

Campus Resources Subcommittee Final Report

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1. Introduction:

As of Fall 2018, The University of California, Davis (UCD) is home to 4,687 graduate students (AggieData 2018), many of which spend the majority of their time on the Davis campus. The UCD graduate student support system has made great strides at promoting mental health resources (CAPS), general healthcare (UC SHIP), and professional development (ICC). However, there is a sizeable population of graduate and professional students that are based at remote locations. For many of these students, the resources at the main Davis campus are extremely difficult to access. Therefore, as part of the Graduate and Professional Student Advisory board, the Campus Resources Subcommittee set out to examine potential inequities of graduate student resources across the different UCD campuses. Our broad goal was to identify where these inequities occur and to offer potential solutions. But our premise is much simpler: No UCD student should have a different education based on where they spend their time.

For our purposes, we define a “Satellite Campus” as a non-Davis location that has 1) infrastructure owned by UCD, 2) a UCD administration, 3) graduate, professional, and/or undergraduate courses, 4) active research conducted by graduate or professional students. We identified three satellite campuses: 1) the Sacramento Campus, 2) the Bodega Marine Laboratory (BML), and 3) the Tahoe Environmental Research Center (TERC).

Subcommittee Mission: To understand how resources are distributed across campuses and to identify which issues need to be addressed at each campus.

Task:

To present a report on differential access to resources (medical, professional development, transportation) experienced by students on the satellite campuses (e.g. Bodega Marine Lab and Sacramento campus) and to create a Grad resources web page or booklet that lists graduate student resources and directs students to the necessary departments, centers and website per their needs in a centralized, concise way, especially targeted at new students and satellite campus students.

Our report is organized into an overview of the three satellite campuses and five sections, each focusing on one of the 5 possible issues across the three campuses: Healthcare, Housing, Transportation (Commute), Professional Development Resources, and Information Technology (IT) resources. In order to build a clear understanding of the 5 issues, we used surveys, individual interviews with graduate students, and research into administrative reports.

2 Satellite Campus Summaries

2.1 Sacramento

The Sacramento campus consists of the School of Nursing and School of Medicine. This campus is by far the largest of the three satellite campuses, with 900 graduate and professional students (579 at School of Medicine and 321 at School of Nursing) during the 2018-2019 school year (AggieData 2018). Because of its large size, many of the potential resource allocation issues are handled within the campus. For example, the School of Nursing distributes information on available resources to the students through an immersion/ orientation week, student handbooks, and Canvas. Canvas serves as the storage location for all available student resource information.

In fact, the available information and resources through Canvas are extensive, well organized and could serve as a model for standardization of information distribution to students throughout the various campuses. We include a brief outline of available information below. Of particular note is the *Resources for Students* document that “outlines a list of internal and external community resources that students can use or share broadly. These resources are not monitored by the School of Nursing, but serve as helpful information in times of need or when facing hardships.” (See References)

Main page:

- Admin & Facilities
 - Building Resources and Scheduling
 - Crime Reporting
 - Communication Resources
- Course Registration
- Guidelines & Policy
- Research and Writing Resources
- Student Wellness
- Technology Resources

Files:

- Advising Resources
- Graduation Information
- Handbooks
 - General Student Handbook
 - Program specific handbook: PhD, NP/PA, MEPN, MS-L

2.2 Bodega Marine Lab (BML)

Located in Bodega Bay, CA BML is the second largest satellite campuses with approximately 20-30 graduate students based at BML from a variety of UCD graduate groups (Ecology, Population Biology, Geology, Hydrology, etc.). The exact numbers fluctuate due to changing circumstances for individual graduate students. The graduate student community at BML is large enough to identify problems, but too small for solutions to be created in house. Furthermore, unlike the Sacramento campus, BML is remote. BML is a 2 hour drive from UCD, and a 30 minute drive to the nearest sizeable town (Sebastopol, CA). Students at BML live either in Bodega Bay, or the surrounding communities. Many are faced with a sizeable commute to Davis for Teaching Assistant (TA) positions. All have issues with accessing the UC SHIP healthcare while living far away from Davis. However, organizing efforts within the BML graduate student community have made strides in some of the issues that we investigated. For example, students recently put together a resources web page on the BML website (see references).

