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Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE AND THE FINANCE AND CAPITAL STRATEGIES COMMITTEE:

DISCUSSION ITEM

For Meeting of May 19, 2022

STRATEGIC CAMPUS OVERVIEW, LOS ANGELES CAMPUS

EXECUTIVE SUMMARY

At this meeting, UCLA Chancellor Gene Block will present a strategic overview of the UCLA campus. His presentation will explore four key themes, each in service of one, unifying goal: to shape UCLA into the nation's most impactful university. In particular, UCLA aims to continue making strides in the following areas: 1) ensuring that all students on campus thrive; 2) fostering the next generation of leaders; 3) applying the lessons learned during the pandemic to enhance instructional flexibility, accessibility, and quality; and 4) addressing the most significant societal and environmental challenges facing Los Angeles, California, and the world.

These four themes represent some of UCLA's greatest aspirations. Although they build upon the campus's strong track record of providing high-quality instruction, conducting critical research, and prioritizing public service, they also illuminate important areas for improvement. The purpose of this document is to supplement Chancellor Block's forward-looking presentation with background information about UCLA's strengths, challenges, and strategic priorities.

LAND ACKNOWLEDGEMENT

UCLA worked with Tongva cultural leaders to establish the following land acknowledgement, as the campus resides on what was historically the homeland of indigenous peoples who were dispossessed of their land.

UCLA acknowledges the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and South Channel Islands). As a land grant institution, we pay our respects to the Honuukvetam (Ancestors), 'Ahiihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present, and emerging.[1]

[1] Audio files, which can aid in proper pronunciation of Tongva-language words, are available at the UCLA American Indian Studies Center website: https://aisc.it.ucla.edu/w/.

UCLA CAMPUS OVERVIEW

Introduction

Breaking barriers in service of the greater good has been a hallmark of UCLA since its founding in 1919. Indeed, UCLA is the birthplace of the Internet.[2] It has been a pioneer of organ transplantation since the 1960s.[3] It ushered in the age of nuclear medicine[4] and established the nation's first dance department.[5] UCLA Law established Critical Race Studies, the first law school program in the country dedicated to critical race theory in legal scholarship and related disciplines, over twenty years ago.

This tradition of trailblazing continues to typify the campus today. In fall 2022, UCLA will become the first UC campus to guarantee university-owned housing for all undergraduates (up to four years for incoming freshmen and two years for incoming transfers). It currently receives more applications than any university in the country. In addition—with the caveat that ranking systems are flawed and cannot capture all of an institution's values or priorities—UCLA has been ranked the number 1 public university by *U.S. News and World Report* for the past five consecutive years.

Of UCLA's total undergraduate population, 31 percent are Pell Grant recipients (Pell Grant receipt is used as a proxy for low-income status).[6] To put this figure in perspective, the entire Ivy League enrolls 16 percent Pell Grant recipients (ranging from 11 percent of total undergraduates at Harvard, to 23 percent of total undergraduates at Columbia).[7] UCLA's share of Pell Grant recipients also surpasses that of its non-UC peers in the Association of American Universities (AAU). Specifically, Pell Grant recipients constitute 21 percent of total undergraduates at public AAUs, and 16 percent of total undergraduates at private AAUs.[8] That said, UCLA's share of Pell Grant recipients has trended downward in recent years. In 2015–16, for example, Pell Grant recipients constituted 35 percent of UCLA's total undergraduates. The campus is seeking to reverse this downward trend through strategic programs aimed at promoting access, retention, and success. Examples of such programs can be found in the "Undergraduate Enrollment, Diversity, and Access" section of this document.

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[2] In 1969, a team led by Leonard Kleinrock, a distinguished professor emeritus of computer science at UCLA, sent the very first message over the ARPANET, a network that laid the foundation for the Internet.
[3] In 1964, Paul Terasaki, professor emeritus of surgery at the David Geffen School of Medicine, developed the test that became the international standard method for tissue typing. This procedure, which assesses the compatibility of organ donors and recipients, has been used for all kidney, heart, liver, pancreas, lung, and bone marrow donors and recipients for the past 40 years. In addition, when the UCLA Kidney and Transplant Registry was established in the 1970s, it was the first and largest in the world until the establishment of federal agencies.
[4] The first rectilinear scintillation scanner (an imaging device that pinpoints the location of radioisotopes in the body; finds tumors; and enables the study of kidney, liver, and lung function) was developed at UCLA in 1950.
[5] UCLA established the nation's first dance department in 1962.
[6] IPEDS data (2019-20) provided by UCOP on April 11, 2022. (The latest year for which comparative Pell grant data are available is 2019-20.)
[7] IPEDS data (2019-20) provided by UCOP on April 11, 2022.
[8] IPEDS data (2019-20) provided by UCOP on April 11, 2022.

More information about UCLA's characteristics, including its programs, enrollments, and research trends, can be found below.

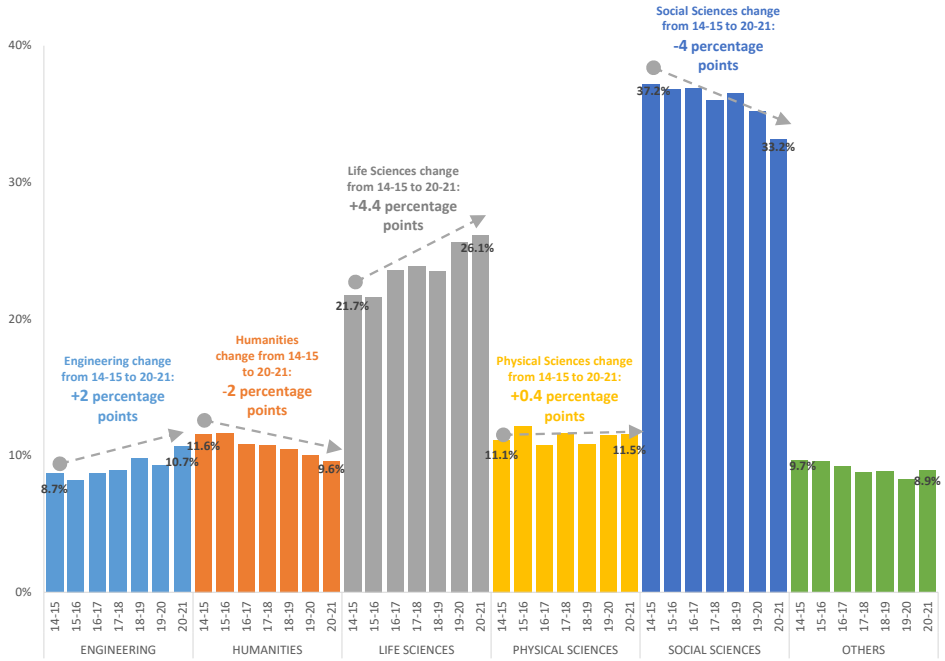
UCLA at a Glance

Total Enrollment and Degree Conferrals*:* UCLA enrolled approximately 47,500 students across its 16 Schools and Divisions in fall 2021, including 32,100 undergraduates; 14,000 graduate students; and 1,400 medical interns/residents. The campus conferred approximately 14,500 degrees in 2020–21 (the most recent year for which data are available), including over 9,900 bachelor's degrees.

Academic Programs: The UCLA College, composed of four academic divisions (Humanities, Life Sciences, Physical Sciences, and Social Sciences), is home to 79 percent of UCLA's undergraduate students. It is the academic heart of UCLA, encompassing 34 departments, 109 undergraduate majors, more than 50 graduate degree programs, and over 40 doctoral programs. These programs span research and teaching across both traditional and emerging disciplines in the liberal arts and sciences. A fifth division, Undergraduate Education, serves as the campus driver of excellence and innovation in the undergraduate experience. The College's undergraduate and graduate students go on to become leaders in business, government, community, and academia. UCLA's 12 professional schools, alongside the College, offer 5,000 courses in a wide range of undergraduate majors, minors, and master's, doctoral, and professional programs.

Undergraduates can choose from 125 majors across 11 of UCLA's Schools and Divisions. Figure 1 below shows the share of bachelor's degrees awarded by various Schools and Divisions since 2014–15. Although the Social Sciences Division consistently awards the highest share of total bachelor's degrees, the shares of such degrees awarded by the Samueli School of Engineering and the Life Sciences Division have grown the most over this time period.

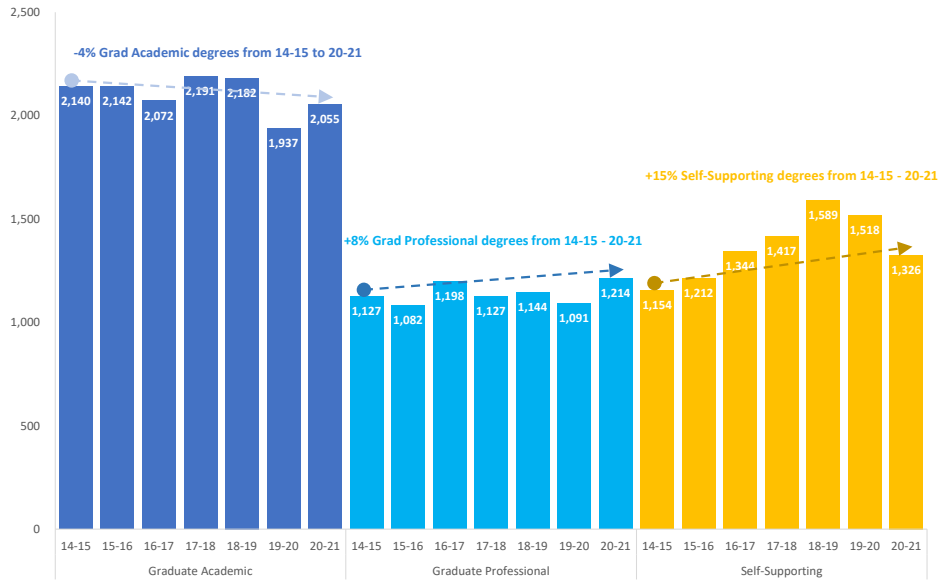
Figure 1: Share of Bachelor's Degrees Awarded by Various School/Divisions, 2014–15 through 2020–21[9]



In addition, UCLA offers a total of 133 graduate-level programs. Trends in UCLA's graduate degrees awarded by type can be found in Figure 2 below. In particular, graduate professional degrees awarded, and self-supporting graduate professional degrees awarded have increased slightly since 2014–15, with the number of graduate academic degrees awarded—substantially greater in number than the other two categories—remaining nearly flat.

[9] Degrees counted at the major level. If a student has a double major, this is reported as two degrees (this method is the conventional way of counting degrees). Degree years count summer as a trailing term (the summer after the academic year). "Others" include Arts & Architecture; the International Institute; Basic Biomedical Sciences; the Institute of the Environment; Music; Theater, Film & Television; Public Affairs; Nursing; Education & Information Studies; and Letters & Science General.

