webinars tailored for undergraduate students at UCs and relevant corporate partners, with particular attention to affinity groups for underrepresented groups at tech companies. We will feature profiles of our alumni working in California, particularly in public-sector and nonprofit jobs related to social good, in a series of social media profiles. We will also host panels and lectures on California’s leadership in our tech future, highlighting I School research.
- Application fee waivers for California residents. The I School will expand our application fee waiver to include all California residents.

We aim to maintain our current level of enrollment of domestic nonresident students. We expect to continue to see a proportion of qualified applicants who are domestic nonresidents, and to encourage domestic nonresident students to establish residency in California in their second year of the MIMS program. It is of critical importance for our program that we enroll students from a wide variety of backgrounds from across the country and around the globe in order to ensure that many different perspectives on information management are represented, and the most exemplary professionals are included, in our program.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of other programs or only private comparators, please list those.

If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

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UC Berkeley/School of Information/Master of Information Management and Systems (MIMS)
Established program
Established PDST

First Year Annual Charges

	Actuals	Projections					Increases/Decreases									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21		2021-22		2022-23		2023-24		2024-25	
Residents							%	\$	%	\$	%	\$	%	\$	%	\$
Penn State (Public)	\$23,424	\$24,127	\$24,851	\$25,596	\$26,364	\$27,155	3%	\$703	3%	\$724	3%	\$746	3%	\$768	3%	\$791
U of Michigan (Public)	\$24,218	\$24,945	\$25,693	\$26,464	\$27,258	\$28,075	3%	\$727	3%	\$748	3%	\$771	3%	\$794	3%	\$818
U of North Carolina (Public)	\$16,016	\$16,496	\$16,991	\$17,501	\$18,026	\$18,567	3%	\$480	3%	\$495	3%	\$510	3%	\$525	3%	\$541
Carnegie Mellon (Private)	\$50,472	\$51,986	\$53,546	\$55,152	\$56,807	\$58,511	3%	\$1,514	3%	\$1,560	3%	\$1,606	3%	\$1,655	3%	\$1,704
Stanford University (Private)	\$55,905	\$57,582	\$59,310	\$61,089	\$62,922	\$64,809	3%	\$1,677	3%	\$1,727	3%	\$1,779	3%	\$1,833	3%	\$1,888
Public Average	\$21,219	\$21,856	\$22,512	\$23,187	\$23,883	\$24,599	3%	\$637	3%	\$656	3%	\$675	3%	\$696	3%	\$716
Private Average	\$53,189	\$54,784	\$56,428	\$58,121	\$59,864	\$61,660	3%	\$1,596	3%	\$1,644	3%	\$1,693	3%	\$1,744	3%	\$1,796
Public and Private Average	\$34,007	\$35,027	\$36,078	\$37,160	\$38,275	\$39,423	3%	\$1,020	3%	\$1,051	3%	\$1,082	3%	\$1,115	3%	\$1,148
UC Berkeley (Public)	\$22,451	\$23,308	\$24,193	\$25,121	\$26,084	\$27,091	4%	\$857	4%	\$885	4%	\$928	4%	\$963	4%	\$1,007
Nonresidents																
Penn State (Public)	\$39,216	\$40,392	\$41,604	\$42,852	\$44,138	\$45,462	3%	\$1,176	3%	\$1,212	3%	\$1,248	3%	\$1,286	3%	\$1,324
U of Michigan (Public)	\$48,532	\$49,988	\$51,488	\$53,032	\$54,623	\$56,262	3%	\$1,456	3%	\$1,500	3%	\$1,545	3%	\$1,591	3%	\$1,639
U of North Carolina (Public)	\$33,742	\$34,754	\$35,797	\$36,871	\$37,977	\$39,116	3%	\$1,012	3%	\$1,043	3%	\$1,074	3%	\$1,106	3%	\$1,139
Carnegie Mellon (Private)	\$50,472	\$51,986	\$53,546	\$55,152	\$56,807	\$58,511	3%	\$1,514	3%	\$1,560	3%	\$1,606	3%	\$1,655	3%	\$1,704
Stanford University (Private)	\$55,905	\$57,582	\$59,310	\$61,089	\$62,922	\$64,809	3%	\$1,677	3%	\$1,727	3%	\$1,779	3%	\$1,833	3%	\$1,888
Public Average	\$40,497	\$41,712	\$42,963	\$44,252	\$45,579	\$46,947	3%	\$1,215	3%	\$1,251	3%	\$1,289	3%	\$1,328	3%	\$1,367
Private Average	\$53,189	\$54,784	\$56,428	\$58,121	\$59,864	\$61,660	3%	\$1,596	3%	\$1,644	3%	\$1,693	3%	\$1,744	3%	\$1,796
Public and Private Average	\$45,573	\$46,941	\$48,349	\$49,799	\$51,293	\$52,832	3%	\$1,367	3%	\$1,408	3%	\$1,450	3%	\$1,494	3%	\$1,539
UC Berkeley (Public)	\$34,696	\$35,553	\$36,438	\$37,366	\$38,329	\$39,336	2%	\$857	2%	\$885	3%	\$928	3%	\$963	3%	\$1,007

Sources:

Penn State University Park IST tuition: <http://tuition.psu.edu/tuitiondynamic/tabledrivenrates.aspx?location=up>

University of Michigan tuition: https://ro.umich.edu/tuition-residency/tuition-fees?academic_year=153&college_school=24&full_half_term=35&level_of_study=38
Tuition is based on full-time enrollment and mandatory fees.

University of North Carolina tuition: <https://sils.unc.edu/programs/graduate/msis>
Tuition is based on full-time enrollment and mandatory fees (https://cashier.unc.edu/files/2019/06/19_20YR.pdf)

Carnegie Mellon tuition: <https://www.cmu.edu/sfs/tuition/graduate/hc-ism.html>
Tuition is based on the 12-month MISM program and includes tuition for the Fall 2019 and Spring 2020 terms. Actuals include the student activities fee, transportation fee, and technology fee.

Stanford tuition: <https://gradadmissions.stanford.edu/admitted-students/financing-graduate-study/estimated-expense-budget>
Tuition is based on 11 credits or more for three quarters.

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

We have selected five comparator programs, three at public institutions and two at private institutions. We consider these programs our peers because we compete with them for both faculty and students and the programs are similar in structure and curricula. A few additional relevant details about each program are below:

- Master of Science in Information (MSI), offered by the University of Michigan School of Information (public): Based on responses from our applicants to our surveys, as well as anecdotal evidence from our admissions team, we are aware that the MIMS applicant pool has significant overlap with the University of Michigan MSI applicant pool. U.S. News and World Report ranks this program as the top Library and Information Science master's degree program, and although we are not a library school, we look to this program as a leader in our field.
- Master of Science in Information Science (MSIS) at the University of North Carolina School of Information and Library Science (public): Based on responses from our applicants to our surveys, as well as anecdotal evidence from our admissions team and from faculty, we are aware that the MSIS applicant pool has some overlap with the UNC School of Information and Library Science applicant pool. U.S. News and World Report ranks this program as among the top ten Library and Information Science master's degree programs.
- M.S. in Informatics at Penn State College of Information Sciences and Technology (public): Our admitted student pool is of similar quality to this program, although we believe that our applicant pools do not significantly overlap.
- Master of Information Systems Management (MISM), Carnegie Mellon University, Heinz College (private): Based on responses from our applicants to our surveys, as well as anecdotal evidence from our admissions team and from faculty, we are aware that the MIMS applicant pool has significant overlap with the CMU MISM applicant pool.

- Master of Science in Management Science and Engineering at Stanford University (private): Stanford's program provides a useful Bay Area/Silicon Valley regional comparison between top programs in this disciplinary area.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

For in-state residents, the cost of the MIMS program for one year (\$22,451 in AY 19-20) is below both the private comparator average (\$53,189) and the average of all comparator programs (\$34,007), and is only slightly higher than the average of public comparators (\$21,219). For nonresidents, the cost of the MIMS program for one year (\$34,696) is below the average of private comparators (\$53,189), the average of public comparators (\$40,497), and the average of all comparator programs (\$45,573).

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

The School of Information's MIMS program is unique, in relation to our comparison institutions, in our smaller class size; our strong focus on ethics, law, policy, and the human costs and consequences of technological development; and our robust alumni network and proximity to the Silicon Valley tech industry:

- Smaller class size. The School of Information admits approximately 50 students per year to our MIMS program, with approximately 100 students enrolled in the two-year program at any given time. In contrast, the University of Michigan reported 497 students enrolled in its MSI program in academic year 2018-19, and Carnegie Mellon advertises its average incoming class size for its MISM program as 328 students. Stanford's M.S. in Management Science and Engineering program enrolls approximately 200 students at any given time. With a smaller class size, our MIMS program provides a more intimate experience for students and produces a tightly-knit community and alumni network. We are also able to provide high-touch student services, including pre-program advising and preparation in programming and writing, personalized advising during the program, wraparound career services from admitted students to alumni, a customized online alumni directory, and a student license for Slack, an online collaborative tool. (The University of North Carolina's School of Information and Library Science reported 280 enrolled graduate students as of Spring 2019 across four graduate degree programs; the distribution of students between the programs is unclear. Information about the Penn State M.S. in Informatics class size was not available.)
- Strong focus on human interaction with technology. Although many of our peer I Schools do include social sciences in their curricula, our faculty are particularly engaged in researching the social and ethical consequences of technological

development, including human-computer interaction, human-in-the-loop databases, and technology law and policy. Our MIMS curriculum explicitly includes both information law and policy and social issues of information, and places a strong focus on ethical decision making and understanding social networks. Our students investigate the ethical considerations inherent in systems design and learn how to address racial, gender, and other forms of bias in data collection and information technology. As a professional master's degree program, we focus both on theory and on praxis, providing a unique blend of academically driven but useful professional experience.

- Strong alumni network and proximity to Silicon Valley and Sacramento. With a more than twenty year history and approximately one thousand alumni, the MIMS program fosters meaningful professional connections among our graduates. We have recently introduced a new social networking tool, Berkeley I School Connect, to allow alumni to better engage with one another around the country and the world. Our proximity to Silicon Valley is helpful in providing opportunities for both current students and alumni to find internships, careers, events, and networking opportunities with world-class technology companies. We believe that we have an important opportunity to improve the problematic culture of the technology industry by producing graduates with ethical frameworks and training that will improve the diversity and inclusivity of the sector overall. Our proximity to San Francisco and Sacramento enables our students to benefit from engaging with civic leaders and programs:
 - Internships in California: Typically, more than 90% of MIMS students undertake internships between their first and second year, and many take advantage of UC Berkeley's proximity to Silicon Valley, San Francisco, and Sacramento to do these internships in California. The School of Information also offers a Non-Profit Internship Grant to support MIMS students who are interested in working in non-profits, government agencies, or non-governmental organizations; starting in 2019, priority for the Non-Profit Internship Grant will be given to students working in California. MIMS students have interned for many California employers, including the San Francisco Unified School District, the Chan-Zuckerberg Initiative, and Salesforce.
 - California Research Projects. Many MIMS students undertake research focused on examining and improving the deployment and impact of technology in California, often sponsored or supported by I School affiliates such as the Center for Long-Term Cybersecurity and the Center for Technology, Society, and Policy.
 - California Final Capstone Projects. The final capstone projects that our MIMS students complete to conclude their degree program also frequently engage with the needs and values of California.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table on the following page, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Actual	Comparison	
	2016-17	2017-18	2018-19	Fall 2019	Publics	Privates
Ethnicity						
Underrepresented						
African American	0%	0%	1%	1%	3%	N/A
Chicanx/Latinx	2%	2%	4%	4%	3%	N/A
American Indian	0%	0%	0%	0%	0%	N/A
<i>Subtotal Underrepresented</i>	2%	2%	5%	5%	5%	N/A
Asian/East Indian	11%	14%	12%	17%	7%	N/A
White	19%	13%	15%	19%	24%	N/A
Other/ Unknown	7%	6%	4%	3%	3%	N/A
International	62%	64%	63%	56%	62%	N/A
Total	100%	100%	100%	100%	100%	N/A
Socioeconomic						
% Pell recipients	11%	24%	32%	N/A	N/A	N/A
Gender						
% Male	52%	51%	46%	34%	50%	N/A
% Female	48%	49%	54%	44%	47%	N/A
% Decline to State				22%	N/A	N/A

Sources: UC ethnicity, socioeconomic status: UC Corporate data; CalAnswers (for Actual Fall 2019)

Comparison institutions:

Penn State, University Park IST Graduate Enrollment by Race/Ethnicity, Fall 2018: <https://factbook.psu.edu/factbook/StudentDynamic/MinorityEnrolbyEthnicity.aspx?YearCode=2018&FBPlusIndc=N>

Penn State, University Park IST Graduate Enrollment by Gender, Fall 2018: <https://factbook.psu.edu/factbook/StudentDynamic/gendersummarynew.aspx?yearcode=2018&FBPlusIndc=N>

University of Michigan, Winter 2018 enrollment: <https://ro.umich.edu/reports/ethnicity>

*Please note that UM's % includes the information systems program. They report "two or more ethnicities," which are not included in this figure. Stanford, UNC, and CMU do not report enrollment per program.

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The I School is acutely aware that our recruitment of students from underrepresented groups to our MIMS program is lower than it should be. Over the last three years, students from underrepresented groups have comprised 5% or less of total enrollment in the MIMS program (2% in academic year 2016-17, 2% in 2017-18, and 5% in 2018-19). This represents a drop from prior years; from 2008 through 2014, underrepresented minority students represented between 4%-6% of total enrollment. Not all of our peer programs at other institutions have made public ethnicity enrollment data. Based on the limited comparator data that are available, and through anecdotal comparison with colleagues, we believe other programs also struggle to recruit students from underrepresented groups. Nationwide in 2017, 75% of graduates receiving Library and Information Science degrees were white, 8% were Hispanic/Latino, and 5% were Black/African-American, though these statistics include students in library-focused programs that are not our direct comparators. (Source: the Integrated Postsecondary Education Data System, as reported here: <https://datausa.io/profile/cip/library-information-science#demographics>).

Our strategy in recent years for creating a robust level of racial and ethnic diversity in our program clearly has not been effective. In the past, we have approached recruitment from the overall perspective of building our brand identity in a strategic way by marketing the I School, the MIMS degree, and our unique academic and professional network to a wide audience. In 2017, we embarked on a new diversity and inclusion initiative to recruit more students from diverse backgrounds, including from underrepresented groups, and provide support for current students:

- We improved our web presence and print materials in ways that highlight our commitment to diversity and inclusion; for example, updating our website to emphasize our commitment to an inclusive community and highlighting diversity resources available to students, faculty, and staff. We also made a comprehensive effort to feature a more diverse selection of our students and faculty online, in print, and on social media.
- We increased our faculty, student, and staff participation in relevant conferences and events, such as the Grace Hopper Celebration of Women in Computing, the Richard Tapia Celebration of Diversity in Computing, and San Francisco's Tech Inclusion Fair. In April 2019, we began sending admissions staff to the twice-annual California Forum for Diversity in Higher

Education to connect with undergraduate students from underrepresented groups who have shown academic excellence at California universities.

- We convened two student focus groups on diversity and inclusion in 2017 to learn more about the experience of current students in all four of our degree programs. We developed a six-pronged diverse student recruitment plan, the goals of which were to formulate and coordinate messaging, explore and coordinate student support both financial and non-financial, conduct targeted outreach, engage I School students and alumni, train select faculty and staff, and measure our impact. In Spring 2019, our Faculty Equity Advisor and Assistant Dean convened a faculty and staff Diversity and Inclusion Working Group at the I School, which has been meeting monthly to review and revise the department's Equity and Inclusion strategic plan and to identify 3-5 key goals for the next five years. We also acknowledge that it is critical to create and maintain an inclusive culture that will enable us to retain a diverse student, faculty, and staff population.

In spite of these efforts, and a slight increase in underrepresented minority students in 2018-19, we are clearly falling short. With this new multi-year plan and additional funding from PDST, we aim to do much better and maintain our upward trend. We are therefore adding new activities and increasing our existing efforts, including:

- Targeted fellowship support. Beginning with our Fall 2020 entering MIMS class, the I School will dedicate four "I School Diversity" fellowships (increased in number from one) to support students who have overcome significant challenges in pursuing higher education, who plan to research diversity and inequality, or who have shown leadership in equity and inclusion. This fellowship support will be funded by PDST revenue and PDST incremental increase revenue (if approved).
- Coursework on diversity, equity, and inclusion. We will commit to offering one to two new special topic courses per year on issues related to diversity, equity, and inclusion in technology and information science. We will especially seek out courses relevant to our discipline on issues facing underrepresented minorities in and beyond California.
- MIMS application fee waivers. To help remove barriers in the application process, we will now more explicitly advertise application fee waivers for students, including those from underrepresented groups, which is a best practice followed by many of our peers. We will promote our application fee waivers more heavily and streamline the process to make it easier for students to request and receive these waivers.
- Explicit and identifiable staff support. We have reconceived the role of our Assistant Dean of Academic Programs to add Equity and Inclusion explicitly to her portfolio and her title. We are also dedicating 50% of our Admissions Manager's time to outreach and help remove obstacles in the admissions process for all students, including those from underrepresented

groups. If we are successful in increasing the percentage of students from underrepresented groups in the MIMS program, then in one to two years we expect to hire a Diversity and Inclusion Coordinator to support faculty, staff, and students by connecting them to relevant programming and resources. If we are not successful in increasing the percentage of students from underrepresented groups in the program within the first two years of this plan, then the funding that would be used to support hiring a Diversity and Inclusion coordinator will be dedicated to increased fellowship support and admissions outreach instead, until such time as our enrolled underrepresented student population needs additional support.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

The percentage of our students who received Pell Grants as undergraduates has nearly tripled in the last three years, from 11% to 32%. Our current percentage mirrors the average percentage of UC Berkeley undergrads who receive Pell Grants (32%).

We believe this statistic to be a good indicator of the affordability of our program and our success in using a holistic review process to evaluate applicants that includes attention to indicators of low socioeconomic status. To ensure that the program remains affordable for students from low socioeconomic backgrounds, we will offer increased need-based aid (I School fellowships) and application fee waivers for students from low socioeconomic backgrounds. As noted above, we are continuing to commit more than the required 33% return to aid; we current commit 35% and by the end of this five-year plan will be committing 36%.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

The I School is proud that the MIMS program has consistently enrolled a high percentage of women. In academic year 2018-19, 54% of MIMS students were women, up from 48% in 2016-17 and 49% in 2017-18. The program has enrolled at least one third women consistently since its inception in 1997, and has enrolled over 40% women for 14 out of the 22 years for which we have data (1997-2018).

Our strategy for achieving and maintaining gender parity in the MIMS program has been multifold. We are fortunate to have, currently and historically, a higher proportion of women in faculty and leadership roles than in peer departments in related STEM

disciplines. We also feature women in our promotional materials, support women's professional development by sponsoring students to attend relevant conferences on women in technology, and highlight the achievements of female alumnae.

Due to historical data collection limitations, we do not have good information on the number of gender nonbinary students in the MIMS program. We are excited to see the impact of recent improvements to campus data collection that we expect will enable us to better understand how inclusive our program is for gender nonbinary individuals.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

In the final year of our multi-year plan, we expect that our efforts to develop partnerships with Historically Black Colleges and Universities, Hispanic Serving Institutions, affinity groups for underrepresented professionals in the technology industry, and conferences and professional organizations focused on diversifying information technology will have resulted in an increased proportion of our students coming from underrepresented groups.

We aim to maintain or increase the proportion of our eligible students who received Pell Grants as undergraduates (32%). Our strategies for doing so include advertising our programs to prospective students in underserved communities, offering application fee waivers, and highlighting the achievements of alumni who are first-generation college students. As we begin more actively recruiting and providing targeted fellowship to California residents and underrepresented, we believe we may see a rise in the number of our MIMS students who received Pell Grants as undergraduates.

We expect to maintain gender parity between men and women enrolled in the MIMS program over the next five years, and also expect to begin to see some students report that they identify as gender nonbinary due to new reporting capabilities provided by the campus.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.)

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding

tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as “equivalent” to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

All Faculty (School or Department)**				
<i>Ethnicity</i>		2016-17	2017-18	2018-19
Black/Afr-American	Domestic	3.4%	1.7%	2.5%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	3.4%	3.3%	2.5%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	18.6%	16.7%	10.0%
	International	0.0%	0.0%	0.0%
White	Domestic	62.7%	58.3%	61.3%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	11.9%	20.0%	23.8%
	International	0.0%	0.0%	0.0%
<i>Percentage by Gender</i>		2016-17	2017-18	2018-19
Female		22.0%	25.0%	23.8%
Male		78.0%	75.0%	76.2%

Ladder Rank and Equivalent Faculty (School or Department)				
<i>Ethnicity</i>		2016-17	2017-18	2018-19
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
		0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	15.4%	15.4%	14.3%
	International	0.0%	0.0%	0.0%
White	Domestic	69.2%	69.2%	64.3%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	15.4%	15.4%	21.4%
	International	0.0%	0.0%	0.0%
<i>Percentage by Gender</i>		2016-17	2017-18	2018-19
Female		38.5%	38.5%	42.9%
Male		61.5%	61.5%	57.1%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The School of Information has a relatively small ladder faculty, with only 14 regular faculty in fall 2019. Among our ladder rank and equivalent faculty, 42.9% were women in academic year 2018-19, a percentage that has remained relatively consistent since 2008. From 2008-2018, between 35.3%-46.2% of our regular faculty have been women. In academic year 2018-19, 64.3% of our ladder rank and equivalent faculty reported their ethnicity as white; 14.3% self-identified as Asian/Pacific Islander; and 21.4% self-reported their ethnicity as "other" or were unknown. None of our ladder rank and equivalent faculty come from underrepresented minority groups.