2.3 Tahoe Environmental Research Center

Located in Incline Village, NV and Tahoe City, CA TERC has the fewest number of professional and graduate students each year. Like BML, this station is remote from Davis, although with greater local infrastructure than BML. However, many of these students spend the bulk of their time at Davis rather than at TERC. For this reason, the main issues that these students must deal with are issues that affect their research.

3. Issues

3.1 Healthcare

Healthcare is a vital part of the student experience, including graduate students. For the vast majority of students at the Davis campus, accessing the providers through SHIP is a reasonable solution. However, students at remote campuses are unable to easily access healthcare at the Student Health and Wellness Center. Below we discuss the barriers to care and possible solutions.

We investigated how Student Disabilities Services (SDS) serves students at remote campuses. In this case, students make individual level plans with their Specialists. Representatives have expressed that they were willing to make have phone meetings with students and accommodate issues associated with remote campuses.

3.1.1 Sacramento

Based off of our conversations with the UC Davis Student Health Advisory Board (SHAB), the Medical School follows a model that allows students access to providers near their location. In such a model, the medical school is refunded the student health fee since the students are not utilizing the main campus services, which then offsets the cost to the medical school. Other students based at Sacramento utilize the Student Health and Wellness Center as needed.

3.1.2 BML

Primary care health-care access was identified as a resource gap at the BML. Contributing factors include remoteness of the campus, from both local resources and the main UC Davis Campus. Currently students are able to establish referrals through health e-messaging or calling into Student Health and Counseling Services. Each referral is effective for only the current 'reason' for the visit. Each new 'reason' requires a new referral. This system creates a small, but persistent barrier to healthcare. Multiple students we spoke to preferred not to treat an illness/injury rather than go through the process of getting a referral. Furthermore, many students were confused about accessing SHIP healthcare remotely. Recent work by BML graduate students put together a guide for accessing SHIP healthcare, which has helped with some of these issues. The work by graduate students independent of this committee created some ongoing collaborations with UC SHIP and the Student Health Center that helped bring the attention of the UC Davis health providers to this issue.

We collaborated with SHAB to bring some insights (i.e., new healthcare models) to these issues and to examine potential next steps to bridging the healthcare gap. We discussed with SHAB an 'open-referral' or the ability of the BML students to establish a primary care provider outside of the UC SHIP. Given that the primary care services provided through Student Health and Wellness on the main campus are subsidized to minimize expense to the students, an 'open-referral' would increase cost to the system and in-turn could result in increased fees for students. To off-set these costs, either Campus-based or BML administration could opt to pay increased fees on behalf of the students. However, such a change in policy would require

further collaboration between stakeholders, including BML administration/leadership and the SHIP committee.

3.1.3 Lake Tahoe:

Graduate students based at TERC often commute from Davis for temporary periods of time (e.g., a week or weekend). For these students, the UC Davis Student Health and Wellness center serves as a reasonable primary care provider. However, any student that is based at TERC for an extended period of time suffers the same issue of remote access for primary health care that BML students suffer. Any solution to this issue would likely be the same as those offered for the BML students.

3.1.4 Possible Solutions

We outline a few possible solutions in Sections 3.1.1 and 3.1.2. An open-referral option for BML students that is similar to the Sacramento model would be ideal. However, given the potential difficulty in implementing this model, we suggest continued communication with BML graduate students and continued effort at streamlining the UC SHIP referral process. A healthcare orientation or UC SHIP navigation workshop may be a possible solution for all students. Navigating health insurance can be quite challenging; therefore, all students, especially those that work in remote places, should have a good understanding of where they can go when they are injured or ill.

3.2 Housing

The housing crisis in California has affected students across the state. As this is a regional crisis, we did not expressly investigate possible solutions and instead focused on how different satellite campuses have addressed this problem. For the Davis campus, information is available through the *Graduate Student Resource Guide*.