Figure 2: Graduate Degrees Awarded by Type, 2014–15 through 2020–21[10]



***Freshman Applications*:** UCLA received approximately 149,700 freshman applications for fall 2022 (about 10,000 more than the previous year). Roughly, 91,500 of these applications came from California residents, an increase of 7,400 (or nine percent) over applications for 2021. Outpacing the *overall growth* in California resident applicants, UCLA saw an extraordinary 32 percent increase in applicants projected to be among the top nine percent in their California high school classes (as determined by UC's Eligibility in the Local Context program). The number of nonresident freshman applicants also grew by 5 percent, from 55,300 for fall 2021 to more than 58,200 for fall 2022. Freshman applications also grew by 19 percent among low-income Californians and by eight percent among prospective first-generation college students (also Californians) for fall 2022, relative to the previous cycle. UCLA continues to receive more California resident freshman applications from African American, American Indian, and Hispanic/Latinx students than any other campus in the UC system.[11]

***Transfer Applications*:** Transfer applications were down 12 percent for fall 2022, both at UCLA and across the UC system, potentially reflecting a decline in California Community College enrollments during the pandemic. Though the number of UCLA transfer applicants fell from 28,500 to just under 25,000, the campus nonetheless received the largest number of transfer applications in the UC system.[12]

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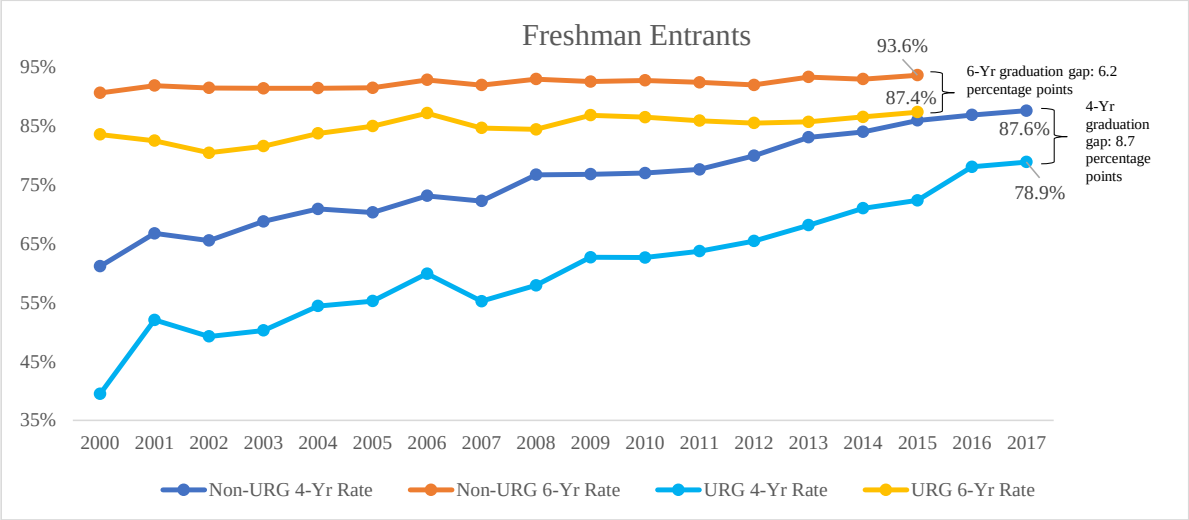
[10] Data extend back to 2014-15 to incorporate the category-shift of the Anderson School of Management MBA from graduate professional to self-supporting.
[11] UCOP. "California Freshman Applications by Campus and Race/Ethnicity, Fall 2020, 2021, and 2022." https://www.ucop.edu/institutional-research-academic-planning/_files/factsheets/2022/table-2.1-california-freshman-applications-by-campus-and-race-ethnicity.pdf.
[12] Students admitted for fall 2022 have until May 1, 2022 to notify the campus of their intent to register. Transfer students will be notified of admission decisions by April 30, 2022 (a later date than the time of this writing) and will have until June 1, 2022 to commit.

Graduation Trends: More than 85 percent of undergraduate students entering UCLA as freshmen graduate within four years, and over 92 percent graduate within six years. Nearly 75 percent of students entering as transfers graduate in two years, with 91 percent graduating in three years. Although these figures are among the highest in the UC system, UCLA is actively working to narrow its graduation gaps between undergraduates from underrepresented groups (URGs)[13] and non-URG undergraduates.

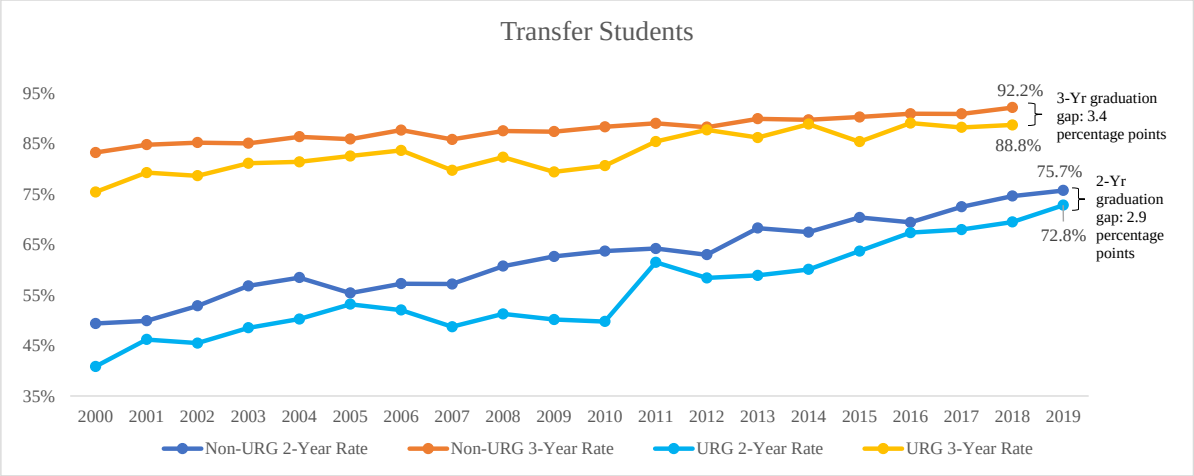
Figure 3 below shows the four- and six-year graduation rates of URG and non-URG undergraduates at UCLA since fall 2000. As shown in the figure, the four-year graduation rate of URG and non-URG undergraduates who entered as freshmen is currently 78.9 percent and 87.6 percent, respectively, yielding a differential of 8.7 percentage points. The six-year graduation rate of URG and non-URG undergraduates who entered as freshmen is currently 87.4 percent and 93.6 percent, respectively, with a differential of 6.2 percentage points. Graduation gaps by URG status are less pronounced for transfer students at UCLA, but still of concern. Specifically, the two-year graduation rate of URG and non-URG transfers at UCLA is currently 72.8 percent and 75.7 percent, respectively (a 2.9 percentage-point differential). The three-year graduation rate of URG and non-URG transfers at UCLA is currently 88.8 percent and 92.2 percent, respectively (a 3.4 percentage-point differential).

Information about UCLA's plans for eliminating these and other equity gaps can be found in the "UC 2030 Updates" section of this document.

Figure 3: Four- and Six-Year Graduation Rates of URG and Non-URG Undergraduates



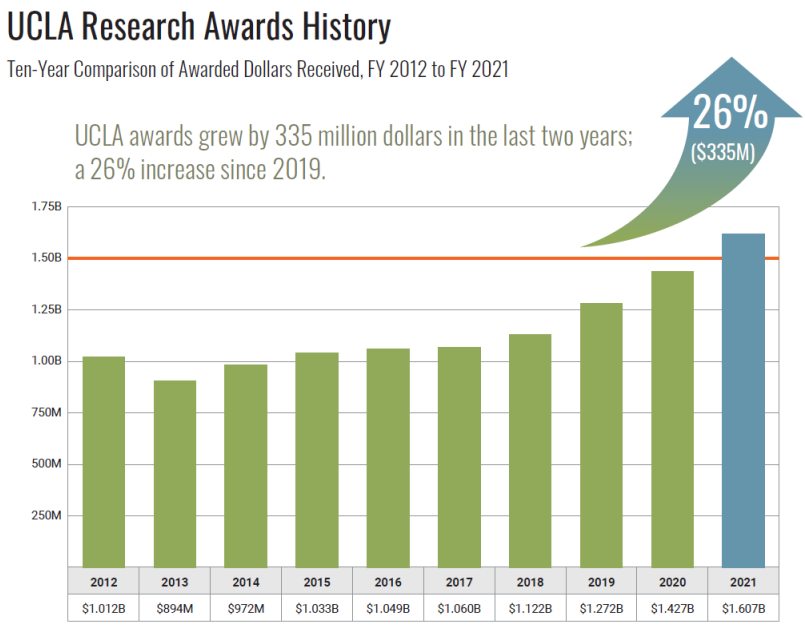
[13] At UC (and in this document), underrepresented groups (URGs) include African American, American Indian, and Hispanic/Latinx individuals.



***UCLA Health**:* UCLA's health system comprises four hospitals—Ronald Reagan UCLA Medical Center, UCLA Mattel Children's Hospital, the UCLA Resnick Neuropsychiatric Hospital, and UCLA Santa Monica Medical Center—and more than 200 medical practices throughout Southern California. It also includes the David Geffen School of Medicine.

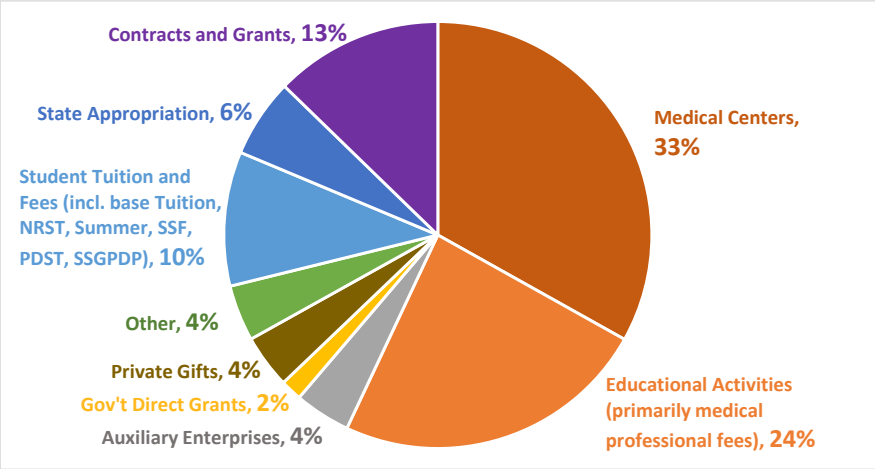
***Faculty and Research**:* UCLA receives more than $1 billion each year in competitively awarded research grants and contracts. As shown in Figure 4 below the campus's awards have grown by $335 million since 2019, a 26 percent increase. Research expenditures have also increased by 45 percent since 2019, exceeding $1 billion as of April 2022. Approximately 5,000 funded research projects are underway as of fiscal year 2021–22. The campus has more than 1,200 active U.S. patents in its portfolio, and 220 startup companies have been formed based on UCLA discoveries since 2012 (357 in total, since 1989). Numerous faculty members at UCLA (totaling 7,830 as of October 2021) have been awarded the Nobel Prize (15), Pulitzer Prize (three), and the National Medal of Science (11), along with the MacArthur Fellowship (15), Lasker Award (two), Fields Medal (one), and other prestigious fellowships, grants, and awards.

Figure 4: UCLA Research Awards since Fiscal Year 2012



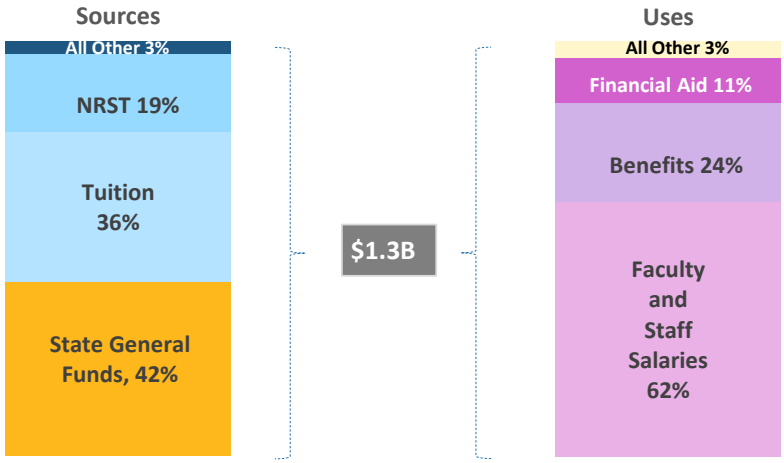
Total Operating Budget*:* UCLA's operating revenue, which totals approximately $9 billion as of 2019–20 (the latest year for which data on all fund sources are available), funds essential programs related to teaching, research, and public service, as well as a wide range of other activities, including UCLA Extension, housing and dining services, and sponsored research. Medical center revenue accounts for approximately one-third of UCLA's total operating budget. In combination with Educational Activities revenue (sourced primarily by medical professional fees), UCLA Health-related revenue accounts for over half of UCLA's total operating revenue. Health-related revenues typically come with offsetting expenses; for this reason, UCLA's other sources of revenue, such as State appropriations and student tuition, are the primary sources of support for General Campus instruction and other student-centered activities. As is typical of research universities, UCLA is people-driven; for this reason, 65 percent of its total operating budget supports faculty and staff salaries, wages, and benefits. See Figure 5 below for more details about the sources of UCLA's total operating budget.

