

Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:

DISCUSSION ITEM

For Meeting of September 29, 2021

STATE BUDGET ALLOCATIONS OF INTEREST TO THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE

EXECUTIVE SUMMARY

This item provides an overview of the new State budget allocations for 2021–22 that are of relevance to the Academic and Student Affairs Committee, as well as initial plans for using the new resources.

BACKGROUND

The 2021–22 State Budget provides the University of California with the largest ever single-year funding increase, totaling \$1.27 billion dollars. Of this amount, \$547.8 million is ongoing funding, and includes full restoration of the more than \$300 million base budget reduction from the Budget Act of 2020. In addition to the restoration, the 2021–22 Budget provides UC an unallocated increase of \$173.2 million, or five percent. These resources are vitally important to sustain UC’s core operations. The budget also includes \$728.6 million in one-time funds, the majority of which are for deferred maintenance and campus-specific projects.

SPECIFIC BUDGET ALLOCATIONS OF INTEREST

Student Wellbeing and Success

The Regents requested funding for student wellbeing and success, which was supported by the Governor and the Legislature.¹ The Budget provides \$15 million in ongoing funding for student mental health and \$22.5 million in one-time funds for Student Academic Preparation and Educational Partnerships (SAPEP). The Governor and the Legislature added several other new student support funding items, including \$15 million in one-time funds for emergency student financial aid, \$4 million for summer financial aid, and \$20 million for student scholarships to work with the California Institutes for Science and Innovation.

¹ See attachment for a complete summary of the 2021-22 budget request priorities approved by the Regents.

Program/Project Funded	Amount	One-time or Ongoing Funding
Student Mental Health	\$15,000,000	ongoing
Student Academic Preparation and Educational Partnerships	\$22,500,000	one-time
Emergency Financial Aid	\$15,000,000	one-time
Summer Financial Aid	\$4,000,000	ongoing
California Institutes for Science and Innovation-Student Scholarships	\$20,000,000	one-time

Student Mental Health

New Funding Amount: \$15 million ongoing

Since March 2020, a growing concern regarding the mental health and well-being of students, particularly as a result of the confluence of the COVID-19 pandemic, racial justice issues, and political unrest, has gained national attention. Students have experienced abrupt shifts to remote learning, lack of social connection, increased social isolation, and the economic impacts affecting our most historically vulnerable student populations. Although the national trends precede the COVID-19 pandemic, the trifold trauma of the pandemic, racial justice issues, and political unrest are stressors on student mental health and well-being. According to the Kaiser Family Foundation, 47 percent of those sheltering in place reported negative mental health effects resulting from worry or stress related to COVID-19. As the pandemic persists, it is important that student mental health and well-being is addressed with a whole-campus approach.

Use of new resources

New resources supplement the \$5.3 million in ongoing State funding awarded in 2019 for student mental health treatment, and brings the total state investment in student mental health to \$20.3 million.

The primary goal of the equity in the mental health project is to develop a robust funding framework to expand campus services and supports necessary to meet the holistic behavioral health needs of students, specifically focused on leading with equity to ensure unencumbered access to care for all students. The \$15 million included on a continuing basis will be used to expand services, develop collaborative programming, and to develop new and innovative programs in behavioral health conditions, prevention of unhealthy behaviors, and holistic well-being support.

Student Academic Preparation and Educational Partnerships (SAPEP)

New Funding Amount: \$22.5 million one-time

UC’s primary approach to addressing educational disparities comprises seven overarching strategies provided through a portfolio of programs, services, and supports collectively known as Student Academic Preparation and Educational Partnerships (SAPEP). The SAPEP portfolio of

programs spans the education pipeline and advances equity in the opportunity for California students to prepare for postsecondary education and for graduate and professional school opportunities, as well as success in the workplace. The majority of schools served by SAPEP programs enroll high percentages of students who are from underserved groups, including those who are first-generation college-goers or those who qualify for federal free/reduced-priced meals under the National School Lunch Program.

