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OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

December 6, 2019

ACADEMIC COUNCIL CHAIR KUM-KUM BHAVNANI

Re: UC Washington Center Review

Dear Chair Bhavnani:

As you know, last year President Napolitano announced she would like to begin the consultation process on whether and how to transition selected systemwide programs to campuses. As part of that process, I have led a review of the UC Washington Center (UCDC) to gain a better understanding of its current state and determine the best options for UCDC's future.

I have now completed that assessment and would like to share with the Academic Senate the report for review and feedback. This report was developed based on interviews with and data collected from various stakeholders, including members of the UCDC Governing Council and Academic Advisory Committee, as well as campus and other stakeholders. It was refined based on feedback from the UCDC leadership team.

This report contains both a detailed current state assessment and a proposal for the future state. The current state assessment comprises my understanding of the background, activities and programs, organizational structure, financials, and competitive landscape for UCDC. The proposal for the future of UCDC, includes a vision, set of goals, and changes necessary to meet those goals.

Please note that some changes have already taken place at UCDC as a result of the assessment, specifically to the Center's funding model. For more information about this changes please see the attached memo from Executive Director Shapiro. We welcome feedback on these initial changes in addition to feedback on the assessment report and proposal for the future state of UCDC.

I would appreciate receiving the Academic Senate's comments no later than **March 6, 2020**. Please submit your comments to provost@ucop.edu. If you have any questions, please contact Kimberly Peterson at Kimberly.Peterson@ucop.edu or (510) 587-6303.

Thank you again for your time and attention to this matter.

Appreciatively,

Michael T. Brown, Ph.D.
Provost and
Executive Vice President for Academic Affairs

Enclosure: UC Washington Center Current State Assessment Report and Proposal for
Future State, November 6, 2019
UCDC Memo from Executive Director Shapiro, November 27, 2019

cc: Vice Chair Gauvain
Vice Provost Carlson
Associate Vice President Nelson
Executive Director Baxter
Executive Director Shapiro
Chief of Staff Peterson

and on any additional students they send beyond the quota. The COVC also agreed to maintain campuses' total enrollment commitment, but the GC will explore alternatives to the current quota system.

3. Simplify administrative processes related to facilities management

We continue to explore how best to leverage ties to ITS and BASC units at UCOP. We have integrated our IT team more closely with ITS for both training and service delivery purposes.

4. Enhance student service delivery

We have made significant advances in the last year.

We are collaborating with the UC Education Abroad Program (UCEAP) and its vendor to build a new website and hope to adapt UCEAP's new Student Information System for our use. This would allow us to standardize and simplify the multiple processes students now use for program applications, housing contracts, and course registration.

Since the Huron Report was drafted, we have rolled out a new internship data base that includes over 900 internship opportunities in DC. Students can search by area of interest, upload application documents, etc. The site is also used for work agreement and evaluation forms. We have also increased staffing of our internship team as recommended and have reallocated work so that staff can focus on internship placement and be assigned to specific campuses.

We have worked closely with campus staff to clarify our division of labor and share best-practices. We sponsor monthly call-in meetings, annual in-person retreats, and recently drafted an onboarding manual for new campus hires.

5. Expand alumni relations

We have expanded and deepened our connection to the UC alumni community in Washington, with notable advances in the last year. We provide space in our building for UC alumni board meetings and campus-sponsored events. We host alumni networking nights each term, which allow our students to interact with 70-80 alumni over dinner. Our mentorship program has exploded and now matches over 100 alumni with UCDC students each term. In addition, alumni are frequent classroom and Monday Night Forum speakers and often provide us with opportunities for student internships and invitations to community events.

UNIVERSITY
OF
CALIFORNIA

UC Washington Center

Current State Assessment Report and Proposal for Future State

November 6, 2019 *Draft*

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LETTER FROM PROVOST MICHAEL BROWN

OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

November 6, 2019

Dear Colleagues,

At President Napolitano's direction, I initiated an extensive assessment of the *UC Washington Center* (also known as UCDC) in August 2018. I sought to understand the current state of UCDC and to understand what our community members felt should be maintained, improved, and changed in the future.