Figure 5: Sources of UCLA Funds, 2019–20[14]



General Funds Budget: For purposes of this document, UCLA's General Funds include revenues from State appropriations, student tuition and fees, and Nonresident Supplemental Tuition (NRST). General Funds exclude revenue from self-supporting graduate professional degree program (SSGPDP) fees; in turn, they constitute less than 16 percent of UCLA's total operating budget (the sum of the two blue pie slices above). These funds are the primary source of support for the campus's core missions and academic activities, as well as the administrative and support services needed to perform them. Totaling $1.3 billion in 2021-22, UCLA's General Funds expenditures are primarily personnel-based. Approximately 86 percent of UCLA's General Funds supports salaries, wages, and benefits for faculty and staff. See Figure 6 below for details.

Figure 6: Sources and Uses of UCLA's General Funds, 2021–22



For more information about UCLA's financial profile, see the "Financial Strengths and Challenges" section of this document.

[14] UCOP Information Center. "Revenue and Expense Data." https://www.universityofcalifornia.edu/about-us/information-center/revenue-and-expense-data.

Economic Impact: A 2018 report by Beacon Economics, one of California's leading economic research and forecasting firms, showed that UCLA is responsible for over $11 billion of total economic impact in California, including $4 billion of economic impact in Los Angeles. The report also showed that start-up valuations built on UCLA's technologies since 2000 total at least $33 billion.[15] A separate economic impact analysis, published in 2021 by the same firm (with a broader focus on the UC system), noted that, of all UC entities, UCLA, UCLA Health, and UCSF have the highest total economic impacts across all indicators (employment, labor income, value added, and input).[16]

Undergraduate Enrollment, Diversity, and Access

UCLA enrolled a total of 32,100 undergraduates in fall 2021. Of that total, approximately 10,000 were new matriculants. Approximately 26 percent of freshmen and 29 percent of transfers who matriculated at UCLA in fall 2021 are from underrepresented groups.[17]

The proportion of UCLA's total undergraduate students from underrepresented groups (URG) is 27 percent as of fall 2021, up from 20 percent in fall 1999.[18] By comparison, the proportion of URG undergraduates enrolled across the UC system is 30 percent as of fall 2021, up from 16 percent in fall 1999.[19] UCLA's current proportion of first-generation undergraduates is 30 percent and, as mentioned, the campus enrolls 31 percent Pell Grant recipients among its undergraduates.

Figure 7 below demonstrates the extent to which total enrollments of underrepresented undergraduates at UCLA have grown over time. UCLA enrolled 3,640 more undergraduates from underrepresented groups in fall 2021 than it did in fall 1999 (a 74 percent increase). In addition, the total numbers of African American, American Indian, and Hispanic/Latinx undergraduates enrolled at UCLA have increased by 55 percent, 37 percent, and 82 percent, respectively, since fall 1999.

Nonetheless, challenges remain. As a proportion of total undergraduates, African American, American Indian, and Hispanic/Latinx enrollments have either remained flat or trended upward. In particular, enrollments of African American undergraduates constituted five percent of total undergraduates at UCLA in fall 1999; that proportion is 6 percent today. American Indian students constituted approximately one percent of total undergraduates in fall 1999 and continue to do so today. The proportion of Hispanic/Latinx undergraduates has grown from 15 percent of the total in fall 1999 to 20 percent of the total today.

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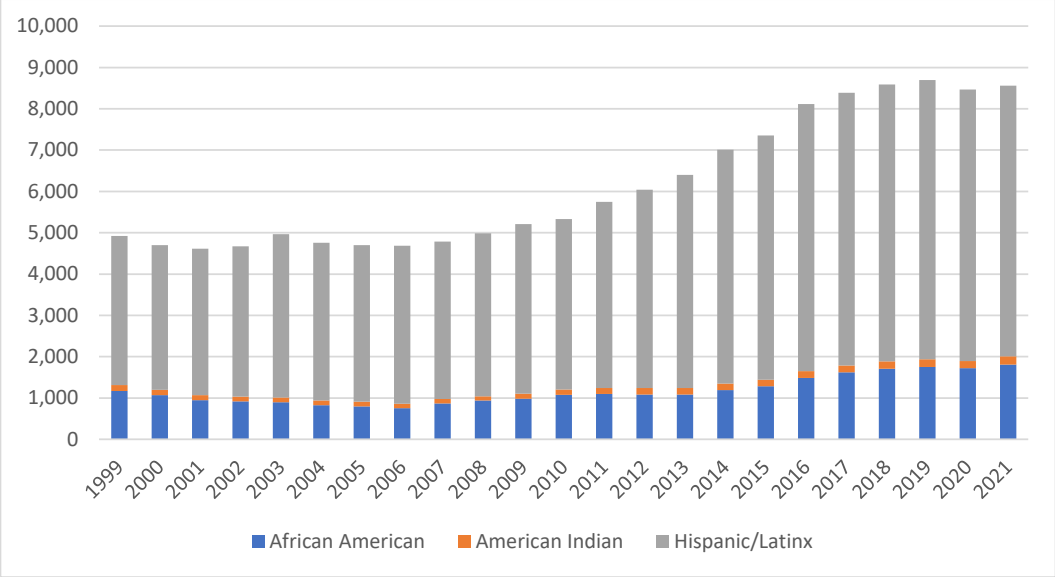
[15] Beacon Economics. "Economic Impact Report, 2018." https://www.ucla.edu/economic-impact/pdf/ucla-economic-impact-report-2018.pdf.
[16] Beacon Economics. "University of California Systemwide Economic, Fiscal, and Social Impact Analysis." 2021. https://universityofcalifornia.edu/sites/default/files/economic-impact-report-2021.pdf. Page 52.
[17] UCLA. Chancellor's Office of Data Analytics. "Enrollment Data" dashboard.
[18] UCOP Information Center. "Fall Enrollment at a Glance" dashboard. https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance.
[19] UCOP Information Center. "Fall Enrollment at a Glance" dashboard. https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance.

Figure 7: URG Undergraduate Enrollments at UCLA (Fall Headcount)[20]



Challenges at the K–12 level may help to lend perspective to the enrollment figures above. Students from underrepresented groups, for example, constitute almost 60 percent of 12th graders in California, and over three-quarters graduate, but of the students who complete the A–G course requirements for UC admissions, four percent are African American, 0.3 percent are Native American, and 45 percent are Hispanic/Latinx.[21]

One of UCLA's key and longstanding goals has been to build relationships of trust with prospective undergraduates, and in particular, to give prospective students from underrepresented groups the information, counseling, and support they need to become competitively eligible for UCLA. To that end, the campus has a vast portfolio of programs focused on cultivating and promoting pathways to higher education.

For example, the Enrollment Management team at UCLA partnered with Los Angeles Unified School District (LAUSD) in 2014 to create the UCLA LAUSD Collaborative. This effort is focused on increasing the college competitiveness of African American students in LAUSD. The Collaborative is currently comprised of 28 schools in the district. It hosts three meetings per year (in the fall, winter, and spring), during which principals, college counselors, and coordinators from each school connect with representatives from UCLA's Enrollment Management team to discuss topics related to competitive admission, such as A-G course requirements and Advanced Placement (AP) exams. Between 2015 and 2019, the UCLA LAUSD Collaborative resulted in positive academic outcomes for African American students in participating high schools, including an 11 percent increase in A–G course requirement completion, a 27 percent increase in the number of AP exams taken, and a 36 percent increase in the number of AP exams passed.

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[20] UCOP Information Center. "Fall Enrollment at a Glance" dashboard. https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance.
[21] UCOP. *Budget for Current Operations, 2022-23.* https://www.ucop.edu/operating-budget/_files/rbudget/2022-23-budget-detail.pdf. Page 31. See also the following website from the California Department of Education: https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&agglevel=state&year=2019-20.

More recently, in March 2020, UCLA's Enrollment Management team launched a program called the Destination College Advising Corps, which now partners with 30 high schools in Los Angeles. This program places recent college graduates in high-need schools to serve as full-time college advisors. Advisors commit to two years of service with the goal of increasing the academic competitiveness and college-going rates of students enrolled in participating schools. Thus far, the program has assisted students in submitting over 3,400 college applications and over 3,100 financial aid applications. Through event and workshop attendance, the Destination College Advising Corps has made over 15,000 student contacts in Los Angeles.

In addition, the American Indian Science and Engineering Society at UCLA (AISES), entering its 16th year on campus, strives to encourage American Indians to pursue careers as scientists and engineers while preserving their cultural heritage. The goal of AISES is to promote unity and cooperation and provide a basis for the advancement of American Indians, while providing financial assistance and educational opportunities. AISES devotes most of its energy to its outreach program, in which members conduct monthly science academies with elementary and pre-college students from Reservations. Relatedly, the American Indian Student Association (AISA) at UCLA initiated the American Indian Recruitment (AIR) Project, the first student-run, student-initiated, and student-funded outreach program in the nation, in 1997. This program aims to increase the admission of American Indian students in higher education and at UCLA. The AIR Project outreaches to American Indian students in Los Angeles County, Southern California Reservations, and beyond in efforts to increase awareness about the importance of higher education and spotlight resources for American Indian students.

Various other programs are also in place on campus to expand access to higher education, particularly among low-income students, first-generation students, and foster youth. The systemwide Early Academic Outreach Program (EAOP), for example, is one of the state's most successful pre-collegiate student academic development programs. This program aims to help students at under-resourced schools prepare for college. UCLA's chapter of EAOP works with over 19,000 students in middle schools and high schools each year (eight middle schools and thirty-nine high schools in six school districts). Approximately 60 percent of UCLA's EAOP seniors meet UC eligibility requirements each year, 82 percent attend a postsecondary institution upon high school graduation, and 62 percent attend a four-year institution, with 25 percent attending a UC school. EAOP eagerly seeks to work collaboratively with parents, teachers, counselors, principals, district administrators, community leaders, and social agencies to help cultivate and promote a college-going culture in K–12 schools.

Once students enroll at UCLA, there are a number of programs focused on promoting their retention and success. UCLA's First To Go program, for example, serves as a resource hub to assist first-generation undergraduate and graduate students as they navigate the campus. First To Go administers the Living Learning Community, located in Hedrick Hall on campus, which provides an inclusive living environment for first-generation students. The program also launched the First-Generation Faculty Initiative, a project aimed at elevating the visibility of UC faculty and academic leaders who were themselves first-generation college students. This initiative helps to foster a sense of belonging that can boost retention and success rates among first-generation students.

To name another example, the Bruin Guardian Scholars (BGS) program provides support and guidance to students who have previously engaged with the child welfare system and experienced foster care, guardianship/kinship care, or juvenile probation. BGS supports the personal, professional, and academic success of foster youth students at UCLA through extensive wrap-around services, community building, and financial support. Since 2009, the BGS program has directly supported over 1,000 foster youth scholars and provided a vital service to the campus community. The program provides essential resources for its students, including support for basic needs, scholarships, and tutoring. It also facilitates case management and mental health assistance.

As a final example, UCLA's Academic Advancement Program (AAP) is the nation's largest university-based student diversity program. The AAP consists of a collection of innovative programs serving approximately 5,600 student members from multi-ethnic, low-income, first-generation, and multiracial backgrounds. These programs include welcome days for over 3,500 of UCLA's high school admits and over 1,600 of UCLA's community college admits. Over 80 percent of the students who attend these welcome days matriculate to UCLA in the fall. The AAP also provides academic counseling, peer learning services in over 100 courses, and Graduate Mentoring and Research Programs for undergraduates interested in graduate or professional school.