Through SAPEP and other efforts, the University engages in the following work:

- Partners with public and private high schools and every community college in California to align readiness standards (known as A–G courses for high school students, and UC-transferable courses for community college students)
- Provides direct services to students and their families at both secondary and postsecondary levels to raise student achievement and elevate academic aspirations, particularly for students from underrepresented groups, who are low income and/or first generation
- Engages in partnerships with secondary schools, other education sectors, community-based organizations, and business/industry partners to address inequities in opportunity and to improve access
- Provides high-quality educator preparation and professional development that contributes to diversity and quality in K–12 teaching, learning, and leadership
- Provides online courses for A–G, honors, and Advanced Placement credit that are UC-approved and available for free to any California pupil
- Participates with K–12 schools and community colleges in data-sharing agreements that provide on course access and student achievement
- Conducts research that enhances educational policy and practice across California and is directly relevant to increasing equity along its education pipeline

The University’s K–12 academic preparation programs have a strong and documented impact on undergraduate diversity at UC. These programs, part of a comprehensive strategy to contribute to college readiness in California, support the University’s land grant mission and uphold the Regents’ policies for outreach.

Current ongoing funding for SAPEP is \$22 million, down from a peak of more than \$80 million in permanent funding in the early 2000s.

Use of new resources

Even though the educational equity challenges being addressed are long-term, the one-time funding will help to address the following priorities:

- Increase the UC transfer pipeline for community college students from low–sending institutions and transfer intending secondary students through immediate term boosts in early intervention, greater coordination, upgrades to transfer support tools such as ASSIST and the UC Transfer Admission Planner (UCTAP), collaborations, and strategic partnerships
- Temporary expansion in the number of students participating in academic preparation including K–12 enrichment programs, summer programs, Advanced Placement (AP) boot

campus, research opportunities, pre-transfer enrichment programs, online A-G courses through UC Scout, and other programs to prepare students for academic success and opportunity

- Immediate-term increase in SAPEP student engagement and re-engagement. Re-imagine outreach efforts to adapt to the changing environment and admissions landscape
- A boost in the number of UC students and graduates participating in peer or near-peer mentoring, academic coaching, advising, tutoring, and other services/programs to expand the UC K–20 pipeline
- Temporary expansion in UC’s graduate student and faculty pipeline from traditionally underrepresented groups leveraging best practices

Emergency Financial Aid

New Funding Amount: \$15 million one-time

The Governor proposed this initiative in his January budget as a way for the State to ease the transition for students from receiving federal emergency support. At the time, the third round of Higher Education Emergency Relief Fund grants had not yet passed Congress, but the Legislature saw fit to continue to include the program in its 2021–22 budget.

Use of new resources

The goal for this funding is to strategically deliver emergency financial support to facilitate continued progress towards degrees. The support will be coordinated with federal Higher Education Emergency Relief Fund (HEERF) and University aid. Each campus has developed a local plan for the deployment of HEERF funds, so the deployment of this \$15 million in emergency State financial aid will need to be adjusted accordingly. Allocation of the funds has been specified in the budget bill to be based on Pell recipients and Dreamers.

Summer Financial Aid

New Funding Amount: \$4 million ongoing

The UC Regents’ Total Cost of Attendance Working Group Recommendation #1 was to expand summer enrollment. The \$4 million was originally conceived as a “down payment” on expanded summer Cal Grants, so the impacts on students who receive Cal Grants during the academic year would be a focus.

Use of new resources

The goal of this funding would be to deploy summer financial aid to facilitate summer enrollment and improve time-to-degree. The Office of the President (UCOP) allocates the funds to campuses on the basis of the number of students receiving Cal Grants during the academic year. Changes to the strategies for using these funds would be next focused on for summer 2022.

California Institutes for Science and Innovation-Student Scholarships

New Funding Amount: \$20 million one-time

The California Institutes for Science and Innovation, established on UC campuses, are comprehensive basic research centers concentrating on complex scientific challenges that demand multidisciplinary strategies and state-of-the-art equipment and facilities. All four of the institutes are structured in ways that will speed up business growth in the state. UC researchers work collaboratively with hundreds of the state's leading-edge businesses during the discovery process so that the time it takes to develop and deliver new products and technologies to the marketplace can be reduced. The institutes also serve as a training ground for the next generation of scientists and business leaders because industry partners and student research assistants work side-by-side leading researchers.