3.2.1 Sacramento

During graduate student orientation, students are provided a packet of information about where to go to look for housing. They are also provided information on affordable income-limited housing.

3.2.2 BML

After the Wine Country Wildfires of 2017, the rental market in the greater Santa Rosa region is more expensive than living in Davis or Sacramento. For one person during FY 2019, HUD defines low income for the Santa Rosa region (Sonoma county) as \$60,500 and very low income as \$37,800 (HUD 2019). In comparison, the Sacramento limits are \$46,850 and \$29,300 for low and very low income (respectively), and the Davis limits are \$49,250 and \$30,800 (HUD 2019). BML administration has worked with graduate students to provide longer term leases for students through the BML housing program. Some income-limited housing is available in the town of Bodega Bay. Generally, there is no organized information about where to find affordable housing and most students must do their best on their own.

3.2.3 Lake Tahoe

TERC administration manages a housing unit that students can rent when they are living in the Tahoe area. However, students expressed that the rules surrounding the usage of the housing unit are unclear. There may be room for greater communication between the students and TERC directors. The cost of living in the Tahoe region are high, however most students are not living there long enough to bear the full cost. Those that do are concerned that they are required to pay double rent (one for Davis and one for Tahoe).

3.2.4 Possible Solutions

Clearly UC Davis cannot solve the California housing crisis on its own. We agree with the steps UC Davis administration has taken to increase graduate student housing on the Davis

and Sacramento campus. There have been recent proposals to increase graduate student housing availability at BML, which could also help reduce the pressure to search for housing when based at BML. We suggest that additional efforts could be made by remote campus administration to publish resources for graduate students to centralize where to search for housing.

3.3 IT Support

Graduate students rely on IT resources for many TA duties as well as their own research. Issues with IT resources prevent students from being both productive researchers and educators. As such, we examined how well students across campuses are served.

3.3.1 Davis

In the Davis campus, IT issues are covered by a patchwork of building and department specific management. While many of department specific management is necessary due to the technicalities in different research areas, we found that this patchwork makes it very difficult for TAs to access IT resources when problems arise.

One major problem for TAs is the differences in IT setups across buildings. There is no uniform design for hooking up computers to projectors. More importantly, there is no guide for TAs to turn to if they have problems with the IT setup prior to or during teaching. We reached out to the Information Technology Committee of the Academic Senate but received little response to these ideas. We suggest that future CGPSA subcommittees further examine this idea.

3.3.2 Sacramento

The IT support team at the Sacramento Campus is well supported. Our discussions with graduate students found that the Sacramento Campus IT team respond immediately to problems and has many resources available for graduate students. Many of the tech resources at Sacramento are user friendly and there are multiple rooms available for collaboration and group work.

3.3.3 BML

The students at BML are supported by a team of IT professionals. After discussion with BML graduate students, most students were happy with their IT support. The BML IT team has put a large amount of effort into upgrading the BML internet infrastructure and is responsive to student questions and problems.

3.3.4 TERC

For students based at Tahoe, IT support was by far their biggest issue. TERC is part of the John Muir Institute for the Environment (JMIE) which has its own IT team in house. However, because of the distance from campus, TERC has contracted with local companies for tech support (name not identified). This contract process creates some difficulties in communication between the TERC IT team and the JMIE IT team. Students mention that some IT issues require password and credential access that the TERC IT is unable to resolve. Greater coordination between TERC IT and JMIE IT could help speed up resolution of tech support issues at Tahoe.

Multiple students discussed the difficulties of conducting their field work in the TERC managed boat house. The internet at this location is known to be unreliable. The reliability of this connection is paramount in their research and makes conducting research at Tahoe exceptionally difficult. The students also mentioned that there are some problems with the reliability of the internet at the student housing in Tahoe.