Hispanic-Serving Institution Designation Update

UCLA is making strides toward becoming federally designated as a Hispanic-Serving Institution (HSI). As an HSI, UCLA would qualify for a range of federal grants that would bolster its educational programs and benefit Hispanic/Latinx communities and all others on campus. HSI designation has been shown to strengthen interracial relations among all students and improve academic performance and attendance of students of color.

The decision to pursue the federal HSI designation, which requires that 25 percent of undergraduates identify as Hispanic/Latinx and 35 percent of undergraduates are Pell Grant recipients, is tied to UCLA's public responsibility in light of changing demographics in California and throughout the country. Of course, achieving HSI status is not just about enrollment. It involves developing a more culturally responsive environment of support for students.

Updates on UCLA's progress toward becoming federally designated as an HSI include the following:

- UCLA has hired an HSI Director to lead campus collaborations. With the support of the HSI Director, the campus is currently planning an HSI Visioning Forum for fall 2022.
- UCLA's Chancellor has provided 15 full-time equivalent (FTE) lines for faculty positions administered by UCLA's Chicano Studies Research Center (CSRC). CSRC works with UCLA's Deans to match 0.5 FTE for searches, creating the potential for 30 FTE over the next seven years.

- The Chancellor has also provided funding for 20 two-year post-doctoral fellowships, which are being coordinated with the UC Office of the President's Postdoctoral office, with negotiated agreements for faculty hiring incentives.
- Over the next five years, the campus will establish a new funding pool of $250,000 per year for seed research grants for basic and applied scholarship on Hispanic/Latinx populations.
- Currently, 20 percent of total undergraduates at UCLA identify as Hispanic/Latinx, and 31 percent are Pell Grant recipients.

UCLA is also engaging in the following efforts:

- Strengthening partnerships with low-income high schools and community colleges where UCLA faculty and units have invested in improving the curriculum and preparation for college, focusing on increasing admissions and student financial support for partnership schools.
- Making financial aid packages more competitive for Hispanic/Latinx and all low-income students by reducing the student/family contribution. (The hope is to achieve this goal by increasing philanthropic efforts to expand UCLA's institutional gift aid.)
- Providing intensive training to all academic advisors, case managers, and Counseling & Psychological Services (CAP) clinicians in social justice approaches to student advising. (This effort aims to ensure that the skillsets of critical front-line staff align with the evolving needs of Hispanic/Latinx students, and students of color, first generation, low-income, and nontraditional students.)
- Developing culturally aware and relevant mentor training for faculty and graduate students to prepare for mentor-mentee relationships.
- Creating an innovation fund to incentivize units and ideas for restructuring and building initiatives that will increase Hispanic/Latinx enrollment and student success.

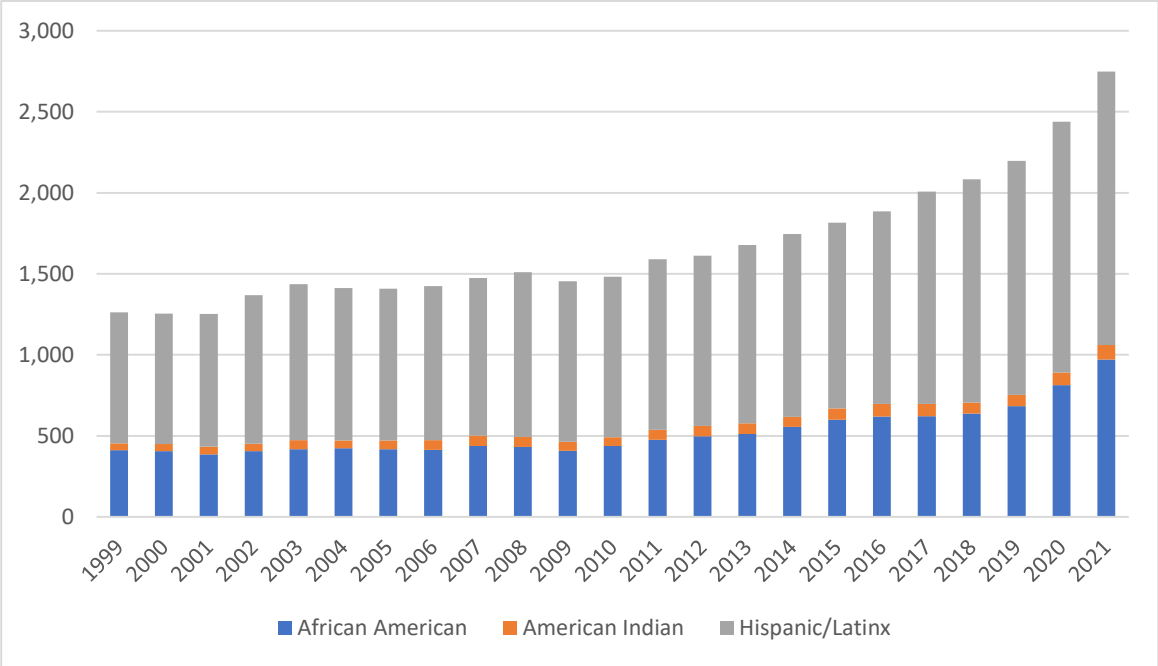
Graduate Student Enrollment, Diversity, and Access

UCLA's graduate student population reflects broad intellectual interests and includes students from many cultures and backgrounds. UCLA enrolled a total of roughly 14,000 graduate students in fall 2021. Approximately 4,700 of those enrollments were new matriculants. Of the students who matriculated into graduate programs at UCLA in fall 2021, approximately 23 percent are from underrepresented groups. The proportion of UCLA's *total* graduate students from underrepresented groups has increased from 13 percent in fall 1999 to 20 percent in fall 2021. Systemwide, graduate students from underrepresented groups have increased from 10 percent of the total in fall 1999 to 17 percent of the total in fall 2021. Figure 8 below shows the extent to which UCLA's underrepresented student enrollment at the graduate-level has grown over time.

The number of total URG graduate students enrolled at UCLA has increased by 118 percent since 1999. As a proportion of total graduate student enrollment, African American, American Indian, and Hispanic/Latinx enrollments constituted four percent, 0.4 percent, and eight percent, respectively, in fall 1999. These percentages increased to 7 percent, 0.6 percent, and 12 percent,

respectively, in fall 2021. Of course, these figures vary by individual program. It is crucial to continue increasing the diversity of UCLA's graduate student population so that the university community more accurately reflects the demographics of California and the nation. (According to the 2020 Census, 5 percent of California state residents are African American, fewer than 1 percent are American Indian or Alaska Natives, and 39 percent are Hispanic/Latinx.[22])

Figure 8: URG Graduate Student Enrollments at UCLA (Fall Headcount) [23]



Diversity fellowships for incoming graduate students include the Graduate Opportunity Fellowship Program (for students pursuing terminal master's degrees), the Eugene V. Cota-Robles Fellowship (for students pursuing doctoral degrees), and the UC-HBCU (Historically Black Colleges and Universities) Initiative Fellowship (for students who participated in a UC-HBCU summer program and plan on pursuing a doctoral degree).

While well-justified attention has been paid to undergraduate enrollment growth in recent decades, graduate academic and graduate professional enrollment growth has not kept pace with that of undergraduates, both at UCLA and across the UC system. Figure 9 below shows the extent to which undergraduate fall headcounts have grown at UCLA relative to those of graduate academic and graduate professional students (SSGPDP enrollments are excluded, as students in these programs are less likely to serve as Teaching Assistants for undergraduates).

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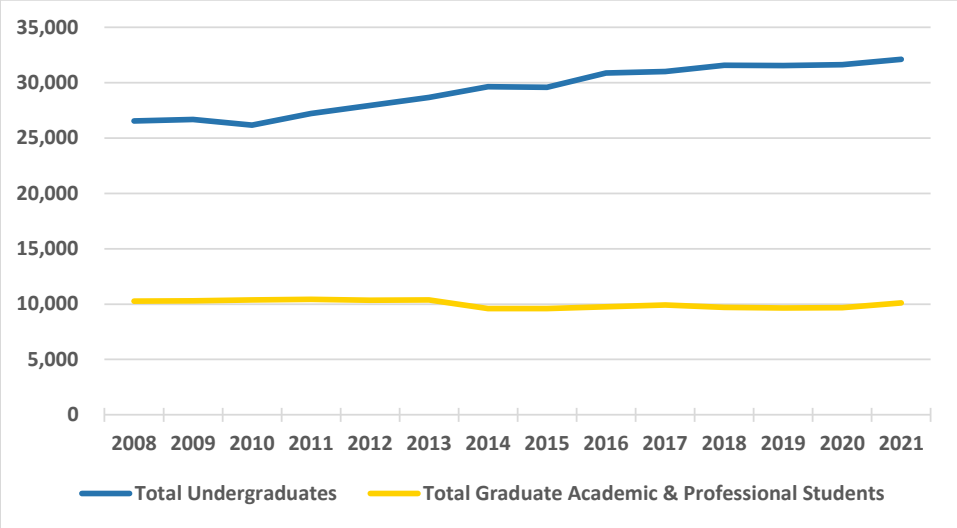
[22] Public Policy Institute of California (PPIC). "California's Population." January 2022. https://www.ppic.org/publication/californias-population/#:~:text=No percent20race percent20or percent20ethnic percent20group,according percent20to percent20the percent202020 percent20Census.

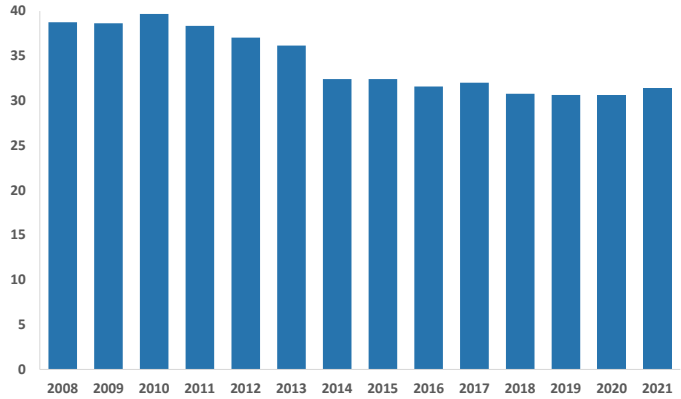
[23] UCOP Information Center. "Fall Enrollment at a Glance" dashboard. https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance.

Figure 9: Undergraduate, Graduate Academic, and Graduate Professional Enrollments (Fall Headcount), 2008 through 2021



Consequently, the number of graduate academic and graduate professional students per 100 UCLA undergraduates has decreased over time. As shown in Figure 10 below UCLA enrolled 39 graduate academic and professional students for every 100 undergraduates enrolled in fall 2008, and that figure has since decreased to 31 such students. In addition, only 23 percent of graduate academic and professional students (excluding self-supporting students) serve as Teaching Assistants (TAs) at UCLA during a typical fall quarter. Graduate student enrollments are not evenly distributed across disciplines, of course, and certain undergraduate courses require that TAs have expertise in unique or particularly advanced content, limiting the pool of TA candidates even further. A diminished pool of qualified, effective TAs is particularly detrimental to UCLA's efforts to promote more individualized and interactive modes of instruction (e.g., class discussion and group projects).

Figure 10: Graduate Academic and Graduate Professional Students Per 100 Undergraduates (Fall Headcount), 2008 through 2021



Disproportionate growth of undergraduates relative to graduate students, and nearly flat enrollments over time of graduate academic students in particular, have resulted in a shortage of TAs in many of UCLA's Schools and Divisions. This shortage is particularly pronounced in UCLA's Life Sciences Division, which recently proposed a two-year pilot to study the effects of hiring undergraduate TAs to support its lower division courses. For UCLA's Psychology Department, which resides in the Life Sciences Division and supports the largest undergraduate program on campus, finding qualified TAs poses serious challenges every quarter. Course sections are not opened until a TA can staff them, which further limits enrollments in the Psychology Department's undergraduate "service" courses (i.e., lab courses required for its three majors and large lectures).