This document is an initial draft of that assessment and includes detailed information on UCDC based on nearly 50 interviews, a substantial reading of background materials, and copious external research. This document also includes options and suggestions for the future of UCDC that arose from the interviews and analysis, and a high-level proposal for the future. This proposal is not intended to cover every detail, and it is not a formal decision. However, I believe it provides essential information and data for informing consultation processes with my colleagues and stakeholders from across the University, and for working with President Napolitano to formalize a decision on the future of the *UC Washington Center*.

This review has made several things clear to me, including affirming what many close to the program already know. Since its opening in 2001, the *UC Washington Center* has become a world-class educational experience for students in the UC system. It provides opportunities for personal, professional, and academic development that are highly sought after and not otherwise accessible to many UC students. UCDC is an incredible physical and symbolic representation of the University of California in our nation's capital at a time when higher education institutions must continually prove their worth to public constituents.

Institutions of higher education across the country send student interns to Washington, DC every year, but few if any rival the rich educational experience of *UCDC.* No other program provides the extensive array of internship opportunities, the high-touch and personal support, or the immersive residential experience to such a large number of students. The undergraduate participants in the *UCDC* academic program serve as ambassadors – unique, diverse, and effective ambassadors – to the public policy community in Washington, DC. They receive a uniquely UC educational experience and return to California having bettered our country and themselves.

UCDC serves also as a hub for the University in the District of Columbia. With a physical facility located in the heart of the city, *UCDC* is uniquely positioned as the face of the University of California and the home for its advocacy, lobbying, research, and policy efforts in the nation's capital. During this assessment, the *UC Washington Center* was frequently praised for the presence it has established both in Washington, DC and across the University of California system. It is an impressive entity with great potential for even further growth. However, it is also clear that we must focus on a few areas to help UCDC continue meeting its current obligations and look at expansion in the future:

- **Financial and Operational Stability:** *UCDC* has grown and developed in recent years due to the dedicated leadership of its Executive Director, advisory groups, campus liaisons, and UC Office

of the President partners. However, UCDC faces challenges related to its funding sources, facility management, and administrative operations that may limit future growth if not addressed.

- **Renewed Commitment:** It became abundantly clear during this assessment that stakeholders across the UC system value *UCDC* as an incredible asset to the University. At the same time, this value is occasionally forgotten or overlooked because of UCDC*'s* largely self-supporting operation and physical distance from the rest of the UC system. To maintain and further enhance its reputation as a hallmark of the University, *UCDC* requires a renewed commitment – of attention to its value in training future public servants and providing national service, and needs for stable and predictable funding – to its educational mission from both the campuses and UC Office of the President.

This assessment highlighted the impressive and substantial effort required to build and operate a multi-faceted academic enterprise on behalf of the University of California. I believe that with a renewed commitment from partners across the University and attention to several administrative and operational issues, *UCDC* can continue to expand its footprint both within the system and the nation's capital.

I want to thank all the individuals who participated in this assessment through thoughtful conversations with me and my team. I also want to thank Executive Director Helen Shapiro from the *UC Washington Center* and Vice Provost Susan Carlson from the UC Office of the President for supporting UCDC and leading it so successfully over the past few years. On behalf of the University of California, thank you.

This report is still a draft but ready for broad review for comment and advice. Over the coming months, I will be working with President Napolitano and my colleagues across the University to determine the next steps.

Appreciatively,

Michael T. Brown, Ph.D.
Provost and
Executive Vice President for Academic Affairs

EXECUTIVE SUMMARY

The *UC Washington Center (UCDC)* has evolved substantially over the years and continues to do so. The report that follows offers details on *UCDC's* current state as a foundation to consider its future growth and development. The subsequent analysis was conducted by UC Provost Michael Brown, a team from Academic Affairs, and *UCDC* stakeholders. The report includes an assessment of *UCDC's* mission, history, undergraduate academic program, organizational structure, and financials, and includes several suggestions for how *UCDC* could better accomplish its goals in the future.