3.3.5 Possible Solutions

Solving the issues with IT support at Davis and Tahoe will require a great deal of administrative support. IT support for TAs at Davis is spread out across clusters and departments, making it difficult for TAs to know where to go for help. This is especially problematic when the TA's course is in a building that is not managed by the TA's department. We suggest that each instruction room has information on who to contact when the IT system goes down. Alternatively, the IT systems across campus should be similar enough so that a TA can reach out to their home department IT support and feel confident that they will receive the needed assistance.

The IT problems identified by students based at Tahoe require greater communication between IT teams and greater investment in IT infrastructure. The third-party management of TERC's IT support contributes to these communication issues. Relaxing some of the IT security rules for sharing credentials between JMIE IT and TERC IT would help solve some of the issues identified in this report. It's possible that the infrastructure issues may only be addressed by investing resources into increasing the speed and reliability of internet at the TERC boathouse. Unfortunately we do not have an estimate for how much this would cost as it is outside the scope of our subcommittee.

3.4 Professional Development

As part of their graduate education program, UC Davis has developed many professional development resources located at facilities like GradPathways and the Internship and Career Center (ICC). However, like many of the other resources listed above, students at remote campuses have issues accessing these opportunities.

3.4.1 Davis

Professional development resources are listed in the Student Resources Guide and are mainly available to students on campus.

3.4.2 Sacramento

Guides to professional development resources are provided as part of the new student orientation packet. Many students that wish to access on campus workshops and other opportunities have relatively minimal barrier to traveling to Davis (but see commuting issues listed above).

3.4.3 BML

Students at BML have the greatest barriers to accessing professional development resources. Students described to us how in the past, attempts to stream or access the GradPathway workshops remotely were not ideal and had some problems with video quality. We worked with the BML campus representative (Nicole Kollars) to survey the population of graduate students for their professional development needs. We found that many workshops that students would be willing to attend if they lived in Davis, are not considered valuable enough to drive over 1.5 hours one way. Our survey also created a shortlist of opportunities that students would be willing to attend if held at BML (e.g., data science workshop or non-academic job workshops, see Appendix). We have shared the results of these workshops with Associate Dean for Graduate Programs Duncan Temple Lang and Associate Dean for Graduate Students Ellen Hartigan-O'Connor.

3.4.4 TERC

Most of these students live in Davis during the school year and thus can access the resources with ease. We were unable to contact students that live in the Tahoe region for the majority of the time.

3.4.5 Possible Solutions

As BML is the only satellite campus with severe problems of access to professional development resources, our suggestions focus specifically on increasing equality of access to professional development. We suggest that GradPathways and the ICC hold selected highly desired workshops at BML. We also suggest that GradPathways and the ICC record their workshops and post them online so that remote students can at least view these workshops at a later date.

3.5 Transportation

For graduate students on remote campuses, physically getting to Davis is often the biggest challenge. Many students rely on Teaching Assistant (TA) position for financial support and many of these positions require the student to be physically on campus. In some cases this places a substantial financial burden on the student. For the Davis campus, information is available through the *Graduate Student Resource Guide*.

3.5.1 Sacramento

Students at the Sacramento campus have many options available for their commute to Davis. The Capitol Corridor Express train rides from Sacramento to downtown Davis and is often the most convenient method. Other students drive their personal vehicles to campus. The main issue we found was that students that drive to Davis must compete for parking with undergraduate students. Many students are employees on campus either as TA positions or GSR positions. These positions often necessitate an on-campus presence and for many of these students it is their only reason for coming to campus most days. Students expressed that this situation is similar to the situation of faculty/staff who have A permit privileges.

3.5.2 BML

Students that live in Bodega Bay have by far the longest commute to Davis (2 hours one way). Recently, graduate students at BML organized and proposed that BML, the Coastal Marine Sciences Institute (CMSI), and Grad Studies jointly fund a Fleet Services vehicle that graduate students can use to commute from BML to Davis. This shared use vehicle has been very helpful for students regularly traveling to campus for their TA or GSR positions. For students that may not live in Bodega Bay this system is not efficient. Therefore, these students BML based but not Bodega Bay resident students have the same issues that Sacramento students have in competing with undergraduates for parking spaces.