We have not been allocated additional ladder faculty FTE for academic year 2019-20, and regret that this prevents us from actively recruiting additional diverse ladder faculty. This year, we have actively pursued ladder faculty FTE with a focus on diversity by engaging in campus-coordinated cluster hires for ladder faculty on topics related to diversity, equity, and inclusion, including the Inclusive Artificial Intelligence and People with Disabilities clusters. At the time of writing, we are concurrently submitting our annual FTE request to the Provost, highlighting our urgent need to hire in order to diversify our ladder faculty. We also recognize that we need to incentivize and coach our current faculty to create a more diverse and inclusive culture for underrepresented minority populations.

When we do have open ladder faculty positions, we acknowledge that we have struggled to attract interest and applications from candidates from more diverse backgrounds, including those from underrepresented groups and candidates with disabilities; we do tend to attract female candidates, but remain mindful of the historical challenges of ensuring women are well-represented in STEM and STEM-adjacent disciplines. In order to address this issue, our Faculty Equity Advisor has encouraged current ladder faculty to outreach to colleagues at peer institutions, asking them to encourage promising candidates, particularly women, candidates from underrepresented groups, and people with disabilities, to apply, and/or asking them to provide the names of any such prospective candidates. In addition, the School regularly advertises open faculty positions in ad sources likely to be viewed by women, people from underrepresented groups, and people with disabilities, such as the job listings for the ACM Richard Tapia Celebration of Diversity in Computing, the Grace Hopper Celebration of Women in Computing, Diverse: Issues in Higher Education, and the ACM-W. We work closely with the Office for Faculty Equity and Welfare and implement their guidance as relevant. We are currently engaged in a yearlong process to review and revise our departmental Equity and Inclusion Strategic Plan, under the guidance of the Division of Equity and Inclusion, and expect as part of that process to develop further measures to ensure that our faculty recruiting is in line with campus diversity, equity, and inclusion goals.

The I School employs a large number of lecturers and adjunct faculty to teach topical courses, some in our MIMS program, many in our online self-supporting graduate professional degree programs, and some across programs. This population is slightly more racially and ethnically diverse, though less gender balanced, than our ladder faculty population. Averaging our ladder rank and equivalent faculty with our other faculty reveals that our overall faculty pool is more heavily male (76.3% in academic year 2018-19), but also includes some underrepresented minority faculty, including 2.5% Chicano/Latino and 2.5% Black/African-American. Because we recruit frequently for our large adjunct and lecturer teaching population, we are able to work closely with the Office of Faculty Equity and Welfare to follow current best practices for recruiting diverse faculty, including outreach to peer departments to invite women, underrepresented minorities, and people with disabilities to apply, advertising at relevant conferences and with relevant professional organizations, and composing job descriptions that foreground the I School's commitment to diversity and inclusion. We now require all ladder and adjunct faculty and lecturer applicants to submit a diversity statement as part of their application package.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

Our financial aid and affordability goals for our MIMS program are to:

- Keep the direct cost of our program no more than 10% higher than the average costs of our public comparators, and provide relief for indirect costs by providing materials funds and conference travel grants for students from low socioeconomic backgrounds.
- Offer fellowship support to meritorious students, students with the potential to contribute to leadership in the tech sector in California, students with financial need, and students with the potential to contribute to the diversity of our student body, particularly including students from underrepresented groups and low socioeconomic backgrounds.
- Distribute fellowship and academic student employee support to prevent excessive rises in the average loan balance of our MIMS students, even if the percentage of MIMS students who are borrowers rises, by increasing our need-based fellowships.

In order to measure our success in meeting these goals, we will track the comparison between our tuition and fee costs and those of our closest comparators, the proportion of California residents and of underrepresented minority students enrolled in our program,

and the average loan balance our students carry at graduation. If the average loan balance our students carry at graduation rises by more than 10%, we will take additional steps to make the program more affordable.

Our financial aid strategy is to use our PDST return-to-aid for targeted scholarship funding based on need and diversity for students from low socioeconomic backgrounds and based on diversity for students from underrepresented groups. Our intended increase in both the amount of our fellowships (funded partly using PDST revenue) and the number of academic student employee positions (funded by non-PDST revenue sources) available to our students will also help us prevent students from accruing above-average loan balances.

Graduating Class	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent with Debt	51%	53%	27%	24%	38%	26%	12%
Cumulative Debt among Students with Debt	\$52,356	\$50,267	\$58,219	\$52,392	\$56,084	\$52,158	\$27,750

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

For MIMS students who graduated in 2018, 12% had borrowed federal student loans, with an average loan balance of \$27,750. The prior year, 26% had borrowed federal student loans, with an average loan balance of \$52,158. We have dedicated increasing resources to financial support and academic student employee hiring in recent years, reducing the amount of debt our students need to take on.

We expect our proposed Professional Degree Supplemental Tuition levels and financial aid plan to have minimal effect on this trend. However, we also expect that if we are successful in enrolling more California residents and domestic underrepresented minority students, we will have, overall, more students in our program who are eligible for federal student loans, and we may see the percentage of MIMS students who utilize federal student aid increase.

UC Berkeley/School of Information/Master of Information Management and Systems (MIMS)
 Established program
 Established PDST

	Graduates with Debt	2017-18 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	12%	\$27,750	\$119,000	3%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources:
 I School Graduate Survey data
 Comparison institutions: data not available

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

Students who graduated from the MIMS program in 2018 reported a median salary of \$119,000 (range: \$90,000 to \$165,000) and a median signing bonus of \$12,000 (range: \$5,000 to \$40,000); data from prior years are similar. (Source: I School Career Services alumni survey, conducted six months post-graduation.) Given these salary levels, we believe that most students will be able to manage their student loan debt in a straightforward manner. There was no publicly-available data for debt from our comparison programs.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

We offer a Non-Profit Internship Grant to support students who pursue summer internships in the non-profit and public sectors; starting in fall 2019, preference will be given to students pursuing these internships in California. Organizations that students who have received the Non-Profit Internship Grant worked for in recent years include *Diversity*, the world’s largest minority professional network and the UC Berkeley Student Parent Center. Before we instituted this grant in 2011, some students were compelled to turn down these less-lucrative opportunities (with organizations like the Center for Democracy and Technology or the Electronic Frontier Foundation) due to their financial needs. By providing this grant, the School of Information now enables interested students to pursue internships focused on public service while still furthering their professional goals.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

Yes, graduates of our program who pursue public interest careers typically earn approximately \$10,000-\$15,000 less than the median salary upon graduation; this still places them, on average, in the low six-figure range. (Source: I School Career Services surveys.) Public interest careers for our discipline include positions with government agencies, libraries, school districts, public interest technology nonprofits, and educational technology nonprofits. For example, recent graduates work in roles such as Executive Director of the Free Law Project, Librarian/Digital and Information Resources for the New Jersey Office of Legislative Services, and CTO of Dost Education, an educational technology nonprofit. In order to ensure that these careers are viable in light of students' debt at graduation, we make academic student employment and fellowship opportunities available as frequently as possible, and also clearly set students' expectations for the variation in salary between different opportunities so that they can plan accordingly, using orientation sessions, career workshops, and one-on-one career advising for this purpose.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

The majority of our outreach activities contain information about financial aid options. In our online information webinar presentations, we share details about our financial aid programs. We also host a specific funding opportunities webinar which includes comprehensive information about financial aid, and we send this information via email to all prospective students as well. We continue to share this information with students who are admitted to the program in a variety of ways—during a financial aid webinar, a Welcome Day, and in email communications. We explain the different types of gift aid and self-help programs. Finally, we include a targeted session during our MIMS student orientation to explain tuition, fees, academic student employee fee remissions, establishing residency, and other financial issues; we circulate a slide deck explaining MIMS student financial information; and we offer prospective and newly admitted students one-on-one appointments with our Admissions and Student Affairs staff who specialize in financial support.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

We publish the median salary of program graduates annually, along with signing bonus statistics, publicly on our website. We also inform incoming students of potential debt they may incur, along with tools and resources for financing their education.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

N/A

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2020-21 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe):
- Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened focus groups of students in the program to discuss the plan and solicited feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): consulted with student body leadership (see section IX.c. below)

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal (for each, provide the date, the number of participants, how participants were chosen, description of consultation method, etc.) and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

We consulted a total of 16 current MIMS students (16% of all MIMS students) via four primary methods: first, in October 2019, we circulated a summary by email and provided a Google form for feedback; second, in November 2019, our Assistant Dean met with student organization leadership to discuss the proposal; third, in January 2020, we scheduled and advertised a town hall meeting for MIMS students to provide feedback on the proposal; and fourth, in February 2020, we hosted a “MIMS Tuition Feedback Lunch” and invited all current students to attend and discuss the proposal. In addition, our Assistant Dean communicated directly with our department’s Graduate Assembly representatives about the proposal in November 2019, and they indicated they did not have any additional feedback beyond what had already been submitted.

In October 2019, our Assistant Dean of Academic Programs emailed to all enrolled students in the MIMS program (98 students) a summary of the proposal – this included a chart of expected fee levels, total degree cost for the current year and next five years, and the goals for the use of the PDST revenue – and a Google form soliciting feedback. We sent multiple reminders to students to submit commentary on the proposal and also extended the comment deadline to accommodate the October power outages and wildfire smoke disruptions on the UC Berkeley campus.

We received five student comments on the survey, each approximately one paragraph long, that were submitted on the Google form. The comments can be summarized as follows:

- One student expressed support for using increased PDST revenue to provide more fellowships and hire additional instructors for topical electives, but also expressed dissatisfaction with using revenue from international students to support California residents.
- One student expressed strong support for increasing diversity within the MIMS student body and offered to help with recruitment efforts.
- One student expressed support for the fee increase proposal, writing that “the plan to increase PDST makes sense,” but suggested that more of the resulting funding should be used for facilities and supplies.
- One student expressed that changes to the degree program might be more likely to attract more California residents; the student did not specify what changes, but provided contact information, and we will follow up to learn more. The student

also expressed that increasing fees might decrease enrollment, but wanted to learn more about how the funding would be used.

- One student suggested that more funding should go toward courses in user experience design and strengthening the MIMS curriculum in human-computer interaction.

In response to this feedback, we did not make changes to the proposal. However, we will increase our communication with students around related issues such as fellowship funding, academic student employee hiring, lecturer hiring, and curriculum planning. We also took steps to improve facilities and supplies for students and are pursuing separate facility improvement plans (i.e., soliciting private donors).

In order to garner additional feedback, our Assistant Dean for Academic Programs consulted with the Information Management Student Association (discussed in detail below) in November 2019. (The Information Management Student Association is the MIMS student government and directly represents students in this program.) Our understanding based on this meeting is that MIMS students are not opposed to the proposed PDST increase *per se*, but want assurances that the resulting revenue will be used to benefit students through fellowship support, increased elective course offerings in areas of interest to students, and judicious funding for diversity outreach. We share these goals, and plan to continue engaging MIMS students in dialogue about them.

In addition, we scheduled and advertised a townhall meeting with MIMS students on January 15, 2020 about the proposed PDST increase; we provided options for students to attend either in person or online. No students attended this townhall meeting despite three emailed reminders and coordination with student organization (IMSA) leadership regarding the date and time.

On February 3, 2020 we invited all MIMS students to attend a “MIMS Tuition Feedback Lunch” and recirculated the proposal and feedback form. Four students – who were not students who had previously provided feedback – attended this lunch and made comments. Their comments can be summarized as follows:

- Several students suggested that the program could provide funding, perhaps in the form of small grants, to support final capstone project costs.
- One student suggested we could increase the amount of the conference travel grant that the program offers to MIMS students.
- Students observed that the most burdensome cost for them is housing, and that they are not sure how the program can address this regional issue.
- Students suggested that the I School could cover textbook costs where relevant.
- Students asked for funding to refurbish their lounge space.

- Students asked for clarification regarding the funding earmarked for outreach and recruitment, and some students suggested this funding would be better spent on student fellowships. We highlighted the importance of outreach with respect to increasing our underrepresented minority student population.
- Students observed that they need time to prepare for expected cost increases and asked that the program continue to communicate as proactively as possible about tuition levels.

In response to this feedback, we did not make changes to this proposal; however, we are pursuing several of the student suggestions independently of this proposal and we would be happy to discuss them with the Regents if desired.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. *Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities.* The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with Adam Orford, Graduate Assembly President on 10/22/2019 .

Campus graduate student organization (i.e., your campus' GSA president)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Student leaders were in general agreement on the following points:

- The student diversity plan was strong and the comparators were acceptable.
- The faculty diversity plan could not be scored because the school reported it cannot hire, and did not provide a plan for what will happen if it could.
- Student feedback opportunities were characterized as “cursory,” without the necessary work to build approval from the student body for the proposed cost increases, and little demonstration of an effort to link increased expenditures with items that students indicated are areas of need. The comments also uniformly noted that there was minimal alignment between stated need for the PDST amount, the amount requested, and/or what students have indicated are areas of need.

If applicable, plan shared with Information Management Student Association on November 8, 2019 .
Program graduate student organization (i.e., your program council or department GSA)

Comments or feedback was provided.
 Comments or feedback was not provided.
Nature of feedback or full comments:

The co-president of the MIMS student government organization, the Information Management Student Association (IMSA), sent our Assistant Dean of Academic Program a series of questions summarizing student responses to the proposal that she had received in response to her own message. In November 2019, our Assistant Dean of Academic Programs met with the IMSA co-president and the IMSA finance chair to answer and discuss these questions. The questions included:

- Students wanted to know more about how the revenue would be used; in response, we shared the full proposal to provide more depth than the summary.
- Students wanted to know more details of whether and how the I School was already lagging competitors in offered fellowship funding; in response, we shared more information from our Admissions team about our competitors, and emphasized that we want to avoid lagging competitors further in the future.
- Students perceived changes in the allocation of academic student employee (ASE) positions within the School of Information and believed the School was spending less on ASE positions than in previous years; we provided details to clarify that, although some courses may be receiving Reader instead of GSI support per duties assigned to individual ASEs, the school is providing more ASE positions overall and spending more on ASE hiring in AY 2019-20 than in AY 2018-19.
- Students wanted to know more about whether the increased PDST revenue would be used to cover salaries for existing faculty members, or to hire new instructors; whether average class sizes have changed over time and how increased PDST revenue might impact class sizes. In response, we clarified the faculty salary structure (ladder and adjunct vs. lecturer) and will provide information on class sizes.
- Students wanted to know how topical electives would be chosen; in response, we discussed our curriculum feedback process (we circulate the upcoming year's proposed schedule to students and solicit feedback), the role of the student organization's academic chair and career-academic committee, and the role of our department's faculty MIMS curriculum committee, and indicated that we are open to further dialogue on this point to ensure our course offerings support student interests and professional needs.

In response to this feedback, we did not make changes to the proposal. However, we will increase our communication with students around related issues such as fellowship funding, academic student employee hiring, lecturer hiring, and curriculum planning. We

also took steps to improve facilities and supplies for students and are pursuing separate facility improvement plans (i.e., soliciting private donors).

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.d.

- Agenda item at a regularly scheduled faculty meeting
- Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
- Convened focus groups of faculty in the program to discuss the plan and solicit feedback
- Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe):

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal (for each, provide the date, the number of participants, how participants were chosen, description of consultation method, etc.) and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

In October 2019, our Assistant Dean of Academic Programs emailed a detailed summary of the proposal, including a chart of expected fee levels and total degree cost for the current year and next five years and the goals for the use of the PDST revenue, to all ladder and adjunct faculty in the School of Information, and requested feedback. Two faculty members wrote briefly in support of the proposal; their comments are as follows:

“Thanks for all your good work on this. It looks in very good shape to me and I think you have done a particularly nice job justifying the raise.”

“Although I continue to be uneasy about a public university charging tuition, given the economic realities we face, I reluctantly support this proposal.”

No proposal changes resulted from this feedback.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

Plan shared with Lisa Garcia Bedolla, Vice Provost of Graduate Studies on 10/22/19 .
Graduate Dean

Plan endorsed by Carol T. Christ, Chancellor on 11/14/19 .
Chancellor¹

¹ Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at <http://www.universityofcalifornia.edu/regents/policies/3103.html>

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
 Effective Beginning Summer or Fall 2020**

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: <http://regents.universityofcalifornia.edu/governance/policies/3103.html>. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21		2021-22		2022-23		2023-24		2024-25	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA resident)	\$6,489	\$6,813	\$7,152	\$7,509	\$7,884	\$8,277	5.0%	\$324	5.0%	\$339	5.0%	\$357	5.0%	\$375	5.0%	\$393
Prof. Degr. Suppl. Tuition (Nonresident)	\$6,489	\$6,813	\$7,152	\$7,509	\$7,884	\$8,277	5.0%	\$324	5.0%	\$339	5.0%	\$357	5.0%	\$375	5.0%	\$393
Mandatory Systemwide Fees*	\$12,570	\$12,966	\$13,368	\$13,788	\$14,220	\$14,670	3.2%	\$396	3.1%	\$402	3.1%	\$420	3.1%	\$432	3.2%	\$450
Campus-based Fees**	\$779	\$784	\$788	\$793	\$798	\$803	0.6%	\$5	0.6%	\$5	0.6%	\$5	0.6%	\$5	0.6%	\$5
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Other (explain below)***	\$0	\$0	\$0	\$0	\$0	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0
Total Fees (CA resident)	\$19,838	\$20,563	\$21,308	\$22,090	\$22,902	\$23,750	3.7%	\$725	3.6%	\$746	3.7%	\$782	3.7%	\$812	3.7%	\$848
Total Fees (Nonresident)	\$32,083	\$32,808	\$33,553	\$34,335	\$35,147	\$35,995	2.3%	\$725	2.3%	\$746	2.3%	\$782	2.4%	\$812	2.4%	\$848

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments: N/A.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

The UCI Master of Urban and Regional Planning (MURP) program, housed within the Department of Urban Planning and Public Policy in the School of Social Ecology, provides a rigorous academic foundation to prepare students for future success in urban and regional planning and related career fields. Approved in 1990, the MURP program is a two-year long professional degree program accredited by the Planning Accreditation Board (PAB). The first cohort of MURP graduates graduated in 1994, and recent graduates secure planning positions in both public (California cities and metropolitan planning organizations, such as the Southern California Association of Governments) and private sectors (planning, design, and engineering firms). The MURP program educates students to understand complex urban challenges across multiple spatial scales, embracing the core planning values of sustainability and inclusiveness. It also provides students with a range of opportunities to develop both the knowledge and the technical, communicative, and professional skills that enhance planning practice and translate planning knowledge to community well-being. An extensive review by PAB in 2013-14 praised the program's "exemplary record" and resulted in a seven-year accreditation term, the longest term possible under PAB rules.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

The UCI MURP PDST was initially approved by the Regents in March 2017 and the program's multi-year plan covered AY 2017-18 through AY 2019-20. Our goal was "to continue as one of the strongest and most highly regarded planning degree programs and to compete against the very best peer programs in the nation, in part by (1) expanding our professional development services, (2) funding substantial fellowship aid to attract the strongest students, and (3) providing both theory and applied, skills-oriented instruction by prominent professors and leading planning practitioners."

- (1) **Expanding our professional development services (linked to program quality)**: Over the last two years, we expanded professional development opportunities by creating new programs and enhancing existing events and student services. Specifically, students were provided with new opportunities to meet and learn from planning practitioners (from public, private, and non-profit sectors) through our Planning Visions & Career Paths lecture/workshop series, created using PDST. We also expanded existing programs, including the MURP career fair, the MURP capstone project presentation day event, and the alumni mentorship program. To achieve this goal effectively, we hired a professional development and student service staff member (75% appointment) who assisted in identifying professional development needs, organizing events, and providing various forms of support for successful professional development. With this support, over 90% of our recent graduates obtained professional planning or planning-related positions within 12 months of graduation. Additionally, we now have three active student organizations: the UCI Urban Planning Student Association (our program's longer-term student organization), the Orange County Association of Environmental Professionals (OCAEP) Student Chapter (established in fall 2017), and the Urban Planners of Color at UCI (established in spring 2019), demonstrating an increased vibrancy of the program as well as a robust climate for students as they prepare for careers post-graduation. Faculty members in the department have provided strong support for students of color who founded the Urban Planners of Color organization in spring 2019, and two faculty members are currently serving as faculty mentors for this group.
- (2) **Funding substantial fellowship aid to attract the strongest students (linked to affordability, diversity, and program quality)**: We directed a substantial portion of the PDST revenue towards increasing student financial aid through fellowships that match what other top programs are able to offer their respective students. The total amount of funding given to incoming students for recruitment increased from approximately \$68,000 (the average of fall 2014-2016 cycles) to \$176,000 (the average of fall 2017-2019 cycles) enabling us to maintain a high level of student diversity in the program (please see V. ENROLLMENT AND DIVERSITY STRATEGY for details). Additionally, we have provided an increased amount of support for continuing students by creating or expanding the following programs.
- MURP Diversity in Planning Fellowship Program (expanded): Supporting continuing MURP students who are engaged in activities that promote diversity, equity, and inclusion within our program and in the planning profession.
 - NEURUS Student Exchange Program (expanded): Providing a study abroad opportunity (with supplemental fellowships of \$3,500 per student) for students who are interested in a wide variety of urban and regional planning issues around the world.
 - MURP Summer Intern Fellowship Program (created in summer 2018): Supporting MURP students who undertake unpaid or low-paying summer internships by providing modest funding to promote their active participation in

professional planning activities and provide support for students interested in public interest careers and community services to underserved populations.