- Center for Information Technology Research in the Interests of Society (CITRIS)
CITRIS is headquartered at UC Berkeley with partnerships and collaborations to researchers at UC Davis, UC Merced, UC Santa Cruz, and over 60 corporations. It creates information technology solutions for pressing social, environmental and healthcare problems. Research at CITRIS focuses on four core initiatives: Energy, Health Care, Intelligent Infrastructure, and Data and Democracy.
- California Nanosystems Institute (CNSI)
CNSI at UCLA and UC Santa Barbara seeks technological breakthroughs by understanding how to manipulate, control, and manufacture at the nanometer scale. Control of material at this scale allows for compact, complex, and multifunctional systems at the macro-scale that can dramatically improve present-day communications, computation, medical therapies, and environmental remediation.
- California Institute for Telecom and Information Technology (Calit2)
Calit2 at UC San Diego and UC Irvine focuses its research on Enabling Technologies (Wireless, Photonics, Cyber infrastructure, Nanotechnology/MEMS) to realize the goals of its socially relevant Application Thrusts (Culture, Energy, Environment, Health).
- California Institute for Quantitative Biosciences (QB3)
QB3 at UC Berkeley, UCSF, UC Santa Cruz, and UC Davis covers the “quantitative biosciences,” meeting challenges in molecular biology using the techniques of physics, chemistry, and computer sciences. This enables UC to convert life science research into solutions for better health, a sustainable environment, and a dynamic economy. QB3 has built a matrix of support for entrepreneurs that includes a renowned incubator network and a venture capital fund.

Use of new resources

The goal of the \$20 million in one-time funds is to support the California Institutes for Science and Innovation in providing student stipends over a five-year period to better enable student workers to connect with industry employers, and for research teams to form industry partnerships to better align educational programs with workforce needs. Plans for using the resources for each

Institute are as follows:

- CITRIS - Select undergraduate students would be invited to address an industry-specific research and development challenge relevant to the State of California via an eight-week summer internship at an industry partner or California-headquartered startup. In addition, CITRIS will offer stipends awarded once a year to graduate students underrepresented in entrepreneurship to pursue proof-of-concept research projects that aim to address one or more of the California Grand Challenges and develop skills relevant to industry. Both programs will support 125 students per year.
- CNSI - The California NanoSystems Institute proposes a multipronged program to enhance engagement of diverse cohorts of students with the Institute's corporate and entrepreneurial network and provide workforce training that aligns with the growing needs of California's high-tech employers. Students will have opportunities to obtain hands-on experience working with industry partners, participate in immersive industrial capstone experiences, explore technology translation and commercialization, and receive training in the use of advanced, industry-relevant technologies. These programs will serve 145 students per year.
- Calit2 - California Institute for Telecommunications and Information Technology (Calit2) will develop programs to train students for tomorrow's workforce. Calit2 will integrate teams of transfer, undergraduate, and graduate students into programs that enhance their workforce skills while they participate in interdisciplinary, hands-on, project-based experiences under the guidance of faculty and industry mentors. Calit2 will also leverage pre-startup and early-stage companies at its incubators to help students learn the skills needed to work at and also create start-ups. Funding for this program will support 180 students each year.
- QB3 - An internship program and a workforce education program will be supported through one-time funding. QB3 plans to expand beyond the current practice of placing student interns with companies that can provide stipend support. The Institute will now be able to place interns in poorly funded but highly promising life science start-ups. QB3 plans to identify where there are mismatches between private sector needs and educational programs in the life sciences sector and identify pilot programs to test how best to address such mismatches. The proposed program should generate over 100 students to help launch successful startups in the life sciences space.

Research Projects and Centers

The 2021–22 Budget directs new funds to support specific research studies and projects at multicampus UC research entities, including the Institute of Transportation Studies and UC Hematologic Malignancies Consortium.

Program/Project Funded	Amount	One-time or Ongoing Funding
Institute of Transportation Studies	\$10,000,000	one-time
Hematologic Malignancies Pilot	\$4,500,000	one-time

Institute of Transportation Studies (ITS)