3.5.3 Lake Tahoe

TERC based students often use fleet services vehicles to commute between Davis and TERC. No student expressed a problem with this arrangement.

3.5.4 Possible Solutions

We spoke with the GSA President, Jonathon Minnick, about securing TA specific permits that allow TAs to park in A parking spaces. Creating a TA specific permit may be a difficult process and must go through the collective bargaining process prior to implementation. Another possible solution would be greater advertisement of the carpool permit to remote campus students so that they can spread the cost of parking permits among more individuals.

4. Conclusion

We started this subcommittee to identify the regions of inequity among campuses (Davis, Sacramento, BML, Tahoe). We focused on five main issues: Healthcare, Housing, IT Support, Professional Development, and Transportation. Each campus had its own areas in need of greater administrative support. We found that the Davis campus is best supported, with the exception of IT resources. Graduate and professional students at the Davis campus could benefit from greater coordination and collaboration among IT teams across the campus. We

found that the Sacramento campus is also well supported, and in fact could serve as a model for how the other satellite campuses could better serve their graduate and professional student populations. Students at the Sacramento campus were primarily concerned with transportation to Davis and their ability to park on campus while hired as a TA. One possible solution would allow TAs to use the “A” parking permits in order to avoid competing with their students for parking spaces.

We found that the BML campus has the most serious issues when it comes to equity of access for graduate and professional students. Students at BML are both remote from campus and spend the majority of their time in Sonoma county (unlike students that are based at TERC). This combination causes major issues with access to Healthcare, Professional Development, and Transportation. We outlined some possible solutions to BML specific problems above, but all of these issues will require ongoing administrative support. One major area of overlap with the Sacramento campus is the need for easier parking on campus while hired as a TA. Many of TAs based at BML live in Bodega Bay and must travel ~2 hours to campus. Allowing students to park in “A” lots will ease some of the burden for these students.

Students based at Tahoe were primarily concerned with issues surrounding IT support. The graduate students that we spoke with found that problems with technology had the greatest negative impact on their research. They also suggested more transparent communication between TERC administration and the students based at TERC. One possible solution would be a formalized way of giving feedback to TERC administration, possibly through a graduate/professional student association or graduate/professional student representative.

We think that across graduate groups (with the exception of the Sacramento campus), the orientation process for students living at remote campuses could be more comprehensive. Few graduate groups address the issues outlined above. While the Office of Graduate Studies does provide information on some of these issues during its orientation, this orientation is not mandatory. First year students may also be overwhelmed with the amount of new information provided. Therefore, we suggest greater coordination between Graduate Studies and graduate groups for providing information on where to go for help on the issues outlined above.

Overall, we found that all of these campuses have some challenges affecting the success of their graduate students. We hope that our efforts draw attention to these issues and begin the process of solving them. Davis campus administrative support for graduate and professional students based at remote campuses will be invaluable for their future success.

5. References:

AggieData. 2018. “UC Davis at a Glance: Enrollment Profile”. <https://aggiedata.ucdavis.edu/>

Housing and Urban Development. 2019. “Income Limits”.
https://www.huduser.gov/portal/datasets/il.html#2019_data

UC Davis Betty Irene Moore School of Nursing. 2018. “Resources for Students”.
Other resources available at: <https://health.ucdavis.edu/nursing/resources/current-students.html>

UC Davis Coastal Marine Sciences Institute. 2018. “Student Resources”.
<https://cmsi.ucdavis.edu/academics/student-resources>

UC Davis. “Resources for Graduate Students.”
<https://grad.ucdavis.edu/resources/graduate-student-resources>

Appendix:

Grad Pathways Resources needed at BML

In early March, Nicole Kollars and Jason Sadowski sent out two forms of surveys to understand what kinds of graduate student resources resident students needed. Nicole's survey had questions asking students to rank their interest in participating in different graduate pathways events or workshops. My survey asked students to rank whether the specific workshops that gradpathways would be something they would like at BML.