The total amount of support provided through these three programs in the last two years was \$65,000, of which approximately 60% was covered by PDST. A majority of the fellowship/support recipients were those from underrepresented groups (URG) in the last two years (MURP Diversity in Planning Fellowship Program: 75% URG, NEURUS Student Exchange Program: 100% URG, MURP Summer Intern Fellowship Program: 56% URG). These programs have also contributed to elevating the visibility of the program and enhancing our outreach and recruitment activities.

- (3) **Providing both theory and applied, skills-oriented instruction by prominent professors and leading planning practitioners (linked to program quality)**: Starting in AY 2017-18, we offered five new skills-oriented courses by hiring three to five planning practitioners in each academic year, while maintaining the high quality of existing courses taught by core faculty members. Student feedback (received through course evaluations as well as other channels, including MURP Town Hall meetings and annual student surveys) indicate that these new courses enable students to connect with practitioners, gain hands-on experience, and develop additional planning skill sets in site design, site development, sustainable planning, public finance, and other areas key to professional practice. To enhance student learning outcomes, over the last two years, we also provided additional instructional support by hiring a total of three readers/tutors and six PDST-funded TAs for selected MURP courses as well as access to supplemental, online Planetizen courses through which students can receive additional training on various planning skill sets in a flexible manner that extends and amplifies our program's solid core curriculum.

With these efforts, our program climbed up three spots to #21 on the list of top graduate urban planning programs (Planetizen, 2019). We have also maintained the program size with a diverse body of students, while many other planning programs in the U.S. have experienced a decline in recent years, as explained in section III.e. below.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

In the coming years, an increase in PDST will improve our capacity to recruit and retain a strong and diverse student body and to support their success in and beyond the program. We request approval of a 5%/year PDST increase to achieve this goal through:

- (1) **Enhancing student support (linked to program quality and diversity)**: As noted in section II, we have expanded our active student organizations since the implementation of PDST, and our program's three student organizations represent the increasing vibrancy of the program and students' desire to maximize opportunities for outreach, engagement, and professional development/networking. During our first two years of PDST experience (2017-2019), the program welcomed such student involvement and initiative and saw their contribution to building our reputation as a leading planning program. However, we also learned that the program needs to expand staff support for student services in order to adequately address a widening range of student needs for additional professional training and career development. Therefore, by using additional revenue from the proposed PDST increase, we will increase the appointment of our MURP-dedicated staff position from 75% to 100%. The increased appointment will cover more outreach activities targeting those from underrepresented groups and low socioeconomic backgrounds, as well as improve assistance to all students (e.g., counseling meetings with diverse undergraduate students to support their successful preparation for the MURP graduate program and other related career opportunities). Furthermore, we will expand our financial assistance and staff time allocation supporting various activities of the student organizations, especially the events that contribute to outreach and recruitment of a diverse student body. In May 2019, for instance, we provided support (funding for the event as well as staff support for the recruitment of the panelists and the event arrangement) for one of our student organizations to hold a career panel and invite Cal Poly Pomona students, some of whom expressed interest in pursuing a master's degree in planning.
- (2) **Continuing to provide a well-balanced curriculum (linked to program quality)**: As noted in section II.a., over the last two years, PDST allowed us to hire planning practitioners to deliver new skills-oriented courses, enabling us to offer an enhanced

mix of electives and to better address our ongoing efforts for greater balance between theory and practice. We will continue to improve these skills-oriented courses (five offerings in each academic year) by recruiting leading professionals, retaining high performing instructors, and providing adequate support for instruction. In addition, we will respond to students and instructor requests to expand instructional support for skills-intensive and/or other demanding courses. We will continue collecting student input (through town-hall style meetings, student surveys, and other channels, as explained in Part B of this proposal) and exploring ways to better meet evolving demands and interests. As we enter the third year of offering these new skills-oriented courses, we will start to gather information about how the new courses have contributed to student success and placement and whether they have been particularly helpful to students from underrepresented groups and low socioeconomic backgrounds.

(3) **Expanding aid for recruitment and retention of students (linked to affordability, diversity, and program quality):**

Recruitment funding is essential for attracting the strongest students with diverse backgrounds. At the same time, additional aid is often needed at various points to support the retention and successful graduation of students, particularly those who are from low socioeconomic backgrounds, throughout two years of study. Therefore, we will expand the amount of our financial aid for both recruitment and retention of students through multiple channels, including the MURP Diversity in Planning Fellowship and the newly created MURP Summer Intern Fellowship program. We will gradually increase the proportion of student financial aid, and approximately 41% of the total PDST revenue will be devoted to aid in the final year of the five-year plan.

If the proposed PDST levels are not approved, our program's ability to increase its vitality will be eroded. Moreover, the proposed staff enhancement and additional financial aid, which are contingent upon the PDST increase, are needed to expand our capacity to recruit and retain a diverse body of students and solidify our reputation as an inclusive urban planning program. With the support of PDST introduced in 2017, we were able to reverse the downward trend of our position in the national ranking (#13 in 2012 – #20 in 2015 – #24 in 2017) and climbed up three spots to #21 in 2019 (Planetizen, 2019). A lower rate of PDST increase would put the program at a disadvantage to our competitors and thus prevent us from extending the upward trajectory further.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue in 2019-20 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2019-20 PDST Revenue	Incremental 2020-21 PDST revenue **	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	
Faculty Salary Adjustments	\$46,000	\$2,223	\$2,331	\$2,443	\$2,562	\$2,685	\$58,245
Benefits/UCRP Cost*	\$1,150	\$56	\$58	\$61	\$64	\$67	\$1,456
Providing Student Services	\$67,500	\$21,492	\$3,625	\$3,762	\$3,904	\$4,052	\$104,335
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instr'l Support Staff	\$52,212	\$2,248	\$2,426	\$2,615	\$2,836	\$3,067	\$65,403
Instructional Equipment Purchases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Providing Student Financial Aid	\$131,077	\$16,932	\$9,360	\$9,886	\$10,371	\$10,833	\$188,460
Other Non-salary Cost Increases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (Please explain in the "Additional Comments" below)	\$33,000	\$825	\$846	\$867	\$888	\$911	\$37,336
Total use/projected use of revenue	\$330,939	\$43,776	\$18,645	\$19,635	\$20,625	\$21,615	\$455,235

* Benefits costs and UCRP contributions should be reported as a single line item.

** Note 2020-21 revenue reflects an increase in enrollment per the projected enrollments described in Section III.e.

Additional comments:

Other includes marketing, outreach, networking, and professional development event costs with a 2.5% annual cost increase rate. This item includes some events organized by our student organizations that contribute not only to their own professional development but also to program marketing and outreach. It also covers our support for students' conference registration, professional membership, and other professional development activities.

III.c. Please describe cost-cutting and/or fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

The program actively pursues cost-cutting and expense offset opportunities. Our program runs a lean staff model whereby primary support is managed by a single staff Assistant Director. In addition, we have cultivated long-term relationships with local planning

agencies, as well as our alumni and other leaders in the field, who have been instrumental in initiating various fundraising efforts and helping to secure two endowments, the Don Owen Water Science & Technology Fellowship and the Ray Watson Fellowship. The two endowments have allowed us to offer a total of \$5,000-\$10,000 of funding per year to students, freeing up an equivalent amount of PDST for other high-priority program costs, such as expenses for providing student services and offering skills-oriented courses.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

N/A. The program does not propose uneven increases.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below.

	Enrollment					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Resident	36	39	39	39	39	39
Domestic Nonresident	2	2	2	2	2	2
International	13	14	14	14	14	14
Total	51	55	55	55	55	55

Additional comments

We expect to see a modest program size increase in 2020-21. It is important to note that the overall size of planning programs in the U.S. has declined substantially since 2010. According to the most recent statistics provided by PAB (https://www.planningaccreditationboard.org/index.php?s=file_download&id=567), from 2010 to 2018, the total number of students in PAB-accredited master’s programs decreased by 26% from 5,432 (in 69 programs) to 4,019 (in 72 programs). This nation-wide trend poses a significant challenge and limits our ability to increase the proportion of resident enrollment easily, but our continuing efforts of outreach and recruitment resulted in an increase in applications this year and we believe will enable us to maintain the program size in future years. We will continue to pay attention to factors that shape graduate application and enrollment dynamics and make efforts to provide the best possible learning environment in terms of program size and composition.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of other programs or only private comparators, please list those.

If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

	First Year Annual Charges																
	Actuals	Projections					Increases/Decreases										
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21		2021-22		2022-23		2023-24		2024-25		
							%	\$	%	\$	%	\$	%	\$	%	\$	
Residents																	
Public																	
University of Michigan	\$31,458	\$32,402	\$33,374	\$34,375	\$35,406	\$36,468	3%	\$944	3%	\$972	3%	\$1,001	3%	\$1,031	3%	\$1,062	
Univ of IL, Chicago	\$19,968	\$20,567	\$21,184	\$21,820	\$22,474	\$23,148	3%	\$599	3%	\$617	3%	\$636	3%	\$655	3%	\$674	
Georgia Inst of Technology	\$18,590	\$19,148	\$19,722	\$20,314	\$20,923	\$21,551	3%	\$558	3%	\$574	3%	\$592	3%	\$609	3%	\$628	
University of Washington	\$17,529	\$18,055	\$18,597	\$19,154	\$19,729	\$20,321	3%	\$526	3%	\$542	3%	\$558	3%	\$575	3%	\$592	
Univ of IL, Urbana-Champaign	\$17,178	\$17,693	\$18,224	\$18,771	\$19,334	\$19,914	3%	\$515	3%	\$531	3%	\$547	3%	\$563	3%	\$580	
Private																	
Columbia University	\$61,281	\$63,119	\$65,013	\$66,963	\$68,972	\$71,041	3%	\$1,838	3%	\$1,894	3%	\$1,950	3%	\$2,009	3%	\$2,069	
Univ of Southern California	\$45,561	\$46,928	\$48,336	\$49,786	\$51,279	\$52,818	3%	\$1,367	3%	\$1,408	3%	\$1,450	3%	\$1,494	3%	\$1,538	
Tufts University	\$38,958	\$40,127	\$41,331	\$42,570	\$43,848	\$45,163	3%	\$1,169	3%	\$1,204	3%	\$1,240	3%	\$1,277	3%	\$1,315	
Summary																	
Public Average	\$20,945	\$21,573	\$22,220	\$22,887	\$23,573	\$24,281	3%	\$628	3%	\$647	3%	\$667	3%	\$687	3%	\$707	
Private Average	\$48,600	\$50,058	\$51,560	\$53,107	\$54,700	\$56,341	3%	\$1,458	3%	\$1,502	3%	\$1,547	3%	\$1,593	3%	\$1,641	
Public and Private Average	\$31,315	\$32,255	\$33,222	\$34,219	\$35,246	\$36,303	3%	\$939	3%	\$968	3%	\$997	3%	\$1,027	3%	\$1,057	
UC Irvine MURP	\$19,838	\$20,563	\$21,308	\$22,090	\$22,902	\$23,750	4%	\$725	4%	\$746	4%	\$782	4%	\$812	4%	\$848	

Irvine/Urban and Regional Planning/Master
 Established program
 Established PDST

	First Year Annual Charges															
	Actuals	Projections					Increases/Decreases									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
Nonresidents							%	\$	%	\$	%	\$	%	\$	%	\$
Public																
University of Michigan	\$45,882	\$47,258	\$48,676	\$50,137	\$51,641	\$53,190	3%	\$1,376	3%	\$1,418	3%	\$1,460	3%	\$1,504	3%	\$1,549
Georgia Inst of Technology	\$33,666	\$34,676	\$35,716	\$36,788	\$37,891	\$39,028	3%	\$1,010	3%	\$1,040	3%	\$1,071	3%	\$1,104	3%	\$1,137
Univ of IL, Chicago	\$32,208	\$33,174	\$34,169	\$35,195	\$36,250	\$37,338	3%	\$966	3%	\$995	3%	\$1,025	3%	\$1,056	3%	\$1,088
Univ of IL, Urbana-Champaign	\$32,196	\$33,162	\$34,157	\$35,181	\$36,237	\$37,324	3%	\$966	3%	\$995	3%	\$1,025	3%	\$1,055	3%	\$1,087
University of Washington	\$30,360	\$31,271	\$32,209	\$33,175	\$34,170	\$35,196	3%	\$911	3%	\$938	3%	\$966	3%	\$995	3%	\$1,025
Private																
Columbia University	\$61,481	\$63,325	\$65,225	\$67,182	\$69,197	\$71,273	3%	\$1,844	3%	\$1,900	3%	\$1,957	3%	\$2,015	3%	\$2,076
Univ of Southern California	\$45,561	\$46,928	\$48,336	\$49,786	\$51,279	\$52,818	3%	\$1,367	3%	\$1,408	3%	\$1,450	3%	\$1,494	3%	\$1,538
Tufts University	\$38,958	\$40,127	\$41,331	\$42,570	\$43,848	\$45,163	3%	\$1,169	3%	\$1,204	3%	\$1,240	3%	\$1,277	3%	\$1,315
Summary																
Public Average	\$34,862	\$35,908	\$36,986	\$38,095	\$39,238	\$40,415	3%	\$1,046	3%	\$1,077	3%	\$1,110	3%	\$1,143	3%	\$1,177
Private Average	\$48,667	\$50,127	\$51,630	\$53,179	\$54,775	\$56,418	3%	\$1,460	3%	\$1,504	3%	\$1,549	3%	\$1,595	3%	\$1,643
Public and Private Average	\$40,039	\$41,240	\$42,477	\$43,752	\$45,064	\$46,416	3%	\$1,201	3%	\$1,237	3%	\$1,274	3%	\$1,313	3%	\$1,352
UC Irvine, MURP	\$32,083	\$32,808	\$33,553	\$34,335	\$35,147	\$35,995	2%	\$725	2%	\$746	2%	\$782	2%	\$812	2%	\$848

Source(s):

- http://www.bursar.gatech.edu/student/tuition/fy20_mcrp.pdf
- <https://registrar.uic.edu/tuition/grad/graduate-tuition-fall-2019-spring-2020>
- <http://registrar.illinois.edu/tf-rates-academic-year>
- <https://taubmancollege.umich.edu/urbanplanning/admissions/estimated-cost-attendance>
- <https://www.washington.edu/opb/tuition-fees/current-tuition-and-fees-dashboards/graduate-tuition-dashboard/>
- <https://www.arch.columbia.edu/admissions/financial-assistance/>
- <https://asegrad.tufts.edu/tuition-and-aid>
- <https://priceschool.usc.edu/programs/masters/mup/admission/tuition/>

Additional comments: The amounts do not include student health insurance fees.

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

We developed an initial list of nine comparators (six public and three private schools) in preparation for our PDST proposal approved in March 2017. We have updated the list first by replacing two aspirational private comparators (MIT and Cornell) with more comparable schools (Columbia and Tufts). These two new schools have been selected based on this year's application data which allowed us to identify our real competitors in terms of student recruitment, as well as their national rankings (#19 and #16). Additionally, we have excluded a public institution (Rutgers) which can be seen as an aspirational program. Our current list includes a total of eight institutions (five public and three private schools) sharing common ground in terms of curriculum, accreditation status, and student pools. Our program is currently ranked #21, up from #24 in the 2017 ranking.

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

The UCI MURP program is committed to maintaining an affordable program. With the proposed PDST increase, our MURP program's total cost for residents will remain below the average for residents at public comparison institutions. We will also maintain our comparative cost advantage for nonresidents over the planning time period. As shown in the table, our program's cost is well below that of all three private comparison institutions for both residents and nonresidents.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

The UCI MURP program is currently ranked #21 (Planetizen, 2019), up from #24 in the 2017 ranking. While we share common characteristics with the comparison institutions, we provide unique opportunities for students to develop their professional careers by taking advantage of the rich planning opportunities/resources available in Orange County and the UCI School of Social Ecology's strong commitment to community service. With its broad spectrum of cities and suburban areas which are becoming increasingly

diverse, Orange County allows our students to experience urban planning in action and get involved in the creation of more inclusive and sustainable communities through their capstone and other projects (recent capstone project topics include “Nourish Your Hood: Feeding South Central’s Unhoused”, “Addressing Displacement through Ethnic Business Cooperatives”, and “Student Housing Issues at the University of California, Irvine”). Our well-balanced curriculum, combined with support from alumni and other community leaders, enables students to translate their planning knowledge and skill sets to community well-being. We also promote the value of student-faculty interactions by providing an inclusive learning environment with a lower student/teaching faculty ratio relative to other programs (i.e. a ratio of 6.29:1 at UCI vs. 9.28:1 at UCLA, 10.28:1 at UC Berkeley, an average of 7.41:1 at our five public comparators, and an average of 6.46:1 at our three private comparators) (Source: Planetizen, 2019). Sample student responses to the annual MURP student survey illustrate ways that students benefit from our low student/teacher ratio. In response to the annual survey question, “Any other factors that contributed to your selection of UCI’s program in particular, that were not included in the options above?” one student stated that “[u]nlike some of the other schools I was admitted to, the UCI faculty showed a great interest in me.” Another student mentioned a professor’s “accessibility and willingness to explain what planning is and how it can be used to give back to my community.”

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table on the following page, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2017-18)	
	2016-17	2017-18	2018-19	Fall 2019	Publics	Privates
Ethnicity						
Underrepresented						
African American	0.0%	1.8%	1.8%	3.9%	8.3%	4.2%
Chicanx/Latinx	26.0%	19.6%	28.6%	33.3%	6.9%	9.3%
American Indian	4.0%	3.6%	0.0%	2.0%	0.7%	0.3%
<i>Subtotal Underrepresented</i>	<i>30.0%</i>	<i>25.0%</i>	<i>30.4%</i>	<i>39.2%</i>	<i>15.9%</i>	<i>13.8%</i>
Asian/East Indian	26.0%	23.2%	14.3%	17.7%	7.7%	8.8%
White	28.0%	23.2%	19.6%	15.7%	51.8%	40.4%
Other/ Unknown	10.0%	7.1%	3.6%	7.8%	0.8%	4.1%
International	6.0%	21.4%	32.1%	19.6%	23.8%	32.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	52.6%	65.2%	46.7%	N/A	N/A	N/A
Gender						
% Male	48.0%	64.3%	51.8%	35.3%	49.2%	38.0%
% Female	52.0%	35.7%	48.2%	64.7%	50.8%	62.0%

Note: Some of the figures in the table may not appear to sum correctly due to rounding.

Sources: UC ethnicity, socioeconomic status: UC Corporate data, Fall 2019 data: UCI Office of Institutional Research

Comparison institutions:

Public: the average of the following five institutions: Georgia Institute of Technology; University of Illinois at Chicago; University of Illinois at Urbana-Champaign; University of Michigan; University of Washington (Data source: Planetizen, 2019)

Private: the average of the following three institutions: Columbia University; Tufts University; University of Southern California (Data source: Planetizen, 2019)

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The overall racial and ethnic diversity of our student body is one of the strengths of the UCI MURP program. Our program is recognized as one of the most diverse planning programs in the United States – ranked 10th in the nation (Planetizen, 2019). Students from underrepresented groups (URGs) accounted for approximately 30% of the total number of students in AY 2018-19, up from 25% in AY 2017-18. Our continuing outreach efforts enabled us to increase this percentage further to 39% for fall 2019. The average URG percentages of our public and private comparators in 2017-18 were 16% and 14%, respectively. The aggregated URG percentage increase is mainly attributable to Chicanx/Latinx students. Although increased this year, the percentage of enrolled students from other URG populations, including African American and American Indian students, has remained low, and we will (1) expand our existing outreach initiatives and (2) continue to develop new recruitment channels to increase the representation of all URGs in our program, as explained below.