New Funding Amount: \$10 million one-time

Since the passage of AB 32—the Global Warming Solutions Action of 2006—the State and its regional and local government partners have been engaged in multipronged approaches to reduce greenhouse gas (GHG) emissions from the transportation sector. The State has focused its efforts on reducing the carbon intensity of fuels, increasing the fuel efficiency of cars and trucks, transitioning away from fossil fuels, and collaborating with Metropolitan Planning Organizations and local governments to plan and develop Sustainable Communities Strategies to reduce GHG emissions from the transportation sector. Despite these efforts, the California Air Resources Board (CARB) finds that California is not on-track for reducing GHG emissions from transportation and that more needs to be done. The 2019 Budget Act appropriated \$1.5 million to the California Environmental Protection Agency (CalEPA) for a study to identify strategies to significantly reduce emissions from vehicles and to achieve carbon neutrality in the sector by 2045. The UC Institute of Transportation Studies (ITS) was selected to lead this study, and the final study, released in April 2021 identifies additional strategies to reduce GHG emissions and achieve carbon neutrality within the transportation sector. Significant informational and data gaps remain, however, and much more work is needed to develop policy designs including policies that prioritize active transportation, mixed land use, mobility and environmental justice, reduced impacts from goods transport, zero emission vehicles, and “high road” jobs.

Use of new resources

UC ITS will use the \$10 million in one-time funding to support evidence-based policymaking through a three-year research and technical assistance program that addresses four strategic areas: 1) strategic actions to support public transit and shared mobility recovery and long-term resilience; 2) policies to accelerate the use of zero-emission vehicles (powered by electricity and hydrogen) and other strategies for achieving carbon neutrality in the transportation sector; 3) integration of emerging transportation technologies and service models (e.g., mobility wallets, microtransit, shared micromobility, shared automated mobility) with California’s environmental, social, and economic policy priorities; and 4) sustaining and creating high road jobs in the transportation sector. An overarching focus is a technical assistance and knowledge transfer program across all four initiative areas to ensure research is translated into action.

Hematologic Malignancies Pilot

New Funding Amount: \$4.5 million one-time

Formed in 2014, the UC Hematologic Malignancies Consortium’s (UCHMC) mission is to accelerate the testing of novel therapies and therapeutic approaches in Californians with

hematologic malignancies. As a collaboration of laboratory and clinical scientists, the consortium has been working to streamline clinical trial accrual and completion, simplify the contracting process, and eliminate redundancy and waste in the development of the scientific and safety/risk review process. The UCHMC has established a Steering Committee and five cores to facilitate high-quality, cost-effective multi-campus investigator initiated clinical trial collaborations. To date, the UCHMC has activated 11 multi-campus clinical trials and completed four trials.

Use of new resources

The proposed \$4.5 million in funding for the California Hematologic Malignancies Pilot will support coordination for multi-campus cancer clinical trials across the UC academic medical centers. The funds will be used to support core services and address barriers to cancer clinical trials activation at participating UC campuses, including:

- Core services for clinical trials operations, biostatistics, tissue banking, and multi-campus coordination
- Clinical trials investigations support to streamline and reduce barriers to clinical trials activation
- Pharmacist support to advise on pharmaceutical issues in blood cancer clinical trials
- Competitive seed grants for early career faculty and trainees

The UCHMC will be working in coordination with the UC Cancer Consortium and University of California Health to advance systemwide clinical trials operations to collectively serve California cancer patients.

Other Allocations in Support of Teaching and Faculty

The State budget also included new funding towards learning management systems, professional development and resources for K–12 teachers, and the development and recruitment of diverse and culturally competent faculty.

Program/Project Funded	Amount	One-time or Ongoing Funding
Common Learning Management System	\$1,000,000	ongoing
California Subject Matter Projects-Learning Loss and Ethnic Studies	\$7,000,000	one-time
Culturally Competent Faculty and Equal Opportunity Hiring	\$5,000,000	one-time

Common Learning Management System (LMS)

New Funding Amount: \$1 million ongoing

\$1 million dollars is being provided on an ongoing basis to facilitate the acquisition of a common, intersegmental learning management system (LMS), which would enable a common user experience for faculty and students across the California Community Colleges (CCC),

California State University (CSU), and UC systems.

Use of new resources

In order for funding to be realized, it would be necessary for the University of California to (1) come to agreement across all campuses of the UC system that the effort and ongoing funding for a common LMS across UC is beneficial and achievable, and (2) come to an agreement with CSU and CCC systems to have a common LMS across all segments that can be acquired by the 2023–24 budget year.