Graduate enrollments must increase to complement dramatic undergraduate growth, to support faculty in the research mission of the University, and to help with the teaching and mentoring associated with additional undergraduates. To that end, UCLA is making efforts to encourage more of its graduate programs to offer admitted students multi-year funding packages. Currently, 97 percent of Ph.D. students at UCLA receive some level of financial support, in the form of tuition remission, Teaching Assistantships, scholarships, or research assistantships. Due to limited graduate student support funds, however, programs typically do not commit to funding more than the initial years of an applicant's graduate program at the time of admission. Inadequate multi-year funding offers impose potential financial risk on students and reduce UCLA's yield of top applicants, who are typically heavily recruited by competing institutions. In recent years, avenues for achieving support for graduate students at UCLA have included attracting philanthropy, funding students through faculty members' grants, and providing a sufficient support structure for graduate students to garner external and internal funding.

Self-Supporting Graduate Professional Degree Programs

In an era of State prioritization of undergraduate enrollment investments over those of graduate students, self-supporting graduate professional degree programs (SSGPDPs) have become an increasingly important avenue for creating new academic programs in response to California's workforce needs. UCLA established its first SSGPDP, the Executive Master of Business Administration, in 1981. Since then, the campus has launched 22 additional SSGPDPs (including the Anderson School of Management's full-time MBA program, which converted from State-supported to self-supporting in 2014–15). In fall 2021, SSGPDP enrollment accounted for roughly 28 percent of total graduate student enrollments at UCLA.

Systemwide and UCLA-specific policies are in place to ensure that all graduate degree programs meet UC standards of rigor and academic quality. UCLA's administration is also committed to ensuring that SSGPDPs enhance the University's mission, operate with integrity and financial transparency, and ultimately benefit State-supported programs.

Self-supporting status is reserved for graduate *professional* degree programs at UC. All undergraduate programs, academic master's programs leading solely or primarily to a Doctor of Philosophy (Ph.D.), and Ph.D. programs are therefore ineligible. By the third year of operation, SSGPDPs are expected to cover all direct and indirect costs with student fee revenue. Though some expectations are unique to SSGPDPs, these programs must, at a minimum, adhere to

systemwide policy and defer to the same Academic Senate oversight and review as State-supported programs.

Per UC's SSGPDP Policy, when the University received adequate State support to expand graduate academic and professional programs in response to state and societal needs, UC directed self-supporting programs primarily to working adults and other nontraditional student populations. With the decline in State support in recent decades, the Policy acknowledges, SSGPDPs have evolved into a "necessary educational strategy,"[24] allowing the University to serve more students and keep up with workforce trends. SSGPDPs provide advanced training to nontraditional student populations, support lifelong learning among individuals in knowledge-based industries, and fulfill California's evolving workforce needs in the face of sustained declines in public support. Each of these functions is in service of California's long-term economic competitiveness.

SSGPDPs are well-positioned to offer graduate level professional education to a broader range of students than the University has historically served. UCLA School of Law, for example, has traditionally served only those students with the time, resources, and desire to spend three years of full-time study to earn a J.D. degree, which is required to sit for the bar examination and become a practicing attorney. UCLA School of Law has found, however, that a much broader group of students are interested in graduate-level legal education. Many of these students are nontraditional in that they are older than the average J.D. student and work full-time. Half of the students in UCLA's self-supporting Master of Legal Studies program identify as a member of an underrepresented group. Similarly, nearly half (48 percent) of students in UCLA's self-supporting Master of Public Health for Health Professionals program and over half (55 percent) of students in UCLA's self-supporting Educational Leadership Ed.D. identify as members of underrepresented groups.

Between 2017–18 and 2020–21, the proportion of new domestic SSGPDP students at UCLA who received Pell Grants as undergraduates ranged from 23 to 28 percent. Over those four years, a quarter of UCLA's total new domestic SSGPDP students received Pell Grants as undergraduates. In 2020–21, UCLA's self-supporting Master of Public Health for Health Professionals, Educational Leadership Ed.D., Doctor of Nursing Practice, and Master of Social Science programs each enrolled at least 45 percent Pell Grant recipients among their new domestic students.

That said, self-supporting graduate professional degree programs are a fairly new convention of UC's academic and budgetary landscape. They must be monitored to ensure that they are advancing the University's missions of access, excellence, and affordability. For this reason and others, UCLA is committed to monitoring SSGPDP student enrollments, the academic supports in place for SSGPDP students, and SSGPDP graduates' debt manageability.

[24] UC Self-Supporting Graduate Professional Degree Programs Policy. https://policy.ucop.edu/doc/2100601/SSGPDP. Page 3.

Faculty Diversity

UCLA is committed to establishing a more diverse faculty, in both its composition and intellectual pursuits. In order to achieve this goal, the campus is investing in a number of faculty hiring and retention initiatives, and continuing to build a culture of inclusion, to facilitate the hiring, pre-retention, and proactive retention of scholars from underrepresented groups. A more diverse faculty—one in which every student and community member can see themselves reflected—is essential to UCLA's ability to achieve its mission.

Although the overall racial and ethnic diversity of ladder-rank and equivalent (LRE) faculty at UCLA has improved over time, there is still substantial progress to be made. The need to improve LRE faculty diversity is of vital concern and importance to the campus. Figure 11 below shows the extent to which LRE faculty from underrepresented groups have increased since 2011 at UCLA. Figure 12, also below, provides a broader picture of the racial and ethnic composition of UCLA's LRE faculty over time.

Figure 11: UCLA LRE Faculty from Underrepresented Groups, 2011 to 2021

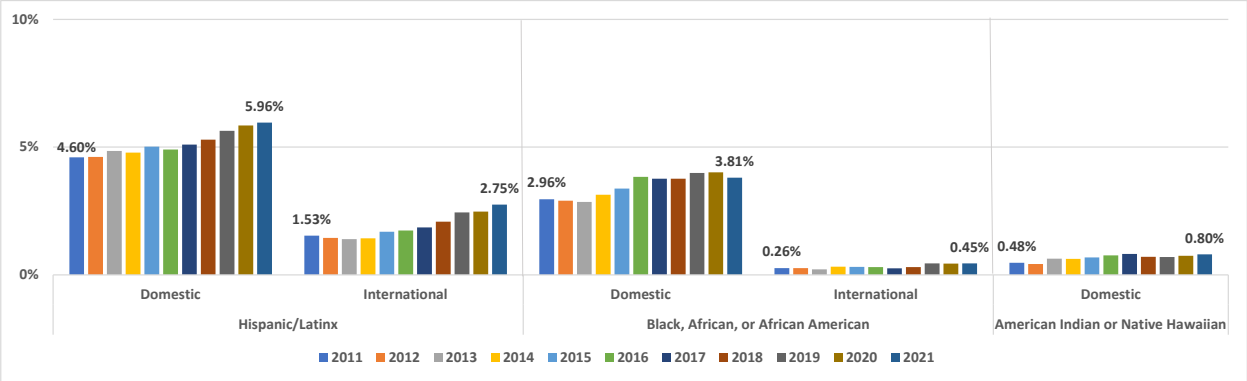
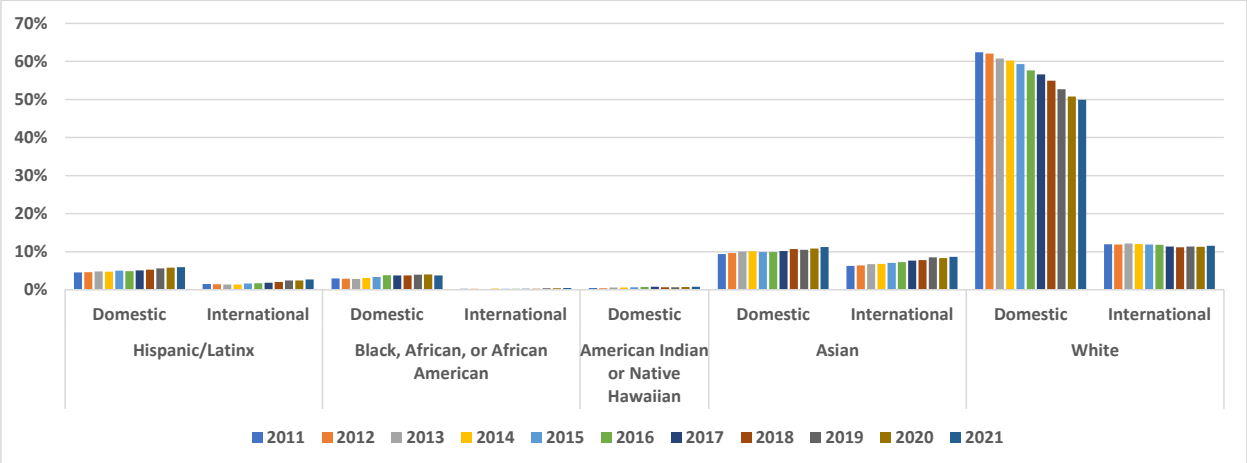


Figure 12: UCLA LRE Faculty by Race and Ethnicity, 2011 to 2021

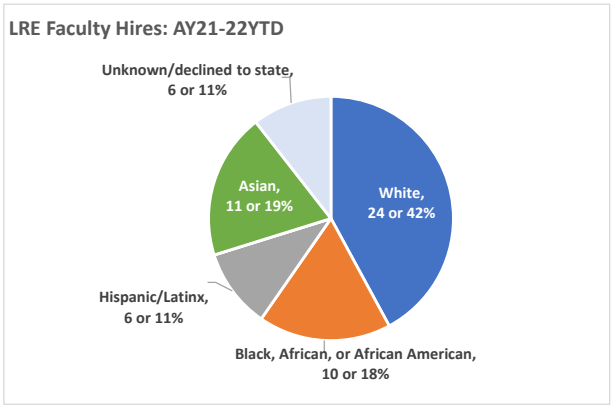


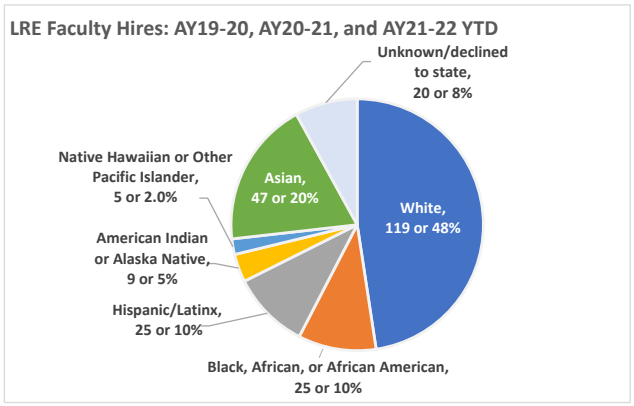
As shown in the figures above, with the exception of American Indian or Native Hawaiian LRE faculty, whose representation has remained essentially flat, the representation of LRE faculty from all non-white ethnic groups has increased since 2011. That said, these increases have been

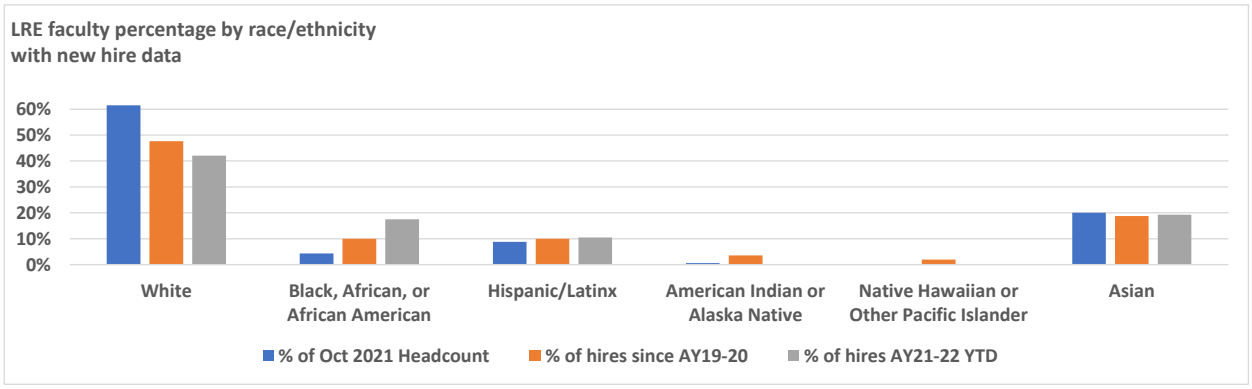
minimal when compared against UCLA's population of LRE faculty. In particular, the share of total (both domestic and international) Hispanic/Latinx LRE faculty increased from 6.1 percent in 2011 to 8.7 percent in 2021. The share of total Black, African, or African American LRE faculty increased from 3.2 percent in 2011 to 4.3 percent in 2021. The share of total American Indian or Native Hawaiian LRE faculty increased from 0.5 percent to 0.8 percent between 2011 and 2021. The share of total Asian LRE faculty increased from 15.7 percent in 2011 to 19.9 percent in 2021. And the proportion of UCLA's total white LRE faculty decreased from 74.3 percent to 61.5 percent between 2011 and 2021, nonetheless constituting a substantial majority each year.