- (1) As stated in previous sections, we expanded our MURP Diversity in Planning Fellowship Program, and each fellow has participated in program outreach and recruiting events. We also participated in the Idealist Graduate Recruitment Fairs and the California Forum for Diversity in Graduate Education and invited prospective students to our Diversity in Planning workshop (held in conjunction with the School's Graduate Preview Day event) to promote the MURP program to potential applicants from diverse communities of color. Additionally, we developed an on-going MURP Ambassadors program, organized and run by our staff member. Student ambassadors answer prospective student questions and engage in outreach activities. We select a diverse group of students as Ambassadors so that prospective students from all backgrounds can connect with and find answers from current students who can relate to their concerns. We will continue to expand these existing initiatives and reach out to recommendation letter writers and professional planners, including those in the Conference of Minority Transportation Officials (who are in a good position to refer more URG students to the program).
- (2) In addition to the existing initiatives, we will make additional efforts to develop new outreach and recruitment channels. We will examine current opportunities for more customized outreach to specific PAB-accredited and relevant source schools in the area to familiarize diverse potential candidates with the master's program opportunities. Local PAB-accredited schools, including California State Polytechnic University-San Luis Obispo and California State Polytechnic University-Pomona, report attractive diversity in general among their program participants and specifically among African American and Hispanic

constituents. We will network with the aforementioned Southern California CSU campuses along with others (specifically Cal State Northridge, Long Beach, and Fullerton where we have alumni as faculty and student alumni advisors); reach out to individual HBCUs (including Coppin State and Bowie State where we have faculty connections) and connect with past or current UCI HBCU grant recipients to identify additional outreach and recruitment contacts in relevant disciplines on HBCU campuses; and explore new outreach/networking opportunities among underserved communities to ensure our program attracts a diverse student body of future planning professionals. In addition, the program plans to consult with faculty in the School of Social Ecology who were awarded a HBCU grant and have successfully recruited graduates of HBCUs into their graduate program and explore the possibility of applying for funding for an HBCU/MURP internship program. Furthermore, as a federally designated HSI campus, we will explore ways to harness the UC-HSI Doctoral Diversity Initiative to expand state-wide pipelines to graduate education in urban and regional planning at UCI. The MURP program will also engage with the American Planning Association (specifically its five divisions focused in diversity areas, including one supporting interests of African Americans) as well as our program alumni and regional professional planning organizations to increase program visibility and develop new support mechanisms for students from URGs.

The proposed staff enhancement will enable us to implement this two-fold strategy successfully and thus create a more robust level of diversity that will allow us to ensure our graduates are prepared to serve the increasingly diverse communities of Southern California and beyond.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

Although the percentage of Pell Grant recipients declined last year, 16 out of the total of 27 domestic students who joined our program this fall (59%) reported that they are first generation college students. We will make efforts to continue to attract students from low socioeconomic backgrounds in various ways. Specifically, we will expand our financial aid and use a holistic approach that considers economic hardship in making funding decisions to enable these students to join our program. In addition, we will continually seek ways to enhance the diversity and inclusive excellence of our program and to identify potential challenges that can arise for low income and underrepresented populations. We have learned that it is very important to conduct individual outreach and guidance with prospective students during the earliest stage of recruitment, but these efforts are time-intensive. Therefore, we plan to increase the level of our MURP-dedicated staff position from 75% to 100% with the proposed PDST increase. This plan builds off of the new Diversity in Planning workshop we organized recently which supported inclusive excellence by promoting the MURP

program to potential applicants from a diverse range of academic, geographic, and life experiences including applicants who are first generation college students or from underrepresented communities of color and/or disadvantaged communities.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

Although our student composition with respect to gender shows a higher level of variation over years, the percentage of female students increased substantially over the last two years (from 36% in 2017-18 to 65% in fall 2019), which may be in part attributable to an improved gender balance in our faculty composition, reported in section V.f. The average female percentages of our public and private comparators in 2017-18 were 51% and 62%, respectively. We support all students and our goal is to create an inclusive learning environment in which all students can thrive and benefit from the diversity of our student body. Related to this, one of our student groups organized a LGBTQ+ workshop for MURP students in June 2019, focused on gender and sexual orientation diversity in the planning profession facilitated by a leading LGBTQ+ planner and scholar of color who has over 30 years' of experience in conducting public outreach in low-income communities of color in Southern California. (Our staff organized the logistics for this workshop and the program supported it with funding. We believe that student led efforts tend to be most effective, and we provide funding and support in order to ensure that they can come to fruition.) In addition, recently MURP faculty participated in a series of workshops on strategies to identify and address potential implicit bias in our teaching, mentorship, and professional activities in order to promote safe and engaging learning environments and strengthen gender and racial parity in the MURP program. We will continue to support such activities and organize additional workshops as appropriate to meet the evolving needs of students for diversity and gender parity. We believe our continuing efforts will enable us to maintain a mix of students in regard to gender and other indicators. We will enhance our student/alumni surveys to monitor our progress and work to adjust our efforts based on those outcomes.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

We expect to maintain a well-balanced student composition. Our increased and continuing efforts, as described above, to create an inclusive learning environment will make it possible to grow the proportion of students from underrepresented groups and Pell Grant recipients. In terms of gender distribution, recent nationwide statistics (about the student composition in the PAB-accredited

graduate planning programs) indicate that there has been an increasing trend of female students in the accredited planning programs, although the percentage of female professionals has remained under 50% in the field (43%, according to the American Planning Association 2018 Planners Salary Survey). We expect our gender distribution to also reflect the nationwide trend.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.)

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

All Faculty (School or Department)**				
<i>Ethnicity</i>		2016-17	2017-18	2018-19
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	11.0%	11.0%	10.0%
	International	0.0%	0.0%	7.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	26.0%	26.0%	28.0%
	International	0.0%	4.0%	3.0%
White	Domestic	63.0%	59.0%	52.0%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
<i>Percentage by Gender</i>		2016-17	2017-18	2018-19
Female		26.0%	52.0%	48.0%
Male		74.0%	48.0%	52.0%

Ladder Rank and Equivalent Faculty (School or Department)				
<i>Ethnicity</i>		2016-17	2017-18	2018-19
Black/Afr-American	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	12.5%	17.0%	16.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	25.0%	22.0%	26.0%
	International	0.0%	0.0%	0.0%
White	Domestic	62.5%	61.0%	58.0%
	International	0.0%	0.0%	0.0%
Other/Unknown	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
<i>Percentage by Gender</i>		2016-17	2017-18	2018-19
Female		19.0%	39.0%	37.0%
Male		81.0%	61.0%	63.0%

Note: Although not included in the table above, during 2018-2019, the department successfully recruited two new Assistant Professors from underrepresented groups. The two new faculty members (who joined the department in July 2019) make up 10% of the total ladder rank faculty headcount of the department.

V.g. What are your program’s current and proposed efforts to advance the recruitment and retention of diverse faculty?

There are groups that are currently not represented in our faculty make up, but we continuously seek to ensure the recruitment and retention of diverse faculty, as described below. These faculty members have been a critical component of our ability to increase outreach to, recruit, and train future planning professionals from underrepresented groups. Although faculty recruitment is conducted at the level of the Department of Urban Planning and Public Policy (UPPP) in conjunction with the School of Social Ecology Dean’s Office, diversifying the faculty who support the MURP program has remained a high priority. In 2017-2018, we successfully increased the gender balance of our faculty which has positively impacted the MURP student experience. As noted above, we recently recruited two new Chicano(a)/Latino(a) tenure-track faculty members (who joined the department in July 2019)

who will continue to enhance the MURP program's ability to train all of our MURP students (who come from a wide range of backgrounds) in strategies for serving California's increasingly diverse population in their future careers. Our faculty will continue ongoing efforts to prioritize recruitment of faculty from other underrepresented groups by utilizing related school and campus outreach/recruitment resources and by continuing our practice of targeted outreach. Specifically, the Department and School will continue to advance the recruitment and retention of a diverse faculty by (1) building strong candidate pools through direct outreach to potential candidates and publicizing positions across a range of media outlets, (2) seeking candidates through the UC Presidential Postdoctoral Recruitment Program, (3) consulting with the internal Social Ecology Faculty Equity Advisor, and (4) conducting targeted communication and outreach to the Society of Black Urban Planners and the Planning and the Black Community Division of the American Planning Association. We will make efforts to continue our active engagement with the university's Office of Inclusive Excellence for the recruitment and retention of diverse faculty.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

Our primary goal is to make the UCI MURP accessible to all (prospective) students regardless of financial need. More specifically, we seek to (1) recruit highly qualified, academically talented students from diverse backgrounds, (2) assist these students in succeeding in the program and securing desired employment after graduation by providing continuing assistance, and (3) ensure that financial need will not constitute a barrier to economically disadvantaged students. In order to achieve these goals (and maintain the relative affordability of our program compared to other top planning schools), we will devote about 40% of the total PDST revenue to student financial aid and allocate an increased amount of fellowships using a holistic approach, taking into account both merit-and need-based qualifications, that assesses eligibility for financial aid by considering economic hardship, contributions to the program's diversity, and potential for contributions to society, the planning profession and underserved communities. Additionally, as stated in section III.a., we will enhance student services by increasing the appointment of the MURP-dedicated staff position. Expanding financial aid and enhancing student services will enable us to recruit and retain highly qualified students who might otherwise be recruited elsewhere, or not able to attend graduate school due to financial hardship. These efforts will also allow those students to focus on coursework and their professional development. This will provide increased opportunity for those students to succeed academically and engage in skill building and networking opportunities during their master's program and remain competitive in the job market.

We will evaluate our performance with respect to program affordability in multiple ways as listed below.

- 1) Continue to track whether admitted students from low socioeconomic backgrounds are able to matriculate and graduate.
- 2) Analyze student loan statistics provided by UCOP and the US Department of Education and monitor how we compare to other planning schools.
- 3) Continue monitoring performance using other indicators, such as the total amount of fellowships provided, the percentage of students receiving fellowships and their distribution, and the percentage of graduates employed within 1 year of graduation in a professional planning job or planning-related job.
- 4) Enhance alumni surveys to monitor our progress and identify effective ways to make our programs more accessible and inclusive.

Graduating Class	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent with Debt	69%	66%	38%	74%	33%	74%	41%
Cumulative Debt among Students with Debt	\$34,103	\$43,999	\$38,212	\$55,066	\$40,142	\$38,833	\$43,944

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

The data showed a substantial degree of variation over years, which is partly attributable to the small program size and annual fluctuations in cohort size. To better understand the factors that could be associated with annual fluctuations in student indebtedness, however, we plan to enhance our alumni survey. We began charging PDST in 2017, and the currently available data above do not reflect the potential impact of PDST yet. As stated in our original PDST proposal (approved in 2017), we expect that the addition of PDST for the program may lead to a slight increase in the overall indebtedness of our graduates. However, our mean federal loan debt of borrowers, \$39,058 (Source: US Department of Education College Scorecard’s “Most Recent Data by Field of Study”, <https://collegescorecard.ed.gov/data/>) remained lower than those of our public and private comparators (an average of \$48,400 at our five public comparators and an average of \$65,094 at our three private comparators), and we believe that we will be able to maintain this comparative advantage of the program because we will expand our financial support for both incoming and continuing students.

	Graduates with Debt	2017-18 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	41%	\$43,944	\$63,207	10%
Public comparisons	N/A	N/A	N/A	N/A
Private comparisons	N/A	N/A	N/A	N/A

Sources: UC: Corporate data

Comparison institutions: Not available

Additional comments: Information on debt and salary of comparators is not available. Also, we do not have detailed information on the salary of graduates at the time of graduation. The above figure for the Median Salary at Graduation (\$) was estimated based on the best available sources of information as listed below. Given that some of our graduates have prior professional experience and that the Master’s degree contributes to increasing salaries, this estimate can be seen as a conservative estimate.

$$\$63,207 = \$96,060 \times 0.658$$

- The annual mean wage for the Urban and Regional Planners in the Los Angeles-Long Beach-Anaheim, CA metropolitan area was \$96,060. (Source: US Bureau of Labor Statistics, <https://www.bls.gov/oes/current/oes193051.htm>, accessed 9/2/2019).
- In 2018, the entry-level planners’ salary (< 3 years of experience) was approximately 65.8% of the median planners’ salary (\$52,000/\$79,000) in the United States. (Source: American Planning Association, <https://www.planning.org/salary/summary/>, accessed 9/2/2019).

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

While we think the job prospects for our graduates are positive (note that the US BLS projected that the employment of Urban and Regional Planners would grow faster than average, and showed that the Los Angeles-Long Beach-Anaheim, CA was one of the top paying metropolitan areas for this occupation – Source: US BLS Occupational Outlook Handbook, <https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm> and <https://www.bls.gov/oes/current/oes193051.htm#st>), we will actively monitor this issue. We will continue to allocate an increasing portion of PDST (approximately 41% by AY 2024-25) to student financial aid. We also plan to supplement this support with aid from other sources including graduate block funding and other resources. As mentioned earlier, our loan debt indicators often fluctuate due to the small program size. To gain a more robust assessment of this issue, we plan to enhance alumni surveys in 2019-2020 and to collect additional information over a longer time period.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

Our MURP Summer Intern Fellowship Program is a new vehicle created in 2018 to provide support for students interested in public interest careers and in providing planning and community development services to underserved populations. In this program, students receive supplemental funding when conducting unpaid or low-paying summer internships between year one and year two. The supported internship sites include municipal government units (e.g., Anaheim, Costa Mesa, Pomona) and other organizations (e.g., East LA Community Corporation, LISC AmeriCorps Housing Initiative, THRIVE Santa Ana, Inc.). Our MURP Diversity in Planning Fellowship Program has also contributed to providing opportunities for students to be engaged in a range of public interest activities.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

According to the Summary of 2018 Planners Salary Survey Results provided by the American Planning Association, the salary levels were \$76,000 and \$83,200 for public and non-public sectors, respectively. The salary levels were found to vary more substantially by regions, but California was ranked second highest (only after the District of Columbia) in terms of median salary (Source: Annual mean wage of urban and regional planners, by state, May 2018, <https://www.bls.gov/oes/current/oes193051.htm#st>). Although this public-private salary gap is fairly narrow, our fellowship programs support students seeking public sector careers and could help close this gap for our graduates. For example, the MURP Summer Intern Fellowship Program enables some students to gain valuable professional experience in lower-paying public sector internships. Such public sector work experience can enable these students to be more competitive on the public sector job market after graduation and obtain relatively higher paying job placements which could enable them to reduce their debt. As stated above, we plan to enhance alumni surveys in 2019-2020 to collect additional relevant information.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid programs.

We will continue to provide information about our aid programs during our recruitment activities and to encourage prospective students to contact the program director/staff with any questions. Given that many of our applicants learn about the program

through internet searches, we include information on the cost of attendance as well as financial aid options. Our website outlines several ways that one can finance the cost of earning a Master's degree and provides direct links to various (internal and external) funding opportunities. For prospective applicants, we also provide a video recording of the school's information session which covers financial aid issues. We will continue to update and add new information to support informed decision-making. Additionally, as stated in sections V.b. and V.c., we plan to reach out early in the application process to students in need via a full time staff member and expand recruitment, including through a coordinated effort with specific CSUs and HBCUs with which we have alumni and faculty ties. We also plan to invite prospective students to our workshops and other student-led events.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

We provide available information, when requested. We also encourage students to take into account the debt and financial aspect of the program and make informed decisions in comparison with other planning schools. However, we do not post the detailed debt or salary figures on our website due to the limited availability of such data and the possibility of misleading prospective students. Note that we started to charge PDST in 2017, and no debt information for the post-PDST graduates is available yet.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

N/A.

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2020-21 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe): N/A
- Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened focus groups of students in the program to discuss the plan and solicited feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): Annual student survey, MURP suggestion box, Meetings with student representatives (see description in IX.b)

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal (for each, provide the date, the number of participants, how participants were chosen, description of consultation method, etc.) and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

Student consultation has been conducted in various ways, as summarized below, to gather student feedback and address student concerns during the MURP PDST decision making.

- (1) Scheduled town-hall style meetings: Since the inception of PDST, we have conducted student consultation through our annual MURP Town Hall and new MURP Student Orientation meetings. This year, our MURP Town Hall meeting was held on May 13, 2019, and all students were invited to attend. Eleven continuing students (58% of the fall 2018 cohort) participated in the meeting, while only one graduating student attended. The MURP Director discussed the main purpose of PDST, the MURP program's needs, and past and planned uses of the revenue, including new courses and other forms of professional development support and how these offerings were developed in response to student feedback and to achieve the goals of excellence, access, inclusion, and affordability. The Director also explained the proposed PDST levels and increase rates. Students generally expressed excitement for new courses and extracurricular support made available by PDST. Regarding the proposed increase rates (+5%/year), one student supported this increase by saying that "it's only about \$100 per quarter, well worth it for career development", and other students seemed to agree with this statement and did not dispute this perspective. Some students provided their suggestions for potential ways to avoid schedule conflicts between events and to measure our performance. Students also discussed and proposed a possible expansion of more flexible individual professional development support (e.g., support for professional membership), instead of the Planetizen group subscription purchase, and we have adopted this change. In addition to the Town Hall meeting, this year, the program director shared PDST information during the New MURP Student Orientation on September 23, 2019. Twenty-seven incoming students (84% of the fall 2019 cohort) attended the orientation (with four continuing student representatives), and they were provided an opportunity to better understand PDST (specifically, what PDST is, why we charge it and will increase the level, and how the revenue is used) and to express their opinions. There was no concern raised at the meeting, but we will continue collecting student feedback.

- (2) Annual MURP student survey: The MURP Town Hall meeting was followed by our annual online student survey (period: May 24, 2019 – June 8, 2019) in which twenty-two students (including both continuing and graduating students) participated. Students expressed their support for current professional development and diversity efforts, including career fairs, internship opportunities, and additional exposure and contact with professionals. We are utilizing this feedback to adjust priorities for 2019-2020 professional development services and programming.

- (3) MURP suggestion box and other channels of consultation: Following up on our MURP Town Hall meeting, we also installed a MURP suggestion box to make it possible for students to provide their feedback in an anonymous form. We will continue to make sure students are aware of this new suggestion box, but we have received only one suggestion to date in this box which stated that “there should be more practitioners teaching class”. This comment is consistent with student feedback provided in the student consultation processes described above, and in response we will continue to actively recruit planning practitioners to teach PDST-funded courses. Additionally, the MURP Director has continued to meet with student representatives to gather their opinions on a regular basis (at least once per quarter) and explore ways to support student activities and expand professional development opportunities. The program actively evaluates ways to incorporate feedback from student evaluations and instructors for PDST-funded courses to maximize student learning outcomes and to ensure the curriculum is teaching the skills needed for our graduates to be competitive in the job market.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program’s student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with AGS President Shane Wood on October 7, 2019.
Campus graduate student organization (i.e., your campus’ GSA president)

- Comments or feedback was provided.
- Comments or feedback was not provided.

Nature of feedback or full comments:

If applicable, plan shared with UCI Urban Planning Student Association on October 30, 2019 .
Program graduate student organization (i.e., your program council or department GSA)

- Comments or feedback was provided.
 Comments or feedback was not provided.

Nature of feedback or full comments:

Please note that the plan was shared with the Urban Planning Student Association (UPSA) on October 30, 2019. The MURP Director and the UPPP Department Manager met with the UPSA leadership board members to explain the plan in detail and solicit additional input. Six board members attended the meeting on November 5, 2019. The student representatives were positive about the plan and showed their willingness to support outreach and other initiatives to achieve the program goals. The MURP Director emphasized the importance of ongoing dialogue and discussed the possibility of additional meetings. In response to a student's question, the director and the department manager also explained what the 33% RTA policy is and how it is implemented.

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.d.

- Agenda item at a regularly scheduled faculty meeting
 Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback
 Convened focus groups of faculty in the program to discuss the plan and solicit feedback
 Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received
 Other (please describe): Text

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal (for each, provide the date, the number of participants, how participants were chosen, description of consultation method, etc.) and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The proposed MURP PDST levels and uses have been extensively discussed through quarterly meetings of the MURP Steering Committee (MSC), which is currently composed of seven appointed full-time faculty members, including the program director and the department chair. Specifically, at its meeting on February 8, 2019, the full committee (six members at the time) discussed the

PDST increase for the next five years and recommended a 5%/year increase for the purpose of enhancing student services and expanding aid for both incoming and continuing students (the same information presented to students at the MURP Town Hall meeting on May 13, 2019). In addition, the MSC has provided feedback on the selection of PDST-funded course offerings and the development of new initiatives to achieve our vision of inclusive excellence more effectively. Other faculty members in the department were informed about the committee's recommendation of this 5%/year increase at the departmental faculty meeting on April 1, 2019, while other PDST issues and initiatives have been shared with them on a more regular basis through the MURP program updates at monthly faculty meetings. Faculty have consistently supported PDST programs, courses and initiatives, and there has been no faculty objection to the proposed PDST increase(s). We will continue collecting faculty input to ensure that the MURP PDST decisions are made in a way to promote the program's access, affordability, excellence, and inclusion.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

Plan shared with Dean Gillian Hayes on October 7, 2019.
Graduate Dean

Plan endorsed by Chancellor Howard Gillman on November 7, 2019.
Chancellor¹

¹ Per the *Policy on Professional Degree Supplemental Tuition* Section 4, found at <http://www.universityofcalifornia.edu/regents/policies/3103.html>

**Multi-Year Plan for Professional Degree Supplemental Tuition (PDST) Levels
 Effective Beginning Summer or Fall 2020**

PART A

The Regents approved the amended *Regents Policy 3103: Policy on Professional Degree Supplemental Tuition* at the March 2017 Regents meeting. Please review the amended policy and keep it in mind during your planning process and while completing Parts A and B of this form: <http://regents.universityofcalifornia.edu/governance/policies/3103.html>. By fall 2020, the amended Regents Policy 3103 will apply to all PDST programs.