California Subject Matter Project – Learning Loss and Ethnic Studies

New Funding Amount: \$7 million one-time

The California Subject Matter Project (CSMP) is a network of nine discipline-based statewide projects that support ongoing quality professional development by providing professional learning designed by K–12 and university educators to improve student learning and literacy. Located across 90 regional sites throughout California, CSMP creates communities of practice that promote teaching, leadership, and equity. Educators acquire tools to improve and enrich their teaching across subject areas. All CSMP resources for professional learning are aligned with California’s K–12 Standards and Frameworks to help students enter and thrive in college and career

In total, \$7 million in one-time funding has been allocated to CSMP to increase its statewide capacity to accomplish the following two goals:

- \$5 million to provide expanded professional learning programs and services for K–12 teachers to mitigate student “learning loss” (CSMP refers to this as “accelerated learning”) due to COVID-19 disruptions to classroom instruction, and
- \$2 million to support teacher training and resources on delivering ethnic studies content to students related to the State’s newly adopted ethnic studies model curriculum.

This funding will support educator leadership to tackle the unprecedented challenges of school closures and remote learning, and to develop tools and resources teachers need to improve student learning and literacy, particularly for California’s most vulnerable students in the state’s most under resourced schools.

Use of new resources

The statewide CSMP will support the development of the academic content knowledge and content-specific pedagogical skills required to teach in accordance with content standards adopted by the California State Board of Education, other State-adopted standards, and State assessments to promote student achievement, with emphasis on providing professional learning services for educators and pupils in distance-learning contexts and otherwise affected by the COVID-19 pandemic.

The statewide CSMP will also launch a newly designed set of ethnic studies interdisciplinary

programs and projects to build the internal capacity of schools and districts that will result in 1) the creation of new courses, and, 2) the professional learning programs for teachers, developed in partnership with ethnic studies scholars and community members, as well as school and district leaders. This will be conducted via a request for proposals (RFP) process in collaboration with an advisory committee of education stakeholders.

Culturally Competent Faculty and Equal Opportunity Hiring

New Funding Amount: \$5 million one-time

From 2016–17 through 2019–20, the University of California received one-time State funds in support of equal employment opportunities for faculty; a total of \$8.5 million has been awarded over the course of those four years. With these State funds, the University established the Advancing Faculty Diversity (AFD) program to support development of innovative and focused campus projects designed to increase faculty diversity in selected pilot units. At the same time, UC funded efforts to gather reliable data and information that could be used to help guide any future allocations in support of increasing faculty diversity. The AFD program was expanded in 2018–19 to include funding provided by UCOP to make awards to projects focused on faculty retention efforts, including programs targeted at improving department or school climate.

Use of new resources

Funds will be used to support the Advancing Faculty Diversity program recruitment awards to selected units on the campuses in order to continue to provide equal employment opportunities to diverse faculty (up to \$3 million). The remaining \$2 million will be used for professional development for faculty that results in stronger learning outcomes for students. This includes training in the use of technology to improve learning outcomes and for Universitywide participation in the STEMM Equity Achievement (SEA) Change program. The American Association for the Advancement of Science (AAAS) has created SEA Change to guide and support the transformation of science, technology, engineering, mathematics, and medicine (STEMM) fields in colleges and universities so that the community-building, work, products and practitioners exemplify excellence, equity, diversity and inclusion. Three campuses (Davis, Irvine, Santa Cruz) currently participate.

New resources will support: 1) assessment to identify the structural barriers to sustainable change; 2) training on core issues of faculty diversity, including recruitment, hiring and retention; and 3) training in the use of technology and other tools to improve learning outcomes. Faculty will also be asked to contribute to the research base on diversifying the faculty and improving student learning outcomes.

Key to Acronyms

AFD	Advancing Faculty Diversity
AAAS	American Association for the Advancement of Science
CalEPA	California Environmental Protection Agency
Calit2	California Institute for Telecommunications and Information Technology
CARB	California Air Resources Board
CCC	California Community Colleges
CITRIS	Center for Information Technology Research in the Interests of Society
CNSI	California NanoSystems Institute
COVID-19	Coronavirus disease 2019
CSMP	California Subject Matter Project
CSU	California State University
GHG	Greenhouse gas
HEERF	Higher Education Emergency Relief Fund
ITS	Institute of Transportation Studies
LMS	Learning Management System
SAPEP	Student Academic Preparation and Educational Partnerships
SEA	STEMM Equity Achievement
STEMM	science, technology, engineering, mathematics and medicine
QB3	California Institute for Quantitative Biosciences
UCHMC	UC Hematologic Malignancies Consortium

ATTACHMENT

[2020-21 Budget Priorities](#)