Figure 13 below centers on recent *new* LRE faculty hires. In particular, the top-left pie chart of Figure 13 shows the demographic distribution of UCLA's LRE faculty hires made in academic year (AY) 2021–22 (year-to-date, or YTD); the top-right pie chart shows the total demographic distribution of such hires made between academic years 2019–20, 2020–21, and 2021–22 (YTD); and the bar chart on the bottom shows how the proportions noted in the two pie charts compare against UCLA's current demographic distribution of *total* LRE ladder faculty (as of October 2021). As shown by the comparison of orange and blue bars in Figure 13, UCLA's total new LRE faculty hired since 2019–20 are more diverse than UCLA's total population of LRE faculty (as measured by the proportions of new LRE faculty hires and total LRE faculty who identify as Hispanic/Latinx; Black, African, or African American; American Indian; and Native Hawaiian or Other Pacific Islander).

Figure 13: Demographic Distribution of Ladder-rank and Equivalent Faculty 2019–20, 2020–21, and 2021–22 (TYD)







Although UCLA's LRE faculty diversity trends have improved in recent years (of UCLA's total LRE faculty hires since 2019–20, about 25 percent are from historically underrepresented groups, excluding Asian LRE faculty hires, and about 40 percent are from historically underrepresented groups, including Asian LRE faculty hires), the campus acknowledges its need to work harder to find talent and retain its current faculty of color. To that end, UCLA makes all possible efforts to advance best practices in recruitment and retention, such as supporting cluster hiring programs (so that no individual feels isolated) and matching outside job offers. In addition, UCLA's Office of Equity, Diversity, and Inclusion (EDI), which was established in 2016, administers a number of initiatives focused on increasing the diversity of LRE faculty. For example, the EDI Office has put together a briefing that all members of faculty search committees must complete every four years. This briefing consists of a seven-part animated video series on implicit bias, and a training that explores evidence-based tools and techniques for promoting equitable and inclusive hiring.

Additionally, in June 2014, all Schools, Divisions, and academic units were asked to appoint an Equity Advisor to work alongside Deans to develop programmatic initiatives to improve climate and help actualize UCLA's EDI mission. Equity Advisors' efforts have resulted in 1) the establishment of committees and task forces to address EDI-related issues, 2) listening sessions and social justice reading groups, and 3) climate assessments that have inspired policy changes aimed at creating a more equitable and inclusive learning and working environment. Equity Advisors are also involved in the faculty recruitment process. In the 2021–22 academic year, Equity Advisors participated in over one hundred faculty searches. Equity Advisors track faculty searches in their units and provide search committees with best practices to mitigate bias. More recently, UCLA has begun three initiatives aimed at significantly improving the campus's faculty diversity: 1) Rising to the Challenge, 2) Faculty Forward, and 3) an HSI faculty recruitment program. Details on these three efforts can be found below.

In 2020, UCLA announced Rising to the Challenge, a commitment to improving the campus environment for Black Bruins. This commitment includes the addition of a special faculty advisor to the Chancellor on issues of concern to Black faculty, staff, and students. Efforts associated with Rising to the Challenge are aimed at expanding the intellectual community devoted to Black life and racial equity across campus through summer graduate fellowships, postdoctoral positions, and ten additional faculty whose scholarly work addresses issues of Black experience.

In 2021, UCLA began developing the Faculty Forward Initiative, a campus-wide program that aims to establish UCLA as the premier university for advancing the research, learning, and engagement of underrepresented scholars in pursuit of a more just and equitable society. The Initiative has been seeded by existing, reprioritized campus funds; UCLA is also looking to raise new funds to support this priority. The Faculty Forward Initiative committee, led by co-chairs Dean Tracy Johnson (Life Sciences Division) and Dean Tina Christie (School of Education & Information Studies), is currently developing the budget details and implementation plan for this effort, which will include programmatic investments in the recruitment and retention of scholars from diverse backgrounds, as well as evidence-based interventions aimed at improving climate and culture.

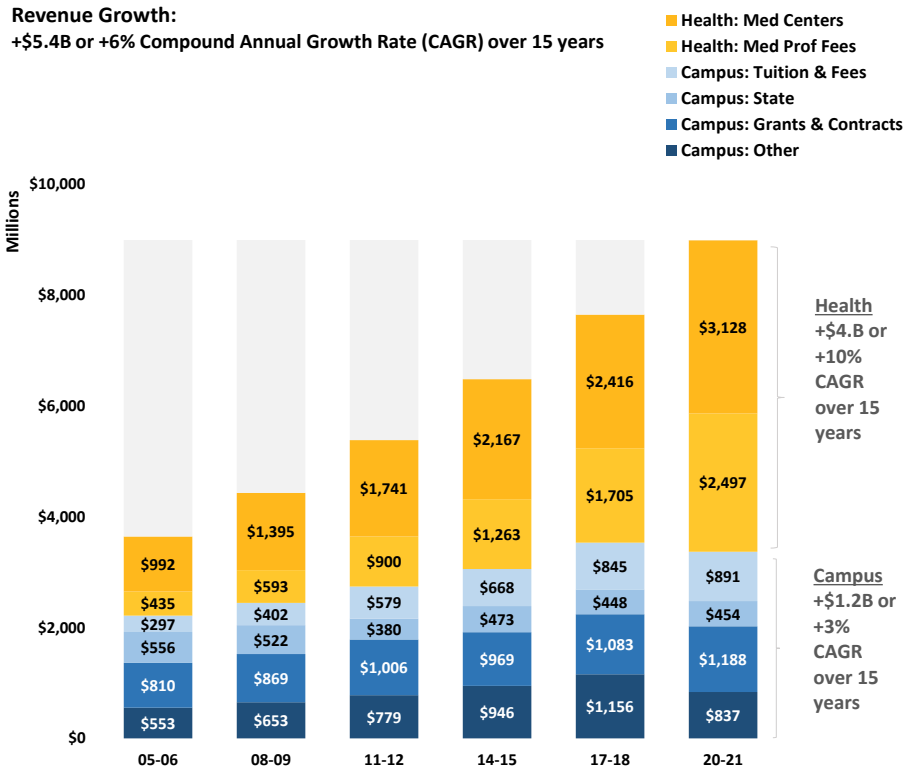
UCLA's efforts to become federally designated as a Hispanic-Serving Institution complement its commitment to increasing the recruitment and retention of Hispanic/Latinx faculty. In particular, and as mentioned earlier, the campus has plans to provide fifteen new faculty lines, balanced across disciplines, for individuals whose teaching, scholarship and/or mentoring has ties to Hispanic/ Latinx experiences. Deans of Schools and Divisions may match these appointments, for a total of up to 30 new scholars. In addition, UCLA will support twenty, two-year postdoctoral fellowships over the next five years, again balanced across disciplines, for work related to Hispanic/Latinx issues. The campus will also establish a new funding pool of $250,000 per year over five years for seed research grants for basic and applied scholarship on Hispanic/Latinx populations. The Chicano Studies Research Center (CSRC) will administer the hiring of faculty and fellows and will manage the seed research grants in collaboration with the Office of the Vice Chancellor for Research & Creative Activities. In addition, UCLA plans to commit five years of central campus funding toward eight full-time staff positions and one half-time staff position to further support Hispanic/Latinx life and scholarship at UCLA. These positions will include managerial and administrative support for the CSRC, the César E. Chávez Department of Chicana/o and Central American Studies, and the Latino Policy and Politics Initiative; counselors in the Academic Advancement Program; and a retention coordinator in the Center for Community College Partnerships.

Individual Schools and Divisions on campus have also launched initiatives to advance faculty diversity. The Life Sciences Division, for example, established the Mentor Professor Initiative in 2012, which has resulted in the recruitment and retention of stellar scientists with a demonstrated commitment to, and success in, mentoring students from underrepresented groups. Thus far, nine Mentor Professors have been hired. This initiative has been adopted as a hiring mechanism in the David Geffen School of Medicine and other Schools and Divisions and is also being examined as a model for other campuses and units in the UC system.

Financial Strengths and Challenges

UCLA, like all of UC and the rest of the world, endured financial losses related to the COVID-19 pandemic. Specifically, UCLA and its health system have suffered lost revenue and incurred additional expenses totaling nearly $1.2 billion since the start of the pandemic. This loss represents 28 percent of the total losses incurred by the UC system. Thanks to the work of UC's Government Relations team, relief provided by the federal government, support from the UC Office of the President (e.g., accessing capital markets at the right time), and substantial reserves/rainy-day funds that the campus and health system had bolstered over an extended period, the campus managed to weather the financial storm and emerge strong.
Figure 14 below shows one of UCLA's key areas of financial strength: a diversified revenue model that has had strong, consistent growth over an extended period.

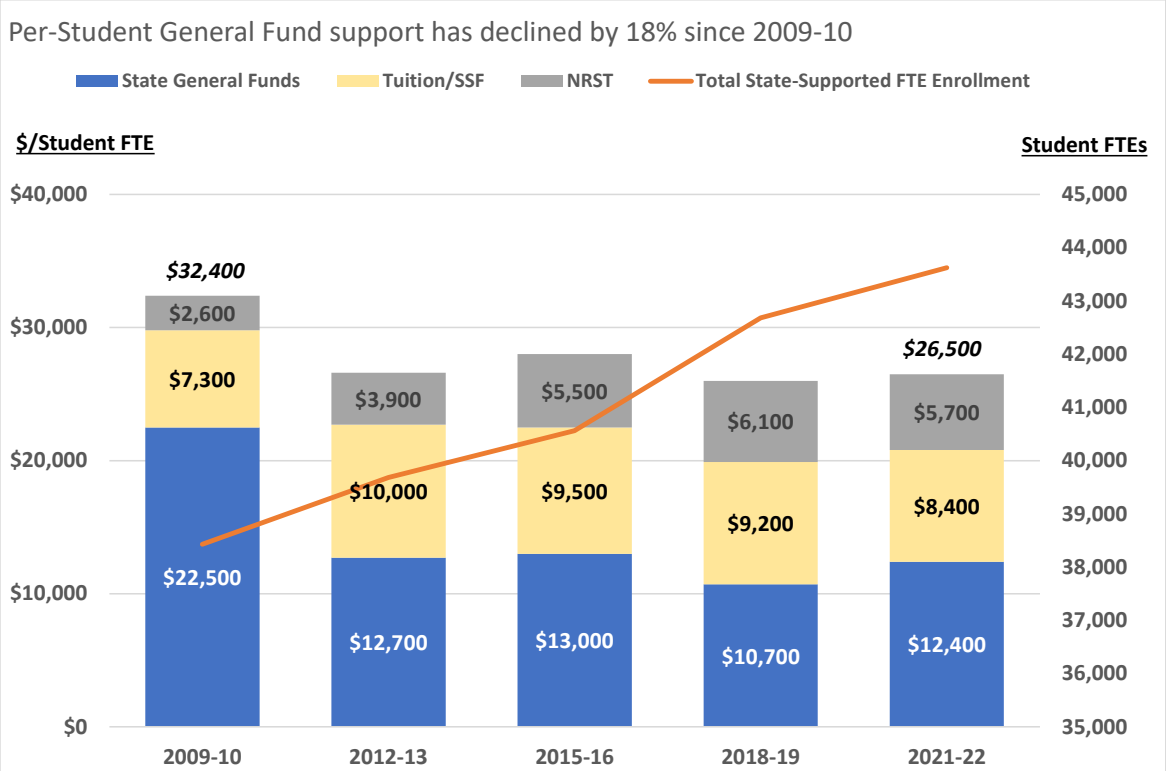
Figure 14: UCLA Revenue Growth and Diversification



While UCLA's revenue growth has supported program expansion, most of this growth has been weighted toward the campus's healthcare activities, which come with offsetting expenses, small operating margins, and future uncertainty related to local and national policies. On the General Campus side, operating funds have grown roughly on par with normal inflation, which means UCLA has fallen behind prior benchmarks of per-student revenues (e.g., pre-Great Recession per-student funding levels).