I. PROJECTED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION AND PROGRAM DESCRIPTION

I.a. Specify your projected Professional Degree Supplemental Tuition (PDST) for each year of your multi-year plan. While programs typically craft three-year plans, programs are permitted to craft multi-year plans for two, three, four, or five years. If specified years in the table do not apply to your multi-year plan, please leave those columns blank (and continue to do so throughout the template). Please also refer to the planning assumptions for further details about fee increase rates. For programs that plan to assess different PDST levels based on residency, provide an explanation under “Additional comments.”

	Actual	New Proposed Fee Levels					Increases/Decreases									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21		2021-22		2022-23		2023-24		2024-25	
							%	\$	%	\$	%	\$	%	\$	%	\$
Prof. Degr. Suppl. Tuition (CA)	\$8,478	\$8,478	\$8,478	\$8,478	\$8,478	\$8,478	0%	\$0	0%	\$0	0%	\$0	0%	\$0	0%	\$0
Prof. Degr. Suppl. Tuition	\$5,298	\$6,411	\$7,053	\$7,758	\$8,478		10%	\$531	10%	\$582	10%	\$642	10%	\$705	9%	\$720
Mandatory Systemwide Fees*	\$12,573	\$12,966	\$13,368	\$13,788	\$14,220	\$14,670	3%	\$396	3%	\$402	3%	\$420	3%	\$432	3%	\$450
Campus-based Fees**	\$387	\$391	\$395	\$399	\$403		1%	\$4	1%	\$4	1%	\$4	1%	\$4	1%	\$4
Nonresident Suppl. Tuition	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	\$12,245	0%	\$0	0%	\$0	0%	\$0	0%	\$0	0%	\$0
Other (explain below)***							0%	\$0	0%	\$0	0%	\$0	0%	\$0	0%	\$0
Total Fees (CA resident)	\$21,431	\$21,831	\$22,237	\$22,661	\$23,097	\$23,551	2%	\$400	2%	\$406	2%	\$424	2%	\$436	2%	\$454
Total Fees (Nonresident)	\$30,496	\$31,427	\$32,415	\$33,481	\$34,622	\$35,796	3%	\$931	3%	\$988	3%	\$1,066	3%	\$1,141	3%	\$1,174

* Mandatory systemwide charges include Tuition and Student Services Fee.

**Do not include the Student Health Insurance Program (SHIP) premium, since this may be waived for students with qualifying coverage under another program.

*** Include Course Materials and Services Fees but not health kits. Include disability insurance fee for medicine and dentistry.

Additional comments: The proposed request will close the PDST fee differential between California residents and nonresidents. This would be accomplished by leaving the California resident fee flat and increasing the nonresident fee by 10% in the first four years (FY2020-21 through FY2023-24) and by 9% in the 5th and final year.

I.b. Please describe the nature and purpose of the program for which you propose to charge Professional Degree Supplemental Tuition.

The UCLA Department of Art has one of the leading Master of Fine Arts (MFA) programs for training visual artists. Ranked #2 among both private and public institutions by *U.S. News & World Report*, the goals of the program are to foster excellence, equity, diversity, and inclusion in the visual arts through professional art education in a leading public research university. Visual artists are responsible for some of the most provocative and enduring expressions of culture. At UCLA, emerging artists are provided with the tools they need to express themselves in ways that are meaningful in the social context in which they live and work. The program focuses on individual studio-based visual art practice and has six areas of study: Ceramics, Interdisciplinary Studio, New Genres, Painting and Drawing, Photography, and Sculpture. The normative time to degree ranges from six quarters (for New Genres, Photography, and Sculpture) to nine quarters (Ceramics, Interdisciplinary Studio, and Painting and Drawing), from graduate admission to award of the degree. Students are expected to advance to candidacy at the start of the quarter in which the degree is awarded.

For decades, the program has maintained a very competitive standing and has recruited and retained a faculty of practicing artists with international reputations. The program encourages the development of students as artists in ways that are meaningful in the social context in which they live and work and in the context of their life experiences, whether as residents of California, non-residents, or international students. Each graduate student is provided a private studio in an off-campus facility, which encourages both independent work and community building, and greatly adding to the program's quality and vitality. Off-campus studios also prepare students for careers as practicing artists. The result is a distinguished alumni roster including artists who have made significant contributions in their fields. Many of our graduates have embarked on successful exhibition and/or teaching careers. Alumni have a significant presence in major gallery and museum exhibitions nationally and worldwide. Since 2008, 28 alumni have been selected for Whitney Biennial exhibitions, at least 9 have received Guggenheim Fellowships, and one has received a MacArthur Fellowship. Indeed, UCLA MFA alumni who are recognized as notable artists comprise a very long list (see the department's alumni webpage: <http://art.ucla.edu/alumni/index.html>).

The PDST funds continue to support the department's commitment to providing professional art training through curricular resources, retention to aid (33% of annual PDST for financial aid), facilities and operations, student recruitment, and supplemental education opportunities.

II. PROGRAM GOAL EVALUATION

II.a. Please identify the goals you listed in your last multi-year plan. Specifically, what were the purposes for which your program proposed to charge PDST, and what were your goals with respect to enhancing affordability, diversity, and program quality? Please feel free to describe other goals, as well. Describe how you used PDST revenue to advance the goals specified. Please elaborate on the extent to which your program has achieved each of the goals specified, and include quantitative indicators of achievement wherever possible.

In 2017 the Department of Art's 2-year PDST plan was approved for FY2018-19 and FY2019-20 with no increase in both resident and nonresident fees. The decision was based on feedback from faculty, external evaluators (during the department's 8-year review), and students that any increase to the PDST fees would contribute to long-term debt for artists whose income is highly unpredictable (see section VI.b and IV.c). While we had no new PDST revenue from the period covered in the expiring plan, existing PDST resources were used to support the following goals:

Student Recruitment. The department attracts talented and motivated students representing diverse social and cultural perspectives who thrive in an environment that encourages autonomy and creative expression. They are drawn not only to the faculty of professional artists and the University's resources, but also to the program which encourages them to develop their voice as individual artists. The result is a distinguished list of graduates who have made significant contributions to their respective fields. The department has in the past year made substantial progress in attracting a strong, diverse student cohort contributing to a socio-economically and geographically diverse student body. The financial aid packages presented to admitted applicants, are funded in part through PDST funds as the primary mechanism used to encourage applicants to select the program. The use of PDST revenue to fund student recruitment packages has significantly increased the percentage of underrepresented minority students in the incoming MFA student population (37% in 2019-20 up from 17% in 2018-19 according to self-reported ethnicity, which does not fully reflect the diversity of our student population).

Curricular Support and Resources. To provide an open, stable, and professional educational environment for our graduate students, at both on and off-campus facilities, PDST revenues have supported operational and administrative expenses. These include career and work-study staff salaries and benefits, instructional equipment and materials, and ongoing costs of operating the facilities. In addition to supporting a diverse group of emerging artists, the current revenue from PDST fees is enhancing services and educational opportunities through support of educational and student services staff, expenses directly related to temporary staging during the

capital renovation of the Margo Leavin Graduate Arts Studios (including new technology and equipment), visiting artists, faculty, and exhibitions including the New Wight Biennial (<https://www.art.ucla.edu/gallery/2018-19/We-Activeast.html>).

During the development phases of the renovated Margo Leavin Graduate Arts Studios (MLGAS) in Culver City (which completed construction in Fall 2019), we solicited input from students, faculty, and staff on how to enhance the existing resources and facilities for our student artists. The renovation transformed the existing 21,200-square-foot facility (that was a former wallpaper warehouse) and increased the space with a 26,800-square-foot addition. The expanded facility includes new equipment, studios, and educational spaces.

Curriculum Diversity. The department supports the UCLA EDI mission to “Build an excellent learning, working, and living environment, by holding ourselves accountable to our professed ideals.” In addition, the department strongly values diversity in both demographics (gender, ethnicity, religion, SES, etc.) and perspectives and practice. The UCLA MFA in Art program provides students with the opportunity to explore and learn from diverse perspectives and practices in the field of contemporary art. The department is using the PDST funds to invite nationally and internationally acclaimed artists and theorists from various backgrounds and disciplines, including architecture, film, art, and art history. PDST funds are enabling us to augment our faculty expertise with one or more courses taught by a visiting lecturer or visiting faculty member each quarter. Prominent guest *artists* visit classes each year, and distinguished *artists* are brought to campus annually. PDST funds have also supported our Visiting Artist Lecture Series (<https://www.art.ucla.edu/events/index.html>). This series is curated and programmed by our graduate students, providing students with invaluable experience in public and educational programming. This series also enables the department to invite the most cutting-edge artists, scholars, and curators whom students and faculty view as most relevant to their experiences and challenges. Most lecturers also have individual meetings with selected students, providing them with vital feedback on their own work.

Student Exhibitions. Student exhibitions are one of the primary ways of showcasing student work to peers, faculty, and the community. The Department hosts a student-led exhibition at the Margo Leavin Graduate Arts Studios called Open Studios (<https://www.art.ucla.edu/gallery/gradstudios.html>) that is open to the neighboring community. PDST funds are also used to support two graduate student curated biennial exhibitions, which alternate every fall in our public gallery on campus. These exhibitions provide students with invaluable experience in curating, which a number of our graduates have turned into full-time positions post-graduation. It also provides opportunities for students to expand their networks locally and internationally.

III. PROGRAM GOALS AND EXPENDITURE PLANS

III.a. Please provide strong rationale for either initiating or increasing Professional Degree Supplemental Tuition during the years of this multi-year plan. What goals are you trying to meet and what problems are you trying to solve with your proposed PDST levels? How will the quality of your program change as a consequence of additional PDST revenue? What will be the consequence(s) if proposed PDST levels are not approved? What will be the essential educational benefits for students given the new PDST revenue?

The success of the program thus far has been in part due to the resources provided by the PDST revenue. The program has been able to operate without increasing PDST over the past eight years. However, this is a crucial point for the department. The recent renovation of the UCLA Margo Leavin Graduate Arts Studios, which was long overdue, provided much needed updates to the facility, equipment, and technology. The Department is also renovating the Lynda and Stewart Resnick Photography Lab that is scheduled to complete in March 2020. The expanded and renovated facility for our students, including individual working studios, requires additional resources to support the operation and curricular activities for students. The increased cost of operating the new facility should not negatively affect the educational experience of students. As the result, the proposed increase will allow the department to fulfill the expectation of the program and provide the necessary support and aid to students. The proposed increases will keep the program competitive with both public and private peer institutions.

Holding PDST for resident students at the FY20 level of \$8,478 for the five years of this plan, the Department of Art is requesting to increase the nonresident PDST fee by 10% in FY21 through FY24, and 9% in FY25. The proposed plan will bring the non-resident fee to the same level as the resident fee and the additional revenue generated will continue to support the growth and quality of the program, advance our work in Equity, Diversity, and Inclusion (EDI), while protecting our students from substantial debt burdens and ensuring affordability and access. During FY19 the Department returned 56% to student aid through a combination of PDST revenue and scholarships from private sources. For FY20, the department anticipates 59% will be returned to aid, which will increase the required minimum return-to-aid rate by 26%. The Department will continue to prioritize affordability and accessibility for students by maximizing the allocation of return-to-aid and scholarships from private sources.

The primary goal of the proposed PDST fees is to maintain the quality of our nationally and internationally renowned program while providing significant financial support to attract students whose work represents the diverse backgrounds, perspectives, methodologies, and approaches to art-making. Additionally, the PDST funds will support:

- 1) The efforts to improve the program's student population to reflect the diversity of the community that UCLA serves and to foster the equity and inclusion of underrepresented groups both in higher education and in the arts.
- 2) The operations and administration of the expanded and renovated Margo Leavin Graduate Arts Studios and the soon-to-be renovated Resnick Photography Lab.
- 3) The Visiting Artist Lecture Series that invites a diverse group of artists from a multitude of disciplines to share their experiences and work with our students.
- 4) The recruitment and retention of faculty and staff.

Program Quality. New PDST funds will be used to continue offering the core programs we have historically supported with these funds, including visiting faculty and lecturers, our Visiting Artist Lecture Series, our graduate-student curated exhibitions, and our graduate studios facilities and staff. New funds will also be used to provide additional operational support for our new and expanded graduate studio facility, including equipment, staff, and work-study allocations for our graduate students. The essential educational benefits for students of the moderately increased fee will be the adequate operation, equipment supply, and maintenance of our new graduate studio facilities.

Financial and Diversity. During the past few years, we have lost top resident applicants to our peer institutions who have offered programs with lower cost of living and/or relatively better student packages. Notably, these have included a number of underrepresented minority California resident applicants who selected Yale (ranked #1 by *US News and World Reports*). The challenge of competing for top applicants, and particularly top underrepresented minority California resident applicants, has informed our PDST request. Maintaining the fees for California residents will help us compete with our peer public and private programs which are projected to increase their overall tuition and often have robust endowments, particularly for applicants from lower-income backgrounds, including those from underrepresented groups, who may be put off by high tuition rates and more vulnerable to financial insecurity. Raising nonresident PDST levels will enable us to offer robust financial packages (combination of required 33% return-to-aid and existing department and school scholarships). The Department is working closely with the Dean's Office Administration and the Development staff to review and improve existing allocations of aid and scholarships from gifts and PDST. This includes a full review of current scholarship allocations and areas that require additional gifts.

The program will review the demographics of our graduate and undergraduate student populations, faculty and staff on an annual basis in order to evaluate our progress and identify areas that need improvement with a strategic recruitment plan that incorporates the department and school's EDI efforts. The ultimate goal of the program is to build a student and faculty population that reflects the demographic, background, and experiences of our local, national, and global artistic community. A portion of the funds in the new proposal will be used to advertise to Cal State campuses in effort to recruit from first-generation and diverse college graduates.

Additionally, the Department is currently rebuilding the program's website with focus on recruitment. The funds from PDST will be used to finalize the development, launch, and maintenance of the site. A portion of salary supporting student services under the PDST are included in the efforts to update the graduate education pages and information for potential applicants.

Facility and Space Improvement. All MFA students are offered the use of individual studio spaces. In addition, the building houses photography, sculpture, ceramics, and computer labs, as well as an open space for gallery, classroom, or lecture use. We will closely monitor the fixed and variable costs related to the operations of the newly renovated Margo Leary Graduate Arts Studios in Culver City and the soon-to-be-completed Resnick Photography Lab at the Broad Art Center to identify all increases in expenses, including expanded role(s) of support staff and maintenance. With the expanded facility and limitations on parking, the Department has been exploring options to support and subsidize student transportation and parking. In addition, the necessary resources and supplies for each area of study. For example, the resources required in Ceramics differs from the needs of the Photography discipline in both facility, education, and practice. Both renovation projects were undertaken to support the needs of the graduate students and to bring our facilities up to a level appropriate for the most highly-ranked graduate program at UCLA.

The increased revenue generated from PDST fees will support the renovated facilities, including state-of-the-art equipment for our six areas of study: Ceramics, Interdisciplinary Studio, New Genes, Painting and Drawing, Photography, and Sculpture. Similar to the Graduate Arts Studios, the Department is in the process of renovating the outdated Photography Lab at the Broad Art Center through a philanthropic gift. The revenue from PDST fees will also support the improved equipment and educational spaces, including a photography dark room. The project is scheduled to complete at the end of Winter Quarter 2020. The revenue from the five-year PDST proposal (approximately 20% of PDST funds) will support both renovated facilities, instructional equipment and materials, and operations.

Without the approved increase to PDST, the Department will not be able to continue or support several important resources for students including: the Visiting Artists Lecture Series, student curated exhibitions, maintenance and support of new equipment and technology, and return-to-studio for the students with the most need.

III.b. For established PDST programs, please indicate how you are using total actual Professional Degree Fee revenue for FY2019-20 in the first column of the table below. In the remaining columns, please indicate how you intend to use the revenue generated by the Professional Degree Supplemental Tuition increase (if specified years in the table do not apply to your multi-year plan, please leave those columns blank).

	Proposed Use of Incremental PDST Revenue						Total Projected PDST Revenue in Final Year
	Total 2019-20 PDST Revenue	Incremental 2020-21 PDST revenue	Incremental 2021-22 PDST revenue	Incremental 2022-23 PDST revenue	Incremental 2023-24 PDST revenue	Incremental 2024-25 PDST revenue	
Faculty Salary Adjustments	\$39,943	\$4,511	\$1,334	\$1,377	\$1,419	\$1,448	\$50,027
Benefits/UCRP Cost*	\$10,404	\$1,175	\$347	\$378	\$370	\$377	\$13,031
Providing Student Services	\$25,000	\$2,823	\$835	\$859	\$888	\$907	\$31,312
Improving the Student-Faculty Ratio	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expanding Instructional Support Staff	\$34,994	\$3,952	\$1,168	\$1,203	\$1,243	\$1,269	\$43,829
Instructional Equipment Purchases	\$50,000	\$5,647	\$1,707	\$1,718	\$1,777	\$1,812	\$62,623
Providing Student Financial Aid	\$92,194	\$10,970	\$3,338	\$5,202	\$6,139	\$6,293	\$125,136
Other Non-salary Cost Increases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Expansion/Renewal	\$14,557	\$1,644	\$486	\$500	\$517	\$528	\$18,232
Other (Please explain in the "Additional Comments" below)	\$9,490	\$1,171	\$317	\$326	\$337	\$344	\$11,886
Total use/projected use of revenue	\$276,582	\$31,794	\$10,494	\$11,538	\$12,690	\$12,978	\$356,076

Additional comments: "Other" category is for the Visiting Artists Lecture Series, including costs of studio visits and lecture fees for guest artists to the graduate art program.

III.c. Please describe cost-cutting and fundraising efforts related to this program undertaken to avoid Professional Degree Supplemental Tuition increases even greater than proposed. Please be as specific as possible.

The program's fundraising efforts have helped the program avoid increases in PDST as exemplified in our expiring plan for FY2018-19 and FY 2019-20. That decision was based on feedback from faculty, external evaluators (during the department's 8-year review), and students that any increase to the PDST fees would contribute to long-term debt for artists whose income is highly unpredictable (see section VI.b and VII.c). The department established a goal of raising funds to offset the added cost of professional fees. Toward this end, the School of the Arts and Architecture and the Department of Art have been successful in securing several gifts detailed below.

Philanthropic Gifts. The Department continues to proactively seek philanthropic gifts to improve support to student and faculty. The following prominent gifts and endowments have enabled the department to improve the MFA program with no increase in PDST fees:

Amount	Purpose
\$500K	Frankenthaler Foundation endowment to support graduate study in Painting
\$1M	Resnick Foundation gift (2010-2014) to support graduate and undergraduate student financial scholarships
\$25K	UCLA Arts Council Endowment that generates \$25K annually to support scholarships
\$7,500 (annually)	Smith Endowment to support scholarships
\$2M	Lynda and Stewart Resnick Endowed Chair in Art (the first endowed chair in the School of the Arts and Architecture)
\$20M	Gift to renovate and name the Margo Leavin Graduate Art Studio in Culver City
\$500K	Gift to renovate and name the Lynda and Stewart Resnick Photography Lab

Scholarships. In addition to the philanthropic gifts listed above, the department has also secured annual gifts of \$14K (Levinson) and \$14.5K (Hayman) specifically for graduate scholarships. Since the PDST was implemented in FY2011-12, the department was able to increase scholarship support by 34% in the first year and offset with a \$1M gift in years 2012-2017. In FY2016-17 the Department returned 29%; 35% in FY2017-2018; 56% in FY2018-19 and, 59% in FY2019-2020, all inclusive of PDST return-to-aid.

The School of the Arts and Architecture has also started a Strategic Review of all four academic departments and three public units in FY2019-20. This is an exciting and critically important opportunity for our community to identify priorities and goals that will direct the future of our school. This collaborative activity will be comprehensive, examining our academic, administrative, and public initiatives. The Strategic Review will be aligned with upcoming changes to UCLA new budget model and administrative system. In addition, the Department has been developing a multi-year strategy on securing new gifts and identifying methods for future allocations of scholarships.

III.d. If your program proposes uneven increases (e.g., increases that are notably larger in some years than in others), please explain why.

Not applicable as the program plans to increase PDST by 10% for nonresident for the first four years and then by 9% in the fifth year.

III.e. Please indicate your program’s current and expected resident and nonresident enrollment in the table below. Changes in the proportions of resident and nonresident enrollment by the end of the plan should be explained under “Additional comments.”