Survey Results 4/4/2019

Qualitative Responses:

Students were interested in:

- Workshops/courses about private sector jobs.
- Workshops/courses about non-academic positions
- Teaching courses that could lead to a teaching certificate
- Data science programs:
 - R workshops
 - How to manipulate data/deal with large datasets
 - "Data science on using APIs and algorithmic data collection; virtual machine and server use/maintenance; building data logging backends for remotely sensed and transmitted data and/or mass-collected (e.g., citizen science) data."
- Small research grant writing/creating a budget (for both grad students and the future)
- Diversity Training: Implicit Bias, Cultural Competancy
- "I would love to be able to participate in Professors for the Future or be able to earn the Teaching Certificate. Programs like this that require significant time are prohibitive for Bodega students. I would be happy to simply participate remotely if this was allowed."

"I think I personally would get much more out of those workshops if they are held at BML rather than on campus, not just because I won't [sic] have to drive but because the BML community is smaller and more tight-knit and that results in more productive workshops (e.g. I am not talking about diversity or gender-biases or critiquing my scientific background in a CV class with a stranger, but with people who I already know very well)."

Quantitative responses:

The table of responses indicates that most students would be interested in attending workshops at BML. There were only workshops that 3 or more students were willing to drive to campus for, namely: Career fairs and writing an NSF grant. Most students felt that Data Science, Graduate Writer's Retreats, Resume and CV Basics, and Science Communication were priorities they would attend at BML. Other priorities at BML are: Developing Leadership skills, Cultural awareness/Implicit bias training, Literature review/Meta-analysis training, Mental health workshops, and Participating in the Professors of the Future program. There is a large minority of students that find the following workshops priorities: Training on effective networking, Responsible conduct of research, Developing teaching skills, and Navigating graduate school as a first generation/non-traditional student.

Table A1: Professional development workshops ranked by how likely graduate students would attend. Workshops are sorted sequentially by priority.

	I would drive to campus to participate	I would prioritize attending this if it was in Bodega	I would attend if it was in Bodega and I was bored	I would not attend this type of workshop
Internship and career fairs	5	3	2	0
Writing a NSF fellowship/NSF grants	3	4	1	2
Data Science (e.g., through DSI)	2	8	0	0
Resume and CV basics	2	7	0	1
Participating in Grad Slam	2	1	0	7
Science communication	1	7	2	0
Developing leadership skills	1	6	3	0
Training on cultural awareness, implicit biases	1	6	2	1
Doing a literature review/meta-analysis	1	6	1	2
Training on effective networking	1	4	5	0
Learning about university administration	1	3	2	4
Graduate writer's retreat	0	8	0	2
Mental health/well-being	0	6	4	0
Participating in Professors of the Future	0	5	2	3
Responsible Conduct of Research	0	4	4	2
Developing teaching skills	0	4	4	2
Navigating graduate school as a first generation/non-traditional student	0	4	0	6
Time management	0	2	5	3
Reducing the risks of off campus research	0	2	4	4

Specific workshop results 4/4/2019

Students indicated that the following workshops would be useful for students at BML.

- AAAS Grant Writing and Career Development Online Workshops (Free)
- Accountability for Thesis/Dissertation Writing
- Culture Matters: Enhancing Cultural Competence for Inclusive Learning Opportunities
- Fieldwork Safety Symposium: What to Know Before You Go
- Getting the Most Out of Your Mentorship by Becoming a Great Mentee
- Google: Data Scientist Career Panel
- Improv for Academics
- Introduction to Universal Design: Increasing Accessibility in the Classroom
- Leadership Challenge
- Literature Reviews: Synthesizing the Literature
- Preconceptions at Play: Implicit Bias and How it Influences Academic Experience
- Preparing for Diverse Career Paths: PhD Perspectives on Experiential Programs
- Responsible Conduct of Research 2018/2019
- Resume Basics
- Translating Your Science (Panel Discussion followed by Workshop)
- Working Through Biases and Preconceptions to Humanize Both Instructors and Students