UCLA's General Funds (composed of student tuition and fees, State appropriations, and NRST) have remained flat in constant dollars, and decreased on a per-student basis, over the past 15years. The combination of State funding shortfalls since the Great Recession and nearly flat tuition levels over the decade between 2012–13 and 2021–22 help to explain this trend. The inflation-based increases in UCLA's General Funds over the past 15 years are primarily attributable to student tuition and fees, along with nonresident undergraduate enrollment growth. Despite revenues resulting from various systemwide charge adjustments and enrollment growth over time, UCLA's General Funds per FTE decreased by 18 percent—from $32,400 to $26,500—between 2009–10 and 2021–22. See Figure 15 below for details.

Figure 15: UCLA's Total FTE Enrollment and General Funds Per Student (Adjusted for Inflation)[25]



UCLA's General Funds landscape has contributed to the erosion of various indicators of academic quality over time. For example, UCLA's ratio of State-supported students-to-LRE faculty was 24.2-to-1 in 2009–10 and has since deteriorated to 26.7-to-1 in 2020–21 (a ten percent increase).[26] The erosion of this ratio is more pronounced in certain Schools and Divisions. For example, the student-to-LRE faculty ratio in the Physical Sciences Division has increased by 45 percent since fall 2010, from 18.5-to-1 to 26.8-to-1. Similarly, the student-to-LRE faculty ratio in the Life Sciences Division has increased by 27 percent since fall 2010 (from 60.0-to-1 to 75.9-to-1).[27]

UCLA is anticipating that the next decade will also present challenges to growing campus operating funds. Even when the recently approved cohort-based tuition program (set to take effect in 2022–23) matures in 2026–27, UCLA's best-case scenario will be for State appropriations and base tuition to increase annually by the rate of normal inflation. Absent

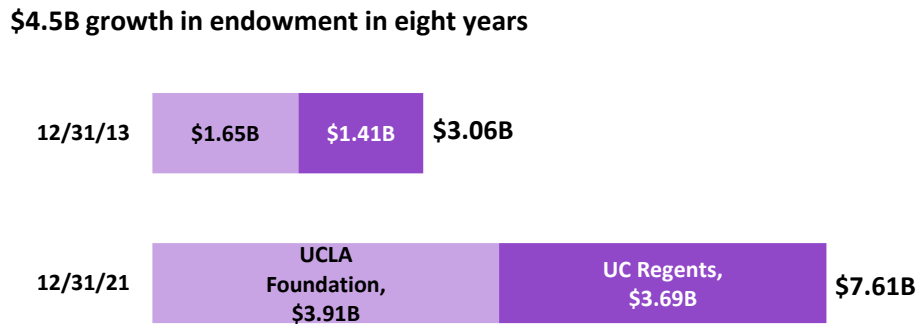
[25] Figure 15 includes State-supported FTE enrollments only. Similarly, the tuition/fee figures included in the General Fund totals exclude those fees paid by students in self-supporting graduate professional degree programs. State General Funds figures exclude State-sourced financial aid, which is administered by the California Student Aid Commission and primarily includes the Cal Grant A and B programs. This particular aid funding is not recorded in UCLA's financial statements.
[26] UCOP Information Center. "Student Faculty Ratio" dashboard. https://www.universityofcalifornia.edu/about-us/information-center/student-faculty-ratio
[27] UCLA Chancellor's Office of Data Analytics.

additional sources of funding, budget pressures will persist because UCLA's annual personnel cost increases typically exceed the rate of normal inflation.

In addition, UCLA has had limited flexibility in recent years to grow nonresident undergraduate enrollment. Nonresident students make important academic and social contributions to UCLA; they also influence the campus's core funding, as they are assessed NRST. California's 2021 Budget Act restricted nonresident undergraduate enrollment at UCLA. According to the statute, the Legislature intends to reduce the number of nonresident undergraduate students at Berkeley, UCLA, and San Diego such that "nonresident undergraduate enrollment at each campus comprises no more than 18 percent of total undergraduate enrollment by the 2026–27 academic year."[28] The State has expressed the intent to fund the first phase of this reduction in 2022–23. Of course, UCLA's General Funds would decline dramatically if the campus phased down nonresident undergraduate enrollment without ongoing State support to offset the associated decrease in revenues.

Part of the solution to UCLA's financial challenges will be continued strong fundraising results. The impact of UCLA's successful Centennial Campaign, which closed just two months before the COVID-19 pandemic hit, can be seen in the overall growth of philanthropic dollars across the campus, and the more than doubling of UCLA's endowment. See Figure 16 below for more details.

Figure 16: UCLA's Endowment Growth from 2013 to 2021



Further expansion and deepening of the philanthropic culture, however, is substantially reliant upon staffing and volunteer levels. UCLA's potential donor base has much room to grow, and the diversification of donor and volunteer pipelines is critical to the University's continued growth. The philanthropic sector is not immune to the staffing shortages and escalating wages that all industries are experiencing. Recruitment and retention are of substantial concern, and flexibility in campus compensation policies for in- and out-of-state workers will be essential.

As UCLA thinks ahead to its next philanthropic campaign, its focus is necessarily turning to the need to support the post-pandemic UCLA of the future. Timing is key, especially as UCLA sets its sights on the 2028 Olympics, during which the campus will serve as the Olympic and

[28] California Budget Act of 2021. Provision 43 of section 6440-001-0001. https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB128.

Paralympic Village and be in the global spotlight once again (UCLA also hosted one of two Olympic Villages in 1984). This platform provides the campus an opportunity to ask the rallying question, "What do we want the world to know about UCLA when the world returns to Los Angeles?"

Capital and Technology Programs

Compounding UCLA's financial challenges is nearly $9 billion of capital need. Currently, only about 20 percent of this need has a particular funding strategy. UCLA's capital need estimates have nearly doubled as of the most recent Capital Financial Plan (CFP), due to substantial increases in both deferred maintenance and seismic remediation need. While it is typical to have a significant unfunded component of the CFP, UCLA will be working closely with the UC Office of the President to identify and implement funding strategies to address its most urgent needs. Below are some highlights of the major components of UCLA's CFP.

***Seismic Program*:** Since 1990, UCLA has invested more than $2.9 billion to retrofit 73 buildings, totaling over 10.3 million gross square feet. In accordance with UC Seismic Policy requirements, and consistent with the campus's ongoing commitment to responsible building management and disaster preparedness, UCLA has surveyed the seismic safety of its building inventory and leased buildings. Although all University-owned buildings were designed and constructed in adherence to the codes in effect at the time of their construction, initial seismic evaluations have identified fifty buildings with a Seismic Performance Rating of V or VI (requiring seismic improvement), and forty-four buildings that require additional study. Using numerous factors, including the UC Office of the President's risk model, these buildings have been prioritized, with thirty-one campus academic and student support buildings identified as Priority A and included in the 2021–27 CFP at a total cost of about $1 billion. A further 19 auxiliary and off-campus buildings have been identified as Priority B, at a total cost of $42 million. The campus is in an active study phase to define a comprehensive remediation plan for all student-funded buildings in fiscal year 2021–22. UCLA believes that its past actions to remediate buildings to the prior code will enhance efforts to bring its inventory into compliance with current seismic policy.

***Aging Plant*:** The campus has a backlog of more than $4.8 billion in State-supportable deferred maintenance and deferred system renewal needs. UCLA has prioritized its needs and stands ready to move forward with critical systems upgrades and infrastructure projects as resources become available.

Infrastructure: The campus anticipates upgrades to its electric power generation and distribution systems to increase capacity and energy efficiency, while reducing utility expenses, water consumption, and the campus's carbon footprint. UCLA is undertaking a Sustainability Master Plan to create a bold vision for a sustainable, healthy, and resilient future for the campus. The plan includes green building goals and reinforces a commitment to advancing sustainability initiatives in all of its capital projects. Additionally, the plan will span curriculum and research, and operations, as well as engagement and outreach programs.

Student Housing: Over the past 30 years, UCLA has evolved from a commuter campus to a residential campus. It currently accommodates approximately 14,650 students in on-campus housing and over 3,000 students in university-owned off-campus housing. UCLA has completed or is nearing completion of three major on-campus student housing projects. The Centennial and Olympic Residence Halls (opened in fall 2021), Gayley Heights Apartments (substantially complete), and Southwest Campus Apartments (scheduled to open in fall 2022) will provide approximately 5,200 new beds. These additional beds have enabled the campus to meet its goal of guaranteeing housing to all entering first-year students for four years and to all new transfer students for two years, as of fall 2022. They will also help to address graduate student housing demand.

Over the past year, UCLA has also engaged in a focused strategic planning effort to explore opportunities to improve UCLA's information security and technology posture in service of its core missions. The result of this process will be a digital transformation roadmap. When completed, this roadmap will allow UCLA to:

- modernize its technology services through key operational improvements and strategic enhancements;
- address major technical and non-technical challenges that hinder UCLA's overall information security maturity;
- eliminate redundancy and unsupported software applications, and deploy modern applications to address unmet user needs;
- leverage current capabilities and a common approach to expanding constituent (student, faculty, and staff) experience and relationship management functionality across campus;
- develop a plan for data governance and modernized data capabilities that will enable advanced analytics through emerging technologies; and
- transform educational models through technology to foster innovation in learning, teaching, and discovery.

UCLA's digital transformation already has great momentum. The 2022 winter quarter marked a significant milestone with UCLA's transition to Bruin Learn, a new Learning Management System. At the start of January 2022, more than 2,200 UCLA courses went live on Bruin Learn, and since then, about 2,100 of UCLA's instructors and 40,000 students have engaged with the new platform. Additionally, UCLA transitioned from an outdated home-grown tool with various distribution lists to a streamlined cloud-based central unified strategic communication platform (Salesforce Marketing Cloud). This transition enabled more effective communication with the entire UCLA community, reducing the time it took to send out time-sensitive communications from hours to minutes, and providing real-time insights to enhance community engagement. Work on several other strategic projects is underway as the campus continues to craft an overall financial strategy to support these critical investments.