	Enrollment					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Resident	22	24	24	24	24	24
Domestic Nonresident	10	10	10	10	10	10
International	7	8	8	8	8	8
Total	39	42	42	42	42	42

Additional comments

Current year reflects enrollment as of Winter 2020. Future enrollment is expected to maintain a steady state of 42 students. An incoming graduate student body representing a mix of nonresidents, including international students, and CA residents allows the program to enroll a body of students representing diversity in their approaches to making and thinking about art, including abstraction, figuration, performance, installation, intervention, feminist critique, institutional critique, and decolonial practices, among others. Additionally, diversity is considered across a range of factors including, but not limited to, race, ethnicity, gender, age, class, religion, language, sexual orientation, abilities/disabilities, socioeconomic status, culture, and geographic region represented. Given the international scope of the contemporary art world, admitting a mix of resident, nonresident, and international students is essential to the excellence of our program. Students working together closely in our studio facility learn from each other as well as the faculty. They also form invaluable networks. It is essential to the post-graduation prospects of our students that these networks extend beyond the borders of the state of California, throughout the US, and around the world. Through this mix of resident, nonresident and international students, we also add to the cultural and social capital of the city and the state, as almost all of our non-resident students become residents by their second year, and many of our international students also endeavor to find ways to stay in the Los Angeles area.

IV. MARKET COMPARISONS: TOTAL CHARGES

IV.a. In the table below, identify a *minimum* of 3 and *up to* 12 institutions that your program considers to be comparators, including a minimum of 3 public institutions. If it is the case that your program only compares to a small number of other programs or only private comparators, please list those.

If the box is checked, the program has provided for each comparator the total charges to degree completion in the following table; otherwise, amounts for first year annual charges were provided by the program for each comparator.

DO NOT CONTACT OTHER INSTITUTIONS DIRECTLY FOR THIS INFORMATION. USE ONLY PUBLICLY AVAILABLE INFORMATION.

First Year Annual Charges

	Actuals	Projections					Increases/Decreases									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21		2021-22		2022-23		2023-24		2024-25	
Residents							%	\$	%	\$	%	\$	%	\$	%	\$
Rutgers University	\$22,106	\$22,769	\$23,452	\$24,156	\$24,880	\$25,627	3%	\$663	3%	\$683	3%	\$704	3%	\$724	3%	\$747
Univ. Of Texas, Austin	\$14,142	\$14,566	\$15,003	\$15,453	\$15,917	\$16,394	3%	\$424	3%	\$437	3%	\$450	3%	\$464	3%	\$477
VA Commonwealth Univ.	\$15,310	\$15,769	\$16,242	\$16,730	\$17,232	\$17,748	3%	\$459	3%	\$472	3%	\$488	3%	\$502	3%	\$516
CalArts	\$51,466	\$53,010	\$54,600	\$56,238	\$57,925	\$59,663	3%	\$1,544	3%	\$1,590	3%	\$1,638	3%	\$1,687	3%	\$1,738
Columbia Univ.	\$67,591	\$69,619	\$71,707	\$73,859	\$76,074	\$78,356	3%	\$2,028	3%	\$2,088	3%	\$2,152	3%	\$2,215	3%	\$2,282
Rhode Island School of Design	\$52,860	\$54,446	\$56,079	\$57,762	\$59,494	\$61,279	3%	\$1,586	3%	\$1,633	3%	\$1,683	3%	\$1,732	3%	\$1,785
School of the Art Institute Chicago	\$52,840	\$54,425	\$56,058	\$57,740	\$59,472	\$61,256	3%	\$1,585	3%	\$1,633	3%	\$1,682	3%	\$1,732	3%	\$1,784
Yale University	\$39,924	\$41,122	\$42,355	\$43,626	\$44,935	\$46,283	3%	\$1,198	3%	\$1,233	3%	\$1,271	3%	\$1,309	3%	\$1,348
Public Average	\$17,186	\$17,701	\$18,232	\$18,780	\$19,343	\$19,923	3%	\$515	3%	\$531	3%	\$547	3%	\$563	3%	\$580
Private Average	\$52,936	\$54,524	\$56,160	\$57,845	\$59,580	\$61,367	3%	\$1,588	3%	\$1,635	3%	\$1,685	3%	\$1,735	3%	\$1,787
Public and Private Average	\$39,530	\$40,716	\$41,937	\$43,196	\$44,491	\$45,826	3%	\$1,186	3%	\$1,221	3%	\$1,259	3%	\$1,296	3%	\$1,335
Your program	\$21,431	\$21,831	\$22,237	\$22,661	\$23,097	\$23,551	2%	\$400	2%	\$406	2%	\$424	2%	\$436	2%	\$454
Nonresidents																
Rutgers University	\$33,266	\$34,264	\$35,292	\$36,350	\$37,441	\$38,564	3%	\$998	3%	\$1,028	3%	\$1,059	3%	\$1,090	3%	\$1,123
Univ. Of Texas, Austin	\$27,216	\$28,032	\$28,873	\$29,740	\$30,632	\$31,551	3%	\$816	3%	\$841	3%	\$867	3%	\$892	3%	\$919
VA Commonwealth Univ.	\$28,610	\$29,468	\$30,350	\$31,263	\$32,201	\$33,167	3%	\$858	3%	\$884	3%	\$911	3%	\$938	3%	\$966
CalArts	\$51,466	\$53,010	\$54,600	\$56,238	\$57,925	\$59,663	3%	\$1,544	3%	\$1,590	3%	\$1,638	3%	\$1,687	3%	\$1,738
Columbia Univ.	\$67,591	\$69,619	\$71,707	\$73,859	\$76,074	\$78,356	3%	\$2,028	3%	\$2,088	3%	\$2,152	3%	\$2,215	3%	\$2,282
Rhode Island School of Design	\$52,860	\$54,446	\$56,079	\$57,762	\$59,494	\$61,279	3%	\$1,586	3%	\$1,633	3%	\$1,683	3%	\$1,732	3%	\$1,785
School of the Art Institute Chicago	\$52,840	\$54,425	\$56,058	\$57,740	\$59,472	\$61,256	3%	\$1,585	3%	\$1,633	3%	\$1,682	3%	\$1,732	3%	\$1,784
Yale University	\$39,924	\$41,122	\$42,355	\$43,626	\$44,935	\$46,283	3%	\$1,198	3%	\$1,233	3%	\$1,271	3%	\$1,309	3%	\$1,348
Public Average	\$27,217	\$30,588	\$31,506	\$32,451	\$33,425	\$34,427	3%	\$891	3%	\$918	3%	\$946	3%	\$973	3%	\$1,003
Private Average	\$52,936	\$54,524	\$56,160	\$57,845	\$59,580	\$61,367	3%	\$1,588	3%	\$1,635	3%	\$1,685	3%	\$1,735	3%	\$1,787
Public and Private Average	\$44,222	\$45,548	\$46,915	\$48,322	\$49,772	\$51,265	3%	\$1,327	3%	\$1,366	3%	\$1,408	3%	\$1,449	3%	\$1,493
Your Program	\$30,496	\$31,426	\$32,415	\$33,480	\$34,621	\$35,796	3%	\$930	3%	\$989	3%	\$1,065	3%	\$1,141	3%	\$1,175

Source(s): All listed programs are two-year MFA programs

- Cal Arts: <https://art.calarts.edu/programs/art/mfa>
<https://calarts.edu/tuition-and-financial-aid/tuition-and-fees/tuition-fees-estimated-expenses>
- Columbia University: <https://arts.columbia.edu/visual-arts>
<https://arts.columbia.edu/tuition/first-second-year-mfa-students>
- Rhode Island School of Design: <https://www.risd.edu/about/>

Rutgers University:	https://www.risd.edu/student-financial-services/estimated-costs/ https://www.masongross.rutgers.edu/art-design/programs/mfa https://studentabc.rutgers.edu/sites/default/files/2017-2018%20Term%20Bill%20Rates%20-%20NB%20Grad.pdf
School of the Art Institute Chicago:	http://www.saic.edu/t4/academics/graduatedegrees/mfas/ http://www.saic.edu/tuition/figure-your-costs/post-bacc-graduate-student-budget
University of Texas, Austin:	https://art.utexas.edu/graduate/studio-art https://tuition.utexas.edu/rates/graduate
Virginia Commonwealth University:	https://finaid.vcu.edu/apply/cost/ https://accounting.vcu.edu/tuition/fees/
Yale University:	http://art.yale.edu/Program https://bulletin.yale.edu/bulletins/art/tuition-and-fees#tuition
UCLA Office of the Registrar:	https://sa.ucla.edu/RO/Fees/Public/public-fees
US News and World Reports:	https://www.usnews.com/best-graduate-schools/top-fine-arts-schools/fine-arts-rankings

IV.b. Why was each of these institutions chosen as a comparator (and, as appropriate, explain why a minimum of three public comparators were not chosen)? Include specific reasons why each is considered a peer – for example, competition for the same students and faculty, admitted student pools of similar quality, similar student-faculty ratios, similar program quality, an aspirational relationship between your program and the peer program, etc. What other characteristics do they have in common? If you have included aspirational programs, explain why your program aspires to be comparable to these programs and how it expects to do so within 5 years. Be specific (and if a program is unlikely to achieve comparability to an aspirational program within 5 years, the aspirational program should not be included).

The MFA Programs in Art at these institutions were chosen as comparators for the following reasons:

1. They were identified by Senate faculty as comparable in quality, scope, and mission.
2. They were identified as competing for the same top-choice students, including through a review of institutions that were selected by highly sought-after students in place of UCLA was done in order to better understand and evaluate comparators.
3. Their faculty are comparable to ours in their level of accomplishment as professional artists, scholars, and educators.
4. They are highly ranked nationally in graduate fine arts programs rankings, including *US News & World Report*.
5. They were identified in a review of the other institutions our graduate students applied to (compiled by UCLA's Graduate Division). They included programs with lower overall ranking but with highly regarded for particular specializations (such as ceramics and sculpture). For example, we recently lost a top candidate to UT Austin's MFA program (which ranked #7 in Sculpture and #27 in Fine Arts Programs in *US News & World Report*).

IV.c. Please comment on how your program's costs compare with those of the comparison institutions identified in the table above.

Artsy's 2017 ranking of the top art schools in the United States describes the UCLA MFA in Art program as "top league quality at state school prices" (<https://www.artsy.net/article/artsy-editorial-15-top-art-schools-united-states>).

The 2018-19 UCLA MFA in Art tuition and fees are comparable to the listed peer public institutions:

- | | | |
|----|----------------------------------|--|
| 1. | Rutgers University | \$22,106 (residents); \$33,266 (non-residents) |
| 2. | UCLA Department of Art | \$21,431 (residents); \$30,495 (non-residents) |
| 3. | Virginia Commonwealth University | \$15,310 (residents); \$28,610 (non-residents) |
| 4. | University of Texas, Austin | \$14,142 (residents); \$27,216 (non-residents) |

Our program is lower than all of the private peer institutions:

- | | | |
|----|-------------------------------|--|
| 1. | Columbia University | \$67,591 (residents); \$67,591 (non-residents) |
| 2. | Rhode Island School of Design | \$52,860 (residents); \$52,860 (non-residents) |
| 3. | SAIC – Chicago | \$52,840 (residents); \$52,840 (non-residents) |
| 4. | CalArts | \$51,466 (residents); \$51,466 (non-residents) |
| 5. | Yale University | \$39,924 (residents); \$39,924 (non-residents) |
| 6. | UCLA Department of Art | \$21,431 (residents); \$30,495 (non-residents) |

Between both public and private institutions the UCLA MFA in Art program's tuition and fees are lower than six out of the eight peer institutions. This proposal seeks to not only increase the revenue generated through the PDST by increasing the non-resident PDST, but also seeks to level out the fee structure for residents and non-residents, which will help us compete for highly-qualified resident applicants and balance the impact of the fees to both student populations.

IV.d. Please comment on how the quality of your program is unique and/or distinguishable from your chosen comparison institutions.

The UCLA Art MFA program is committed to providing professional art training within the context of one of the top public institutions in the country. The program provides students with not only small class sizes but also individual studio space, and this interaction between the studio and classroom creates a close-knit intellectual community that furthers critical thinking and creative growth, which is essential to a successful art program in all six areas of study: Ceramics, Interdisciplinary Studio, New Genres, Painting and Drawing, Photography, and Sculpture. According to Artspace¹, the MFA in Art at UCLA provides a rich educational experience: "UCLA is much cheaper than some of the Ivy league options out there while offering a totally comparable experience in terms of the quality of its programs. It also is renowned for its highly competitive 'New Genres' program, which immerses students in installation, video, film, audio, performance, and digital work, plus 'hybrid and emerging art forms.'" The program is further distinguished by its location in the heart of Los Angeles, a diverse city with a burgeoning and thriving world-class art environment that supports five exceptional art museums (including the Hammer Museum, which resides in the School of the Arts and Architecture), numerous non-profit institutions, and a broad range of commercial art galleries.

The newly-renovated, award-winning UCLA Margo Leavin Graduate Art Studios greatly enhances this aspect of the program, with improved studio spaces and new and expanded facilities for fabrication, exhibitions, lectures and seminars. The new facility also includes an apartment for visiting artists, which will significantly improve our capacity to bring in artists from across the country and around the world and to expose our students to prominent practitioners in the field. Furthermore, the off-site studio space not only provides students with focused, independent experimental space, but also prepares them for life as professional artists.

Another distinguishing factor of the program is its relationship to School of the Arts and Architecture's three public units: Hammer Museum, Fowler Museum, and the Center for the Art of Performance. The three public units are major resources for students in the Department of Art. The Hammer Museum exhibits a wide range of contemporary art as well as offering lectures, symposia, film series, readings, and concerts. The Fowler Museum explores global arts and cultures with an emphasis on works from Africa, Asia, the Pacific, and the Americas. The Center for the Art of Performance is dedicated to the advancement of the contemporary arts in dance, music, spoken word and theater, as well as emerging digital, collaborative and cross-art platforms, and presents an annual season of performing arts programs and community-engagement events.

¹ "10 of the Most Influential MFA Programs in the World": https://www.artspace.com/magazine/art_101/art_market/top_mfa_programs-52172

The New Wight Gallery is vital for the visual arts on campus, both as a venue for exhibiting student work and as a forum for discussion. Graduate students organize a biennial exhibition of graduate-level artwork selected from on-site studios by graduate students to a number of the most prestigious art schools and university art departments in North America and abroad. MFA exhibitions take place in the New Wight Gallery throughout the academic year.

Prominent guest artists visit classes each year, and distinguished artists are brought to campus annually with funding provided by the UCLA Art Council. The department hosts a Visiting Artists Lecture Series and sponsors symposia on specific themes and core groups of students who act as respondents. Symposia speakers represent internationally acclaimed artists and theorists from various disciplines, including architecture, film, art, and art history.

The University's many resources include several special archives and collections. The Arts Library contains more than 300,000 volumes in the fields of art, art history, architecture, architectural history, design, and related areas, as well as a comprehensive collection of artists' books. The Boni Collection in Library Special Collections and the Charles E. Young Research Library is an outstanding collection of historical photographic prints, literature, and related material. Additionally, the UCLA Library subscribes to Artstor (www.artstor.org), an online database providing access to more than one million images of art, architecture, and other culturally significant objects spanning pre-history to the present day.

Los Angeles is home to world-renowned museums including the J. Paul Getty Museum (located four miles north of campus), the Los Angeles County Museum of Art, and the Museum of Contemporary Art, Los Angeles, as well as colleges and universities throughout the region. A vibrant art scene exists with galleries throughout the city. Los Angeles also is a regular stop for touring art exhibitions, dance companies, theater productions, and music ensembles from all over the world.

Finally, and perhaps above all, the UCLA Department of Art MFA program is known for its faculty of world-renowned artists. On any given day, the work of our faculty enlightens museums, galleries, performance venues, lecture halls, public spaces, and more—both at home and abroad. Their creative and scholarly contributions mine the complexities of the human condition, asking essential questions of our time while expanding the potential of creativity and the depth, diversity, and real-world impact of the arts. The 2019-2020 academic year has not been different. Professor Catherine Opie has 14 exhibitions currently on display across the world starting in the fall. Professor Opie was also an honoree at the Hirshhorn New York Gala (<https://hirshhorn.si.edu/event/hirshhorn-new-york-gala-2019/>). Distinguished Professor Lari Pittman opened his comprehensive retrospective in 20 years of work at the Hammer Museum titled, Lari Pittman: Declaration of Independence (<http://www.arteviste.com/arteviste/a-review-of-lari-pittman-declaration-of-independence-at-the-hammer-museum-los-angeles>)

With the combination of state-of-the-art facilities and renowned artist faculty, the program has attracted the most talented students and produced a rich alumni population.

V. ENROLLMENT AND DIVERSITY STRATEGY

V.a. In the table on the following page, please provide details about enrollment in your program and in your comparison public and private institutions. The enrollment figures provided should align with the most recent three years for which data are available. In the columns shown, programs should provide as many figures for comparison public and private institutions as are available.

	Actual	Actual	Actual	Estimated	Comparison (2017-18)	
	2016-17	2017-18	2018-19	FY 2019	Publics	Privates
Ethnicity						
Underrepresented						
African American	10.3%	12.5%	12.4%	13.2%	7.1%	4.4%
Chicanx/Latinx	15.4%	7.5%	14.6%	23.7%	8.5%	6.1%
American Indian	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%
<i>Subtotal Underrepresented</i>	<i>25.7%</i>	<i>20.0%</i>	<i>17.1%</i>	<i>36.8%</i>	<i>15.8%</i>	<i>10.5%</i>
Asian/East Indian	7.1%	7.5%	12.2%	10.5%	9.8%	10.3%
White	41.0%	37.5%	34.2%	29.0%	47.5%	33.7%
Other/ Unknown	0.0%	2.5%	7.3%	7.9%	7.2%	7.2%
International	25.6%	32.5%	29.3%	15.8%	19.8%	38.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Socioeconomic						
% Pell recipients	40.0%	27.0%	46.0%	N/A	N/A	N/A
Gender						
% Male	46.2%	47.5%	41.5%	41.0%	47.7%	46.4%
% Female	53.9%	52.5%	58.5%	59.0%	52.4%	53.6%

Sources:
 UC ethnicity, socioeconomic status: UC Corporate data
 Comparison institutions: Rutgers, UT Austin, VA Commonwealth Univ., CalArts, Columbia Univ., RISD, School Art Inst / Chicago, Yale University

V.b. For established programs, please comment on the trend in enrollment of underrepresented groups in your program over the past three years. How does your program compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What is your strategy for creating a robust level of racial and ethnic diversity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of racial and ethnic diversity, with particular attention to U.S. domestic underrepresented minority students? What will be your strategy for creating a robust level of racial and ethnic diversity in your program?

The enrollment of students who identify themselves as members of underrepresented groups (URGs) has ranged between 17% to 26% in the last three years, with the current Fall 2019 cohort at 36.8%. The data provided from 2016-17 to 2018-19 reflects a downward trend in African American, Chicana/Latina and American Indian. The fluctuation in percentages over the past three years represents a variance of 3 students. As compared to other public and private institutions, data for all four academic years demonstrates UCLA's higher enrollment of URGs, particularly in the current 2019-20 year.

The department is always committed diversity across a range of factors including, but not limited to, race, ethnicity, gender, age, class, religion, language, sexual orientation, abilities/disabilities, socioeconomic status, and geographic region. For all current year and future applications, the Graduate Division at UCLA has included a prompt inviting applicants to address diversity from their own perspective. This together with the holistic process in reviewing applications will support the department's efforts to improve representation from diverse backgrounds, experiences and perspectives.

The department continues to build an inclusive and diverse community with the understanding that this is how our students are best served, which ultimately leads to educational and artistic excellence.

Student Diversity. The diverse resident and nonresident student population has created a collaborative environment that encourages multiple experiences and perspectives in our students' work. Diversity continues to be a primary consideration in the recruitment and selection of our graduate cohort. Recruitment efforts many times extend outside of the academic environment. Faculty are regularly invited to speak and serve as visiting artists at colleges and universities throughout California, the United States, and internationally, where they actively recruit talented, promising undergraduates from diverse backgrounds. Faculty also receive and seek out recommendations about exceptional candidates from their colleagues at other institutions. Other times, applicants encourage faculty and their work in the professional field, at gallery, museum, and non-profit exhibition spaces, at public lectures, and through art publications.

Admissions Process. In terms of admissions, the Department uses a holistic admissions approach in which reviewers consider all available information to get a full picture of what an applicant can bring to the program. This assists in correcting for implicit bias and ensuring equity in application reviews. In addition to the standard UC application, applicants are required to submit a supplemental application that includes their artistic portfolio. While the applicant's portfolio is considered first and foremost, the formal, technical, and conceptual quality of each applicant's artistic production is considered, as is the content of the work, the depth and rigor of their research, and their potential for further artistic and intellectual engagement and growth. Faculty also consider how the applicant will contribute to the overall diversity of the program vis-a-vis their individual research interests and personal and professional experiences as conveyed through their portfolio and applicant statements. In this way, diversity is considered across a range of factors including, but not limited to, how candidates are exploring issues of race, ethnicity, gender, age, class, religion, language, sexual orientation, abilities/disabilities, socioeconomic status, and geographic region through their art and research.

The holistic admissions approach also includes seeking to admit students with wide variety of approaches to making and thinking about art, including abstraction, figuration, performance, installation, site-specific intervention, feminist critique, institutional critique, queer practice, critical race theory and practice, and decolonial practices, among others. Through the close reading of the applicant's essays, review of their portfolios, interviews, and references we are able to ascertain what unique qualities they will contribute to the program. Throughout the process we keep in mind potential UCLA Graduate Opportunity Fellowship Program (GOF) (<https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/graduate-opportunity-fellowship-program-gofp/>) candidates with the goal of identifying and recommending at least one candidate from each of the six areas in our department. GOF fellowships are for entering students pursuing terminal or professional master's degrees who are from cultural, racial, linguistic, geographic, and socioeconomic backgrounds that are currently underrepresented in graduate education or whose research focuses on underrepresented groups. The intent of this fellowship is to provide access to higher education for students who might otherwise find it difficult or impossible to successfully pursue graduate study. In 2019, 5 out of the 14 entering students received UCLA GOF awards.

Student Recruitment The UCLA Arts Office of Enrollment Management heads all recruitment and outreach initiatives to prospective students, families, counselors, teachers, educators, and general public. The office attends 5-10 national and regional conferences annually to share and obtain professional development on equity, inclusion, and anti-bias issues in the arts. The school frequently presents college and career choices in the visual and performing arts to raise awareness about how students can successfully participate in the economy with an arts degree/training.

UCLA Arts also works closely with campus initiatives in early academic outreach to underrepresented populations to encourage them to consider the arts and cultivation of creativity including: the Vice Provost Initiative for Pre-College Scholars (VIPS), Academic Advancement Program (AAP), and the Center for Community College Partnerships (CCCP). Special attention is given to transfer students coming from California community colleges: transferring in the arts is a complicated process, so our office partners with CCCP to train their peer mentors 2-3 times per year, and also have developed transfer-specific media materials accessible from our website.

V.c. For established programs, please comment on the trend in enrollment of students from low socioeconomic backgrounds (e.g., students who received Pell Grants as undergraduates). What are your strategies for promoting access for students from low socioeconomic backgrounds?

Access for students from low socioeconomic backgrounds is very important to the program. Although graduate students are not eligible for Pell Grants, percentages of former Pell recipients among graduate students can offer insight into the accessibility of graduate education for those from low-income backgrounds. The percentage of our undergraduate students who received Pell grants as undergraduates improved from 40% in 2016-2017 to 46% in 2018-19. Our enrollment of students who received Pell Grants as undergraduates reflects our commitment to providing access for student from low socioeconomic backgrounds. Statistics are unavailable for the current academic year.

As of Fall 2019, 15 of the 39 Art MFA students (39%) identified as first-generation college graduates. This is up by 20% from the 19% of first-generation students in our 2018 cohort. While data specifically on first generation graduate students, and specifically MFA students, is sparse, the data on median income for first generation undergraduate students shows a lower median household income and more unmet financial need compared to students whose parents attended college. Nationally, first-generation students are borrowing from the federal government at increasing rates to pay for their education (from 15% in 1997 to approximately 37% in 2013) (see <https://pnpi.org/first-generation-students/>).

The faculty have actively sought to support incoming students who might be eligible for Graduate Opportunity Fellowship Program (GOFP) funds for entering students pursuing terminal or professional master's degrees. Individuals from cultural, racial, linguistic, geographic, and socioeconomic backgrounds that are currently underrepresented in graduate education are especially encouraged to participate in the program. The intent of this fellowship is to provide access to higher education for students who might otherwise find it difficult or impossible to successfully pursue graduate study. For the Fall 2019 admission cycle, the entering cohort of 16 students included 11 candidates who were identified as eligible and nominated for consideration for GOFP support. Five

candidates were offered GOFP awards. For the Fall 2018 admission cycle, of an expected entering cohort of 17 students, eight candidates were identified as eligible and nominated. Four candidates were offered GOFP awards; however, one awarded candidate declined the offer of admission, opting instead to attend Yale University.

The department has made significant and effective efforts to foster diversity in socioeconomic status through a holistic application review process which allows the faculty to attend more broadly to diverse student histories and experiences. There is a deep commitment by faculty and staff in the department to work with Development to identify additional funding to supplement the PDST and return to aid as much of the PDST as possible.

V.d. For established programs, how does your program compare with other programs in terms of gender parity? What is your strategy for promoting gender parity in your program? For new programs, how do you anticipate your program will compare with other programs in terms of gender parity, and why? What will be your strategy for promoting gender parity in your program?

The percentage of female students in our MFA program has increased over the last 3 years, from 54% (2016-17) to 59% (2019-20). During the 2017-18 academic year, the program was represented by 53% female students, which is comparable among levels of our comparators from public institutions (52%) and private institutions (54%). The department plans on continuing to address gender parity through our commitment to diversity. The holistic admissions process coupled with recruitment efforts will help to continue to ensure a diverse pool of students in the program.

V.e. In the final year of your multi-year plan, how do you expect the composition of students in your program to compare with the composition identified in the table above with respect to underrepresented minority students, Pell Grant recipients, and gender? Explain your reasoning.

The Department of Art is committed to creating a climate of excellence and inquiry that fosters, supports, and encourages a diversity of art practices. We will continue to actively look for artists of exceptional promise from diverse backgrounds who make work that reflects a broad range of interests, concerns, approaches, influences, and life experiences. This being said, we expect to maintain or increase our underrepresented students, students who receive Pell Grants, and also our female student population. Our goal is to continue to increase these percentages to better reflect the population of California. This being said, our MFA program is small and highly competitive—we accept just 3% of all applicants. With such a small number of students, it is difficult to precisely anticipate what the composition of the students in our program will be in 5 years, but we believe the trend is clear, as is the commitment of our faculty selecting and supporting a diverse cohort, with diversity being considered on every level, including and not limited to URG, Pell, and gender diversity.

V.f. In the tables below, please provide details about the faculty diversity of the school or department that houses your program. (If the program is offered primarily by a single department, please provide data for that department. If the program is offered by a school, please provide school-level data instead. If the program draws faculty from multiple schools or departments, please include two tables for each school/department.)

Note: "All Faculty" represents academic appointees in a program of instruction and research that have independent responsibility for conducting approved regular University courses for campus credit. "Ladder Rank and Equivalent" faculty are faculty holding tenured or non-tenured titles in an appointment series in which tenure may be conferred. Academic title series that have been designated by the Regents as "equivalent" to the Professor series are termed equivalent ranks. Titles in the ladder-rank and equivalent ranks are also referred to as tenure track titles since they represent the titles which confer tenure or which permit promotion to tenure.

All Faculty (School or Department)**				
Ethnicity		2016-17	2017-18	2018-19
Black/Afr-American	Domestic	5.0%	6.0%	7.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	2.0%	2.0%	1.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	1.0%	0.0%
Asian/Pac Is	Domestic	1.0%	1.0%	6.0%
	International	0.0%	0.0%	0.0%
White	Domestic	59.0%	61.0%	59.0%
	International	0.0%	0.0%	0.0%
Other/Uknown	Domestic	25.0%	29.0%	27.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2016-17	2017-18	2018-19
Female		46.0%	48.0%	54.0%
Male		54.0%	52.0%	46.0%

Ladder Rank and Equivalent Faculty (School or Department)				
Ethnicity		2016-17	2017-18	2018-19
Black/Afr-American	Domestic	7.0%	8.0%	8.0%
	International	0.0%	0.0%	0.0%
Chicano(a)/Latino(a)	Domestic	0.0%	0.0%	0.0%
	International	0.0%	0.0%	0.0%
American Indian	Domestic	0.0%	0.0%	0.0%
Asian/Pac Is	Domestic	0.0%	0.0%	8.0%
	International	0.0%	0.0%	0.0%
White	Domestic	86.0%	75.0%	69.0%
	International	0.0%	0.0%	0.0%
Other/Uknown	Domestic	7.0%	17.0%	15.0%
	International	0.0%	0.0%	0.0%
Percentage by Gender		2016-17	2017-18	2018-19
Female		50.0%	50.0%	54.0%
Male		50.0%	50.0%	46.0%

V.g. What are your program's current and proposed efforts to advance the recruitment and retention of diverse faculty?

The department is committed to building a more diverse roster of faculty by casting a wide net to draw a comprehensive and diverse pool of candidates in Los Angeles and beyond. In addition to adding to the breadth and diversity of the MFA program and curriculum, the department anticipates these efforts will attract and encourage a broader pool of applicants for future ladder appointments. The department acknowledges the current lack of faculty diversity in the data provided. The department currently boasts a modest ladder faculty population of 14. It is important to note that 8% of Black/African American and 8% Asian/Pacific Islander faculty represent a total of two faculty members. With a small ladder faculty population, every new faculty hire will significantly improve the overall demographics of the department.

Recruitment. The School of the Arts and Architecture has been successful in moving forward with issues related to equity, diversity, and inclusion. Combined with faculty search briefings and the ability to have conversations with faculty search committee chairs and their committees, the department and school has achieved a very high rate of success during the last four years achieving a near 90% diverse, qualified faculty hire. The Dean's Office has required all departments to assess any deficiencies and gaps and to identify a short- and long-term targeted strategy. The overall strategy has been to cast a wide net.

During the current PDST plan (FY2018-19 to FY2019-20) the department completed three faculty searches. Four of the last five ladder faculty hires increased the diversity for the faculty, including two Asian/Pacific Islander hires, a domestic Latino hire, and a South Asian (Canadian) hire. The department proposed efforts to realize its goal of building a more diverse roster of adjuncts, lecturers and visiting artists by drawing on the strong pool of candidates in Los Angeles and beyond. It is vital that these same efforts be matched to diversify the ladder faculty. The department's efforts to expand the roster of lecturers and visiting artists/instructors will build the pool of applicants for ladder faculty appointments in the future.

All faculty position descriptions include UCLA's Affirmative Action statement and emphasizes the department's commitment to equity, diversity, and inclusion to enhance and increase the number of diverse candidates in the applicant pool. The result has yielded improvements in applicant pools and individuals that may not have considered applying previously have been more enthusiastic with their responses. Committees are mindful that diversity is an asset and not a detriment.

Retention. The department and school have also engaged in conversations around mentoring as an important component not only in recruitment but also in the retention of all faculty. The department is actively connecting new faculty with senior faculty mentors and providing information on school- and campus-wide support, including orientations and grants and on-campus organizations.

New faculty are also supported with course releases in their first year. Our goal is to assist new faculty in becoming active and fully engaged members of the University community and to help support their research.

The School of the Arts and Architecture has also hosted a workshop titled, “Undoing Racism,” led by the People’s Institute for Survival and Beyond during the 2018-19 academic year. Building on the critical work from the first workshop, the school will be hosting another workshop in February 2020 with approximately 40 faculty from the School attending the event.

VI. FINANCIAL AID STRATEGY AND PROGRAM AFFORDABILITY

VI.a. What are your financial aid/affordability goals for your program? How do you measure your success in meeting them? How will your financial aid strategies (e.g., eligibility criteria, packaging policy) help achieve these goals?

The affordability goal of the program is to ensure accessibility to every graduate student. With the proposal to not increase the resident PDST and increase the nonresident fee, we aim to limit the financial burden for all students, especially the students with the highest financial need. The increase in nonresident fees will enable the department to continue returning a significant amount of the fees to aid, through PDST revenue and additional scholarship funds. We are similarly committed to actively securing new scholarships. The department’s aspirational goal is to increase our student aid packages with full scholarships. The department will continue returning the required percentage of the PDST fees as financial aid combining with scholarships, allowing us to better compete with our public and private comparators, particularly for applicants from lower-income backgrounds, including those from underrepresented groups. Return-to-aid from PDST revenue will support students with the highest financial need. Funds from philanthropic gifts will be allocated equitably across all students. The Dean’s Office also provides larger scholarship funds for students nominated by the department.

We measure our success in meeting our financial aid and affordability goal by the proportion of tuition and fees that we can fund through scholarships and Teaching Assistant fee remissions and salaries. Our total per-capita merit and need-based support has largely kept up with tuition increases since 2010. We also measure our success by the level of indebtedness of our students. As noted below, we have seen a decreasing number of students graduating with debt and a decreasing level of cumulative debt. Students who are particularly intent on avoiding debt are supported in their efforts to secure additional campus employment, including work-study and additional Teaching Assistant employment both within and outside of the department.

Graduating Class	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent with Debt	N/A	83%	69%	69%	67%	63%	40%
Cumulative Debt among Students with Debt	N/A	\$47,540	\$47,670	\$50,522	\$46,806	\$44,522	\$42,813

VI.b. For established programs, please comment on the trend in the indebtedness of students in your program. What impact do you expect your proposed Professional Degree Supplemental Tuition levels and financial aid plan to have on this trend?

The average cumulative debt incurred by 40% of our students with debt in 2017-18 was \$42,813. Data indicates a decreasing number of students graduating with debt and a decreasing level of cumulative debt when compared to the data from 2012-13.

We expect the PDST increase for nonresidents will impact the potential debt burden of nonresident students, while the revenue and return-to-aid will benefit both resident and non-resident students. The department aims to address the impact on nonresident student in our efforts to expand scholarships and access to a state-of-the-art graduate facility.

	Graduates with Debt	2017-18 Average Debt at Graduation among Students with Debt	Median Salary at Graduation	Est. Debt Payment as % of Median Salary
This program	40%	\$42,813	\$38,500	16%
Public comparisons	unknown	unknown	unknown	unknown
Private comparisons	unknown	unknown	unknown	unknown

Sources:

Debt data for UC: Corporate data and Debt data. Comparison institutions: data on comparisons were not obtainable.

Additional comments: The median annual wage for independent artists, writers and performers was \$38,500 in May 2018. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Craft and Fine Artists*, on the Internet at <https://www.bls.gov/oes/current/oes271012.htm> (visited January 5, 2020).

VI.c. Please describe your program’s perspective on the manageability of student loan debt for your graduates in light of their typical salaries, the availability of Loan Repayment Assistance Programs, loan repayment plans, and/or any other relevant factors.

The department recognizes that a professional art education, including a terminal degree at a top program, does not guarantee success in the field. Even successful careers in the visual arts can be insecure and precarious. As students navigate their academic careers, the School of the Arts and Architecture’s Office of Student Services encourages students to seek counseling and advice from the UCLA Financial Aid and Scholarships Office (<https://www.financialaid.ucla.edu/Contact-Us/Our-Staff>).

As noted above, a professional art education, including a terminal degree at a top program, does not guarantee employment or success in the field. Even successful careers in the visual arts can be insecure and precarious and even prominent and actively-exhibiting artists rarely make a living from the sale of their work. Academic positions in the arts tend to be adjunct and low-paid, with average salary estimated at \$58,000. Of artists working independently, painters and illustrators earn on average, \$37,410 annually (see <https://mfadegree.org/average-salary-earned-with-an-mfa-degree/>). Based on data collected through the U.S. Bureau of Labor Statistics, the annual mean wage for "Independent Artists, Writers and Performers" is estimated at \$38,500. (see <https://www.bls.gov/oes/current/oes271012.htm>). To put these amounts in context, the federal poverty level for 2019 for a household of four is an annual income of \$25,750. In California, individuals making less than \$47,520 per year and families of four earning less than \$97,200 per year qualify for government assistance based on their income (see <https://www.healthforcalifornia.com/covered-california/income-limits>).

The average cumulative debt, incurred by 40% of our students with debt in 2017-18, \$42,813, produces an estimated debt payment of 16% of median salary, based on the average annual income for "Independent Artists, Writers and Performers" as a proxy for median salary at graduation. The department is committed to remaining as much as possible to aid and prioritizing fundraising for scholarships.

However, anecdotal evidence indicates that, despite the challenges and precariousness of artistic careers, many if not most of our graduates achieve sustainable careers in the arts. In addition to their active arts practice, UCLA MFA graduates also teach at all educational levels and work in many other aspects of the arts, including as curators, administrators in museums and other not-for-profit organizations. Other UCLA MFA graduates find employment in a range of niche endeavors where the need for sharp creative talent overlaps with some aspect of the culture field at large.

Graduates who accumulate educational debt and move into a full-time career working in a government agency or nonprofit organization may take advantage of the Public Service Loan Forgiveness Program (PSLF), a Federal program created to encourage careers in public service, to enter and stay in public sector jobs by offering a loan forgiveness program after 10 years of eligible service (see <http://www.finaid.org/loans/publicservice.phtml>) and income-driven repayment plans which set monthly student loan payments at an amount that is intended to be affordable based on income and family size.

VI.d. Please describe any resources available to students in your program, while enrolled or following graduation, to promote lower-paying public interest careers or provide services to underserved populations. Examples may include targeted scholarships, fellowships, summer or academic-year internships, and Loan Repayment Assistance Plans.

While the program does not offer targeted internships or incentive programs to promote public interest careers, graduate students do have opportunities to work as Teaching Assistants (TA) in the Visual and Performing Arts Education Outreach program in the UCLA School of the Arts and Architecture, offering tuition remission and salary during their quarter of service for the outreach program it supports.

Many of our graduates do gravitate toward public service careers in public arts institutions, museums, community arts organizations, and educational institutions. All of our graduate students serve as TAs for our upper graduate classes, bringing them into contact with young students who have overcome tremendous challenges to be students at UCLA. These experiences inspire many of our graduate students in far-reaching ways. The department encourages student interest in public service careers by inviting visiting faculty and lecturers who work in these areas and by offering opportunities to curate public programs (biennial and theme exhibitions, visiting artist lecture series, etc.). These opportunities allow students to hone their skills in communications, time management, program logistics, and problem solving; skills that are conducive to a successful career in the public arts field. These careers provide stability for professional artists whose income from their creative work can be unpredictable.

VI.e. Do graduates of your program who pursue public interest careers (as defined by your discipline) typically earn substantially less upon graduation than students who enter the private sector? If so, what steps does your program take to ensure that these careers are viable in light of students' debt at graduation?

Many of our graduates already gravitate toward public service careers in public arts institutions, museums, community arts organizations, and educational institutions. These careers provide stability for professional artists whose income from their creative work can be unpredictable. Our program seeks to ensure public service careers are viable for our students by keeping student support high and student debt low.

VI.f. Please describe your marketing and outreach plan to prospective students to explain your financial aid program.

The department posts information about average annual support packages for graduate students on its website, which is available to all prospective students, as well as in the College Art Association Directory. Information regarding funding opportunities and average annual support also is shared with prospective students in our weekly information sessions. Working with the School of the Arts and Architecture's Communications Office, the Department of Art recently developed detailed sample funding scenarios to include with selected candidates' "admit letters" to more explicitly address the quarter-by-quarter distribution of awards and TA salary and remission, and approximate balances owed. These sample scenarios are later supplemented with individually-prepared summaries of students' estimated funding for the coming year.

VI.g. Does your program make information available to prospective students regarding the average debt and median salary of program graduates? If so, how does your program approach sharing this information? If not, why not?

The program does not currently collect or distribute data about average debt and median salary of program graduates. Moreover, the nature of being an artist is that income is highly variable and fluctuates from year to year and comes from such a range of sources that the data collected likely would not be representative of the entire population and it runs the risk of being misleading.

The department does offer information sessions to prospective applicants detailing average annual support packages and, once admitted, students are provided individualized worksheets on anticipated awards and scholarships, including links to UCLA's Financial Aid office.

VII. OTHER

VII.a. Please describe any other factors that may be relevant to your multi-year plan (such as additional measures relating to your program's affordability, measures that assess the quality of your program, etc.).

Not applicable

PART B

IX. STUDENT AND FACULTY CONSULTATION

The Regents' *Policy on Professional Degree Supplemental Tuition* requires each plan to include information about the views of the program's student body and faculty on the proposed multi-year plan, which may be obtained in a variety of ways. Campuses are expected to have engaged in substantive consultation with students and faculty primarily in the year in which a new multi-year plan is prepared. At the program level, consultation should include information on (a) proposed new or increased PDSTs for 2020-21 and multi-year plans for any proposed increases thereafter, (b) uses of PDST revenue, (c) PDST levels/increases in the context of total charges, (d) issues of affordability and financial aid, (e) opportunities and support to pursue lower-paying public interest careers, (f) selection of comparator institutions, (g) diversity, and (h) outcomes for graduates of the program (e.g., career placement of graduates, average earnings, indebtedness levels).

Consultation with students in the program (or likely to be in the program)

IX.a. How did you consult with students about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.b.

- (For proposed new PDST programs and one-year programs) A good faith effort was made to discuss the plan and solicit feedback from prospective students and/or students from a related program (please describe): Text
- Scheduled town-hall style meetings with students in the program to discuss the plan and solicit feedback
- Convened focus groups of students in the program to discuss the plan and solicited feedback
- Described the plan to students in the program via email, solicited their feedback, and reviewed the comments received
- Other (please describe): Text

IX.b. Below, please elaborate on all student consultation undertaken as part of this proposal (for each, provide the date, the number of participants, how participants were chosen, description of consultation method, etc.) and provide a summary of student feedback acquired during the opportunities for consultation selected above. If students provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

The Art MFA students have been consulted throughout the development process. Chair Andrea Fraser and Vice Chair Penny Wickman met with the Art MFA graduate student representatives and the entire Art graduate student population to discuss the Art proposal. The department's initial PDST proposal was submitted to UCOP in October 2019 with a request to increase PDST by 3% in each year. The proposal was re-submitted to UCOP in response to UCOP feedback including concern about the higher PDST level assessed to resident students compared to nonresident students. The department re-submitted its proposal in January 2020 with a request to increase nonresident PDST levels by approximately 10% per year and keeping resident PDST levels flat to close the gap between residents and non-residents by 2024-25.