Climate and Sustainability Updates

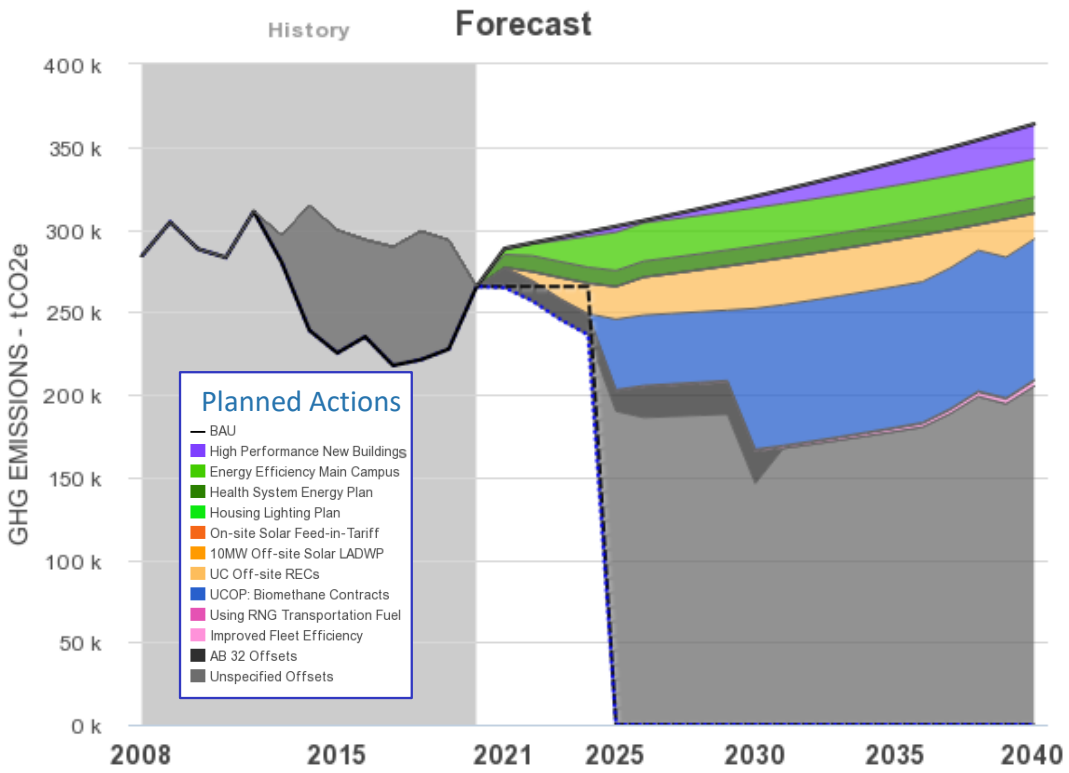
In 2022, UCLA was given an award for Leadership in Energy Efficiency from the Los Angeles Department of Water and Power (LADWP). The award recognized UCLA for energy savings and for including a $1.4 million rebate for energy efficiency upgrades at the Broad Art Center

and the Ronald Reagan UCLA Medical Center, reflecting more than 8.3 million kilowatt hours (kWh) of energy savings annually. Additional updates related to UCLA's efforts to promote sustainability can be found in the list below.

- Energy efficiency work continues through the Smart Buildings and Lab program. This program was created to help meet the UC Office of the President's carbon neutrality initiative, along with UC's Sustainability Practices Policy. Results from buildings completed show energy-use reductions ranging from 30 percent to 50 percent. Three buildings have been completed and seven more buildings are currently in progress.
- UCLA completed a Request for Proposals for large scale on-site solar through LADWP's Feed-in-tariff program and is currently in negotiations with the selected vendor and finalizing sites and capacity.
- Through UCLA's off-site renewable rate agreement with LADWP, the campus received 26,760,895 kWh of solar electricity and avoided 7,674 metric tons of carbon dioxide equivalent (mtCO2e) in 2021.
- UCLA is replacing florescent fixtures in hallways and common spaces with high efficiency LED bulbs and fixtures, with an average kWh savings of over 60 percent, and simple payback of three to four years. A total of 2,265 lamps have been upgraded to LED since lighting upgrades began.
- UCLA instituted the Air Travel Mitigation Program, which has funded energy efficiency efforts, included LED retrofits, replacement of inefficient equipment, research-freezer upgrades, and smart vehicle charging stations. The program paused, however, as a result of reduced travel during the COVID-19 pandemic.
- Due to regulatory requirements from the South Coast Air Quality Management District (AQMD) and Office of Statewide Health Planning and Development (OSHPD), a new hospital central plant will be added, along with engine replacements at the campus cogeneration facility.
- UCLA is exploring the feasibility of long term decarbonization options. Due to the highly dense small campus footprint and integration of the medical campus, full electrification is not considered viable.

Figure 17 below provides information about UCLA's recent and forecasted greenhouse-gas (GHG) emissions.

Figure 17: UCLA GHG Emissions, Recent and Forecasted through 2040



UCLA's Pandemic Response: Campus Safety Updates and Lessons Learned

When the spread of the COVID-19 pandemic forced an abrupt shift to remote operations for much of the campus community in March 2020, UCLA established the COVID-19 Response and Recovery Task Force. This Task Force initially included eleven working groups, charged with planning and monitoring ongoing efforts to mitigate the impacts of COVID-19 and develop recommendations to enable members of the UCLA community to teach, learn, discover, and work in a sustainable manner. Through extensive operational planning and a robust surveillance and testing regimen, UCLA safely welcomed students, faculty, and staff back to campus in fall 2021. It continues to monitor the evolving situation and adapt as needed (for example, by implementing a remote start to winter quarter instruction in early 2022, in response to the spread of the Omicron variant).

This strategy allowed UCLA to stabilize COVID-19 cases within the campus community upon return, and provided more time for faculty, staff, and students to obtain their COVID-19 boosters in compliance with the UC Systemwide COVID-19 Vaccination Program Policy prior to returning to in-person class and work. Currently, over 99 percent of the campus has complied with the UC Policy, with an average of 96 percent of the population up to date on COVID-19 vaccines. As of April 2022, the seven-day average test-positivity rate on campus was less than 1 percent, compared to over eight percent in early January 2022. Similarly, the seven-day average of new cases on campus is currently about 29, compared to almost 300 in January through February 2022.

Given these improvements, UCLA was able to ease certain restrictions beginning in April 2022 in alignment with State and local public health orders, including optional indoor masking for those who are up-to-date on COVID-19 vaccines, allowing nearly all classes to be held in-person, and flexibilities for events on campus, all of which have had positive impacts on the pedagogical and student-life experience. The UCLA COVID-19 Response and Recovery Task Force, along with its Case Management Team and Education Working Group, remain active at this time and are continuing to monitor conditions. The Task Force is prepared to pivot should that become necessary.

While the COVID-19 pandemic created incalculable loss and suffering, and numerous operational and financial challenges, it also presented an opportunity to examine the ways in which we teach, learn, and work. It has been a catalyst for innovation and experimentation. While the remote experience underscored the value of in-person interactions, UCLA is evaluating ways to retain the positive aspects of remote and online operations by exploring the use of new tools and technology, enhancing training for faculty and instructors, and reimagining the use of space to enhance the campus experience.

For example, UCLA is exploring options to enhance instructional accessibility by assessing current classroom technological needs and evaluating options to improve technology and support associated with live-streamed lectures, audio and video recordings of classes, and closed captioning. The campus is also examining flexibility options to enhance employee well-being and productivity, while also enabling the optimal use of space. UCLA currently has approximately 5,800 "Flex Work" agreements in place, and a recent survey with an 81 percent response rate indicated that a majority of staff reported positive experiences associated with hybrid/remote work schedules, such as having sufficient management support, team engagement, and communication tools. Given the positive feedback, hybrid/remote work is anticipated to continue for the foreseeable future, and UCLA stakeholders are strategizing about how to further fine-tune existing policies and structures that would be conducive to long-term agreements.

UC 2030 Updates

At the September 2021 meeting of the UC Regents, President Michael Drake described the system's compelling need to expand capacity through strategic enrollment growth. The President set a systemwide goal of enrolling an additional 20,000 students by 2030 (16,000 California resident undergraduates and 4,000 State-supported graduate students).

After setting this goal, President Drake established a Council of Chancellors (COC) working group to identify opportunities for traditional and nontraditional enrollment growth that would expand inclusive access and success. To achieve this enrollment growth goal, UC campuses have been asked to share strategic goals and opportunities for growth that will inform enrollment planning and identify areas necessary for investment to maintain UC quality, advance equity, and ensure student success.

The COC capacity working group has discussed traditional and nontraditional opportunities for growth; existing and promising regional collaborations, including off-campus sites; summer session and University Extension expansion opportunities; and degree completion programs.

More recently, the capacity working group's discussions have turned to online curricular and program opportunities, off-campus study abroad and internship programs, efforts to expand UC's reach to underserved regions of the state, and progress to timely graduation goals associated with UC 2030.[29]

As part of the next phase of this work, campuses have been asked to explore innovative ways to support enrollment growth and quantify corresponding resources needed. To assist the COC working group with this next phase, the UC Office of the President asked the UC campuses to share a vision of how they might grow and evolve between now and 2030. Part of UCLA's vision included opportunities to substantially expand summer offerings in all formats, especially online. The campus is currently exploring the potential of summer expansion through a Summer Quarter Task Force, launching in late April 2022.

Student retention and completion are associated with strong connections with campus community and engagement with academic programs. Faculty and academic advisors are best positioned to facilitate such connections. At UCLA, academic advisors seek to provide holistic support to students by being readily accessible and by addressing questions and challenges about the academic experience. During the pandemic, UCLA established the "Remote Engagement and Advising in the College Hub" (REACH), a virtual advising hub to provide students with an alternative modality for connecting with advisors. As enrollments increase through 2030, the campus will seek to maintain this program and expand UCLA's number of academic advisors and Student Affairs Officers in order to bring student-to-advisor ratios in line with best-practice metrics.

COVID-19 has exacerbated students' challenges in meeting basic needs, particularly regarding food security, and prioritizing mental health. Growing enrollment through 2030 will necessitate additional investment in critical services to address these needs. UCLA's Community Programs Office currently provides a food pantry for any student in need, and CAP Services has been operating both in person and via telehealth since fall 2021. Demand for both of these services has grown during the pandemic and additional investment will be required to meet current and future demand.

Over the past several years, UCLA has launched or expanded several pilot initiatives to close equity gaps and improve graduations rates. These initiatives include REACH (the remote advising unit mentioned above); a new learning community for diverse students in the Social Sciences and Humanities called the First Year Scholars Program; the expansion of UCLA's Summer Learning Assistant Program to enhance peer-learning during the summer; and the

[29] In early 2019, the UC Board of Regents adopted a multi-year framework known as "UC 2030: Advancing the California Dream" or "UC 2030." UC 2030 is a collective effort by UC leadership to address inequities and strengthen California's future by investing in the next generation of UC graduates, faculty, and research. This framework seeks to achieve the following goals by 2030: 1) to produce over 200,000 additional degrees (on top of the one million undergraduate and graduate degrees currently projected); 2) to raise the undergraduate four-year graduation rate to 76 percent and the six-year graduation rate to 90 percent; 3) to eliminate gaps in timely graduation and graduate degree attainment for new generation students (i.e., Pell grant recipients, first-generation students, and students from underrepresented groups); and 4) to invest in the next generation of faculty and research by adding 1,100 ladder-rank faculty. UC's enrollment growth goal for 2030 (20,000 more students) complements the above goals.

development of online faculty modules for inclusive teaching. Additionally, UCLA funds a grant program for curricular and pedagogical innovation, and the campus is continuously working to address bottleneck courses by increasing summer, online, and remote offerings, as well as discussion sections.

Conclusion

UCLA's accomplishments across a wide range of academic disciplines, along with its commitments to high-quality instruction and community service, have made it one of the nation's most impactful public institutions, only 100 years after its founding. As the campus enters its second century, it is well-positioned to increase its local, national, and global impact. Indeed, the campus is dedicated to continuous improvement and committed to implementing innovative approaches for increasing total enrollments in service of UC 2030 goals; expanding access to the campus and bolstering academic and social support systems for new generation students (i.e., Pell Grant recipients, first-generation students, and students from underrepresented groups); enhancing faculty diversity through best practices in recruitment and retention; and maintaining the campus's financial health.