There were two key points from the development process of this proposal.

1. The Chair and Vice Chair initially met with the Art MFA student representatives to discuss the Art PDST and the potential increases that were being considered. The Chair and Vice Chair provided information on how PDST revenue has been used to support the students and the program. The student representatives expressed concerns with increases in university fees and financial obligations with living in Los Angeles.
2. A town hall meeting was attended by graduate students at the beginning of Winter Quarter 2020, to discuss the final proposal outlined. Students expressed concerns related to high and rising costs of living in Los Angeles, and potential debt after graduation. The Chair provided information reviewing the cost of attendance and the average support for Art graduate students from 2008-09 to 2017-18. The information provided demonstrated costs to students with and without PDST revenue (including student aid, services and facilities). Overall, students expressed concerns about increased costs associated with the program and the rise in living expenses. In a letter to the Chair included in **Appendix A**, students also provided written feedback on their opposition to the proposed PDST increases.

The department recognizes the concerns of the students but believes the proposed increases will improve educational experiences and support the diversity goals of the department. The department aims to ensure that PDST revenue will be responsibly and strategically returned to students through a combination of return-to-aid, programs improvements, facilities, and resources outlined in this proposal.

IX.c. In addition to consultation with program students and faculty, please confirm that this multi-year plan has been provided to the campus graduate student organization leadership and, if applicable, the program graduate student organization leadership. Each program is also encouraged to engage campus graduate student organization leadership (i.e., your GSA president) in the program's student consultation opportunities. The program should provide graduate student leadership with an opportunity to provide feedback on the proposals. Full comments or a summary of those comments should be provided by the program.

Plan shared with GSA President Zak Fisher on 11/12/19.

Campus graduate student organization (i.e., your campus' GSA president)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments: No specific comments related to Art MFA proposal. Believes all UCLA degree programs should be tuition free.

If applicable, plan shared with _____ on _____.

Program graduate student organization (i.e., your program council or department GSA)

Comments or feedback was provided.

Comments or feedback was not provided.

Nature of feedback or full comments:

Consultation with faculty

IX.d. How did you consult with faculty about the PDST levels proposed in your multi-year plan? Check all that apply and elaborate in Section IX.d.

Agenda item at a regularly scheduled faculty meeting

Scheduled town-hall style meetings of faculty to discuss the plan and solicit feedback

Convened focus groups of faculty in the program to discuss the plan and solicit feedback

Described the plan to faculty in the program via email, solicited their feedback, and reviewed the comments received

Other (please describe): Text

IX.e. Below, please elaborate on all faculty consultation undertaken as part of this proposal (for each, provide the date, the number of participants, how participants were chosen, description of consultation method, etc.) and provide a summary of faculty feedback acquired during the opportunities for consultation selected above. If faculty provided written feedback, please also attach that feedback to this document. Lastly, please describe below any proposal changes that resulted from this feedback.

Faculty of the Department of Art were active participants of the PDST renewal process. The department discussed PDST with faculty at three faculty meetings (January 4, 2019, October 24, 2019, January 6, 2020). The January 2020 faculty meeting was attended by the Dean and Assistant Dean. The final proposal with a request to increase nonresident PDST levels by approximately 10% per year and keeping resident PDST levels flat to close the gap between residents and non-residents by 2024-25 was discussed by faculty. The final proposal was discussed at a faculty meeting with the Dean on January 6, 2020. Some faculty continued to disagree with any increase to the resident and nonresident PDST fee while recognizing the need for increased support for the program, services, and facilities.

Included in **Appendix B**, faculty provided written feedback in a letter to the Chair voicing their opposition to the proposed PDST increases. Also included in **Appendix B** is the Dean's letter to the Chancellor on the PDST proposal in light of the letters from the students and faculty.

IX.f. Please confirm that this multi-year plan template was provided to the campus Graduate Dean and endorsed by the Chancellor.

Plan shared with Robin Garrell on 11/15/19.
Graduate Dean

Plan endorsed by Gene D. Block on 11/21/19.
Chancellor

² Per the Policy on Professional Degree Supplemental Tuition Section 4, found at <http://www.universityofcalifornia.edu/regents/policies/3103.html>

APPENDIX A

January 9th, 2020

Andrea Fraser, Professor and Chair
UCLA Department of Art

Dear Andrea,

We, the MFA students in the Art Department at UCLA, are writing to you now with the utmost concern regarding the proposal to increase the Professional Degree Supplemental Tuition (PDST) Fee and **to inform you that we stand unanimously as a cohort against any increase in fees.** The proposed increase not only hurts us as students financially when we are already in an economically disadvantaged position but it also deeply changes the identity of the graduate art program, its competitiveness and its ability to attract a diverse and engaged student body.

We chose UCLA under the promise that the student cohort was an actual representation of the wider social and artistic landscape; that it was diverse traversing national, racial, economic and class boundaries. With the proposed fee increase the cost of an MFA from UCLA would be far higher than that of other public institutions. This would severely restrict the ability of the program to draw in students from diverse backgrounds who will opt instead to attend Universities which offer larger financial packages. Art is a global community and the presence of international students within our cohort is a key element in what makes this program excel. A large proportion of the burden of the fee increase is placed on the shoulders of precisely those students who already have to pay large sums of money in Visa / travel and relocation costs. Indeed, many of us would not have chosen UCLA if the fees were any higher than they stand currently. Furthermore, with the proposed fee increase, many of us could be forced into the compromising position of being forced to drop out before completion of the program.

While many of our colleagues in other top-tier MFA programs across the country receive tuition free education or are offered large financial packages we found the average graduating UCLA MFA student leaves the program with over \$30,000 debt in addition to to \$61,143 per person/average debt we are already saddled with from undergraduate studies (figures based on a survey of the entire current MFA cohort). We are aware that the rising tuition costs and fees in recent years have outpaced the ability for the department to allocate resources and funds for student support and are worried that this disparity will only be exacerbated with the proposed fee increase. In the current academic year each MFA candidate is receiving \$31,762 on average in merit-based support in the form of scholarships, graduate division support and TA salary and fee remission. During this same time period, the total cost of attendance (including off-campus living expenses, tuition, fees, health insurance, loan fees and personal expenses) used by the Graduate Division is calculated as \$42,794 for residents and \$57,896 for non-residents. Neither of these figures include PDST fees, which bring the estimate for students in our program to \$51,272 for residents and \$63,194 for non-residents. However, while the university estimates the cost for living expenses as \$22,048, the data we collected from our cohort sit significantly higher, at \$32,585 per year, bringing our total annual costs, including PDST fees, to \$58,809 for residents and \$70,731 for non-residents. Factoring in merit-based support, this leaves residents responsible for funding \$27,047 and non-residents for \$38,969 of their annual expenses. These conditions have led many of us and our colleagues in previous years to take out large amount of loans. In 2015, the last year we have data from the Office of

Financial Aid, two thirds of domestic students in the graduating MFA class relied upon loans to meet the shortfall between merit based aid provided and the actual cost of attendance. Among these students who took out loans the average debt incurred was nearly \$51,000. If it were not for the PDST, it would be possible for graduate students at UCLA to cover the majority of their costs through a combination of Teaching Assistantships, Graduate Student Research positions, work study, scholarships and other jobs throughout the university.

Such accumulation of debt is a constraint on critical and artistic flourishing only further compounded by the precarity of work for Artists upon graduating the program. According to a 2012 survey commissioned by Working Artists and the Greater Economy (WAGE), a non-profit organization dedicated to developing "sustainable economic relationships between artists and the institutions that contract our labor", artists are paid by the institutions they exhibit in and work for only 41.6% of the time. In the event that an artist is offered the opportunity to show work, they are expected to cover a large portion of their installation, travel and shipping costs. Only 16.3% of artists reported receiving a fee for their participation above \$2000, while 20.4% received no compensation at all. Understanding that this precarity is a condition of the field we are entering into, artists are increasingly required to undertake full-time and part-time employment outside of their practice to make ends meet. In the WAGE study it was also reported that the majority of artists are operating below the poverty line in order to maximize time dedicated to their practices while dealing with debt repayments.

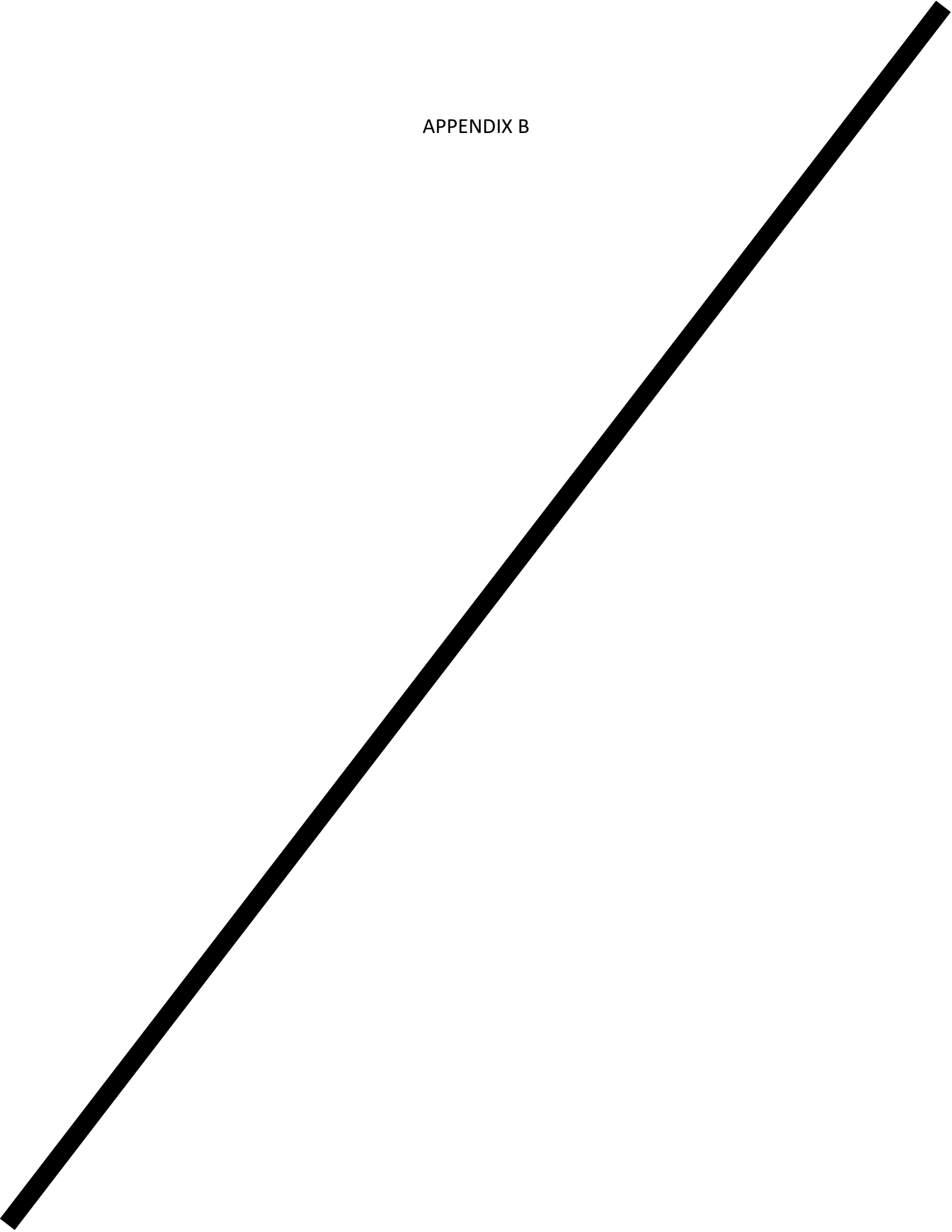
Not only is the UCLA Department of Art the only art department in the UC system that has the PDST but we also find that there is a discrepancy between how UCLA designates and utilizes the 'Professional' title. A recent PDST fee paying international student was offered a job as a *Digital Imaging Specialist* with the UCLA Library upon graduation from the MFA program. They were later informed by UCLA HR that they were not deemed worthy of visa-sponsorship as the position did not fall into the "technical, professional, and faculty" category. Unfortunately, this ultimately led to the deportation of this student because the institution deemed the position that he was uniquely qualified for because of his MFA degree as not a 'Professional' one. This exemplifies a disconnect between how UCLA considers the art department graduate students as professionals when it comes to collecting fees but UCLA HR considers a recent UCLA MFA grad as a non-technical and non-professional. This discrepancy does not only exist at UCLA, but is a consequence that follows degree-holding professional artists throughout their careers, limiting our financial stability as we enter into a world of precarious employment.

We write to you at this time in acknowledgement that this concern has been one that varying cohorts have held since the implementation of the PDST Fee in 2010. With similar concerns being expressed then and also by students, faculty and guest reviewers during the eight-year review process. We feel that keeping the PDST as low as possible and ultimately working to its abolition is central to the continual flourishing of UCLA as an engaging and competitive MFA program. We hope that you take our concerns seriously and join us in keeping the UCLA Art Department as an affordable world leading institution capable of bringing together a diverse student body able to engage with and support one another in the flourishing of our artistic and academic endeavours.

Thank you for your time,

The UCLA Department of Art MFA Students

APPENDIX B



January 9, 2020

To: Andrea Fraser, Interdisciplinary Studio Area Head, and Chair
Department of Art

From: Patty Wickman, Professor and Vice Chair
Jennifer Bolande, Professor and New Genres Area Head
Russell Ferguson, Professor
Anna Sew Hoy, Assistant Professor and Ceramics Area Head
Vishal Jugdeo, Assistant Professor
Barbara Kruger, Professor
Candice Lin, Assistant Professor
Rodney McMillian, Professor
Catherine Opie, Professor and Photography Area Head
Silke Otto-Knapp, Professor and Painting and Drawing Area Head
Hirsch Perlman, Professor and Sculpture Area Head
Rodrigo Valenzuela, Assistant Professor

Re: PDST Proposal Renewal

The Department of Art Ladder faculty met on Monday, January 6, 2020 to discuss the proposal to increase the overall PDST by 4% to close the gap between California resident and non-resident fees. The California resident rate would remain flat and the non-residential rate would be increased, on average, by 10% per year over the next 5 years. By 2024-25 the resident and non-resident PDST rate would be equal. This proposal was the third draft of our PDST renewal application. The first draft, requesting no increase, was revised on the basis of feedback from the office of Dean Brett Steele of the UCLA School of the Arts and Architecture. The second draft, requesting a cumulative total 2% increase over five years, was further revised in response to feedback from the UCLA Chancellor's office and from the UC Office of the President.

At the conclusion of our discussion, the faculty voted on the proposed increase in fees. It was unanimously opposed by the faculty (Professor Lari Pittman is currently on leave). The following is a summary of our discussion.

The faculty discussed the history of the PDST fees in our program. The fees were instituted in 2010 in response to significant budget cuts. They have allowed the department to continue to fund significant programs, including scholarships (returning to aid a minimum of 33% each year); a portion of visiting faculty salaries and benefits; a visiting artist lecture series for the graduate program; graduate curated theme and biennial exhibitions; student and career staff salaries; and equipment, repairs, maintenance, supplies and ongoing operational expenses for the graduate studios.

From 2011 to 2020 the department has kept the PDST fees flat, with no increases. California residents have paid \$8,478 and non-residents have paid \$5,298. This fee differential was intended to support the diversity of the program, making it possible to attract highly qualified students from different

geographic locations and cultures, with diverse perspectives and backgrounds. It kept the cost of our program for non-residents in line with the average cost of other top ranked public universities. The faculty firmly believe that this diversity is a core strength of our program and that it has contributed significantly to our standing as the top public university graduate program in the United States. Diversity across all sectors is integral to maintaining the health and standing of our program. This includes diversity in terms of race, ethnicity, gender, age, class, religion, language, sexual orientation, abilities/disabilities, socioeconomic status, culture, and geographic region. To increase non-resident rates so drastically and suddenly would be detrimental to our program, discouraging international and non-resident students. These students make the program the rich, diverse and exceptional graduate experience that it is. Our desire is to actively encourage them to apply.

In 2017 the Academic Senate Review of the department issued the recommendation to the Executive Vice Chancellor/Provost, the Dean of the Graduate Division, the Vice Chancellor for External Affairs, and the Dean of the School of the Arts and Architecture to sharply reduce or eliminate the PDST fee. The review team indicated that the PDST “represents an additional financial burden...on a population already overloaded with increased tuition and living costs” in a field where graduate degrees “do not always conduce to post-graduate employment.” They expressed concern that the fee would quickly become a deterrent for admissions. We have found this to be true. In 2016, 2017, and 2018 we lost multiple highly-qualified URM students to competitors, including three California residents to Yale. There is enormous competition among the top ranked graduate schools for the most outstanding applicants of color, many of whom come from California.

The faculty noted the high level of our graduates’ debt (\$42,813) in relation to low median salary estimates of \$38,500 following graduation. We consider the estimated 16% debt payment excessive. Faculty further underscored the unpredictability of a career in the visual arts. The primary career goal of our students—to achieve successful and consistent exhibition or teaching careers in fine arts—is exceptionally competitive. A sustainable career in the visual arts requires a long-term commitment, and early success in either exhibiting or teaching does not guarantee continued success. Our graduates’ source of income is largely dependent upon commercial sales, teaching positions, grants, curatorial positions, and fabrication jobs that are inconsistently available at best. To add an additional burden of debt to a population whose future source of income is so unpredictable is unconscionable.

Finally, the faculty noted that UCLA is the only UC campus with professional fees tied to a studio art program. At least two UC campuses (UC Irvine and UC Santa Barbara) are able to provide their graduate students in studios with 100% tuition support. Within the School of the Arts and Architecture at UCLA only two departments—Architecture and Urban Planning, which is a client-based program, and Art—charge professional fees. This inconsistency, across the UC system and within the school, is concerning.

For all of the reasons listed above the faculty of the Department of Art is strongly opposed to the proposed PDST fee increases of 4% a year, and to the steep increase in the fees for non-resident and international students. We cannot in all good conscience support this proposal.

February 28, 2020

Chancellor Gene Block
University of California, Los Angeles

Dear Chancellor Block:

The School of the Arts and Architecture has completed its review of the Department of Art's Professional Degree Supplemental Tuition (PDST) for the Graduate MFA program and proposal for FY 2021-2025. The review of the current PDST fee structure and allocation of revenue was an opportunity for the department and school to discuss the progress of the MFA program and strategically address future needs and priorities.

Throughout the process, the department has consulted its graduate students, faculty, and program leadership to understand the priorities of the MFA program and the potential impact of the proposed increase to the PDST fees. Students and faculty have expressed concerns about any increase to student fees and have provided letters to support their position. The letters describe the potential impact on student recruitment and student loan debt. As the students shared in their letter: "The proposed increase not only hurts us as students financially when we are already in an economically disadvantaged position but it also deeply changes the identity of the graduate art program, its competitiveness and its ability to attract a diverse and engaged student body."

The important feedback provided by students and faculty greatly influenced the development of the proposal. In addition to the feedback provided by students and faculty, we have identified two areas of improvement of the current PDST fee structure:

1. The current PDST fee structure creates a financial gap within the program's student population: non-resident students are currently assessed a reduced fee of \$5,298, compared to our resident students' fee of \$8,478. The existing plan in effect places a greater financial burden on resident students. In addition, the distribution of return-to-aid has not been addressing the higher PDST fee assessed to resident students.
2. As you know, the School of the Arts and Architecture opened the new UCLA Margo Leavin Graduate Arts Studios in Culver City during the Fall 2019 quarter. The renovation provides state-of-the-art facility, equipment, and technology to support the curriculum and creative environment for students and faculty. However, improvements have also increased the administrative and operational expenses for the department.



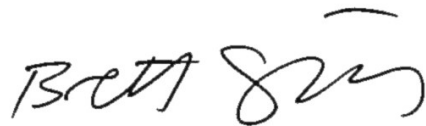
The PDST proposal for FY 2021-2025 includes an increase to the non-resident fee and a detailed plan for allocating the revenue to support the following needs of the Art MFA program:

1. Bring equity to the PDST fee assessment between resident and non-resident students.
2. Prioritize affordability and access by improving equity in student return-to-aid.
3. Provide support for the increased administrative and operational expenses associated with the newly renovated Margo Leavin Graduate Arts Studios.

Throughout the development of the new proposal, we have focused on the purpose¹ of the Professional Degree Supplemental Tuition: “achieve and maintain excellence in the preparation of students for professional careers,” (2) “effectively advance the mission and strategic academic plan of the graduate professional degree program,” and (3) enhance “access and inclusion.”

Thank you for your consideration of the School of the Arts and Architecture’s Art MFA program PDST proposal.

Sincerely,



Brett Steele
Dean
UCLA School of the Arts and Architecture

¹ “Regents Policy 3303: Policy on Professional Degree Supplemental Tuition”: <https://regents.universityofcalifornia.edu/governance/policies/3103.html>