This assessment was conducted over the course of five months, from September 2018 to January 2019, using several methods to collect and analyze data, including:

- **Interviews**: The team interviewed 48 stakeholders across the UC system and affiliated groups,[1] and summarized themes from these interviews which are provided throughout the report;
- **Data & Document Analysis**: The team collected and reviewed over 80 total documents and data sets provided by program stakeholders;[2] and
- **Background Research**: The team researched comparable Washington, DC-based academic programs and Centers within the UC system, and amongst other US universities.

Based on the findings in this assessment, *UCDC's* current activities and services can be summarized in the following three general categories, which are highlighted in different sections of this report:

- **Multi-Use Facility:** *UCDC* staff operate an 11-story, year-round facility that includes space for the *UCDC* undergraduate program and the UC Federal Governmental Relations department, as well as rentable office and event space for other UC and non-UC tenants.
- **Undergraduate Program:** *UCDC* offers a credit-bearing, experiential learning program to a cohort of roughly 220 students per term from the nine undergraduate UC campuses and a series of partner institutions. The program, offered each Fall, Winter, and Spring, includes classroom instruction and a part-time internship with an organization in Washington, DC.
- **Residential Experience:** *UCDC* staff manage eight floors of residential units that are used to house students in the undergraduate program, as well as other stakeholders and visitors to UCDC and Washington, DC; they also provide a full suite of residential and student services.

This assessment identified several significant findings and opportunities, which should be considered when charting a course for *UCDC's* future. These findings include:

- **Filling All Beds with UC Students**: Stakeholders agreed that *UCDC* is an asset to the UC system, and felt that all of its beds should be filled with UC students each term.
- **Implementing a New Financial Model**: A simpler, more reliable funding model would allow *UCDC* to consistently predict its revenues and cover its expenses.
- **Simplifying Administration:** *UCDC* might benefit from simplifying some processes, structures, and operations that, while manageable, are often complicated or labor-intensive.
- **Enhancing the Student Experience**: The *UCDC* student experience was regularly praised, but could be enhanced even further by evaluating processes like admissions, registration, grading, and student service delivery, which were commonly noted as needing improvement.

Ultimately, Provost Brown and President Napolitano will need to make a decision on the future state for *UCDC* after reviewing this assessment and consulting with stakeholders.

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[1] For more information on the interviewees, see *Appendix IX: Stakeholder Interviews.*
[2] For more information on the data and documents reviewed for this report, see *Appendix X: List of Documents and Data.*

BACKGROUND

The *UC Washington Center* (*UCDC*)*,* a unit within the Division of Academic Affairs at the UC Office of the President, serves as a hub of activity for the University of California (UC) in the nation's capital. It is "a multi-campus residential, instructional and research center that provides opportunities for UC students and faculty to study, research, work and live"[3] in Washington, DC. The UC Office of the President owns a physical facility at 1608 Rhode Island Avenue, several blocks north of the White House, which houses the *UCDC* systemwide academic program and several other UC departments and initiatives. The academic program – the core of *UCDC*'s activity – allows UC undergraduates interested in politics, policy, and public service to spend a term in residence at UCDC. Students intern in Washington, DC, take academic courses through *UCDC*, and live in UCDC. In addition to this program, UC's Department of Federal Governmental Relations and several multi-campus research units work out of the building.

Organizationally, *UCDC* is considered a systemwide academic program, meaning that it is administered centrally by the UC Office of the President but engages students and faculty from all UC campuses. *UCDC*'s undergraduate program is open to students from the nine undergraduate campuses, and it represents one of several options for UC students to study away from their home campus. The facility is also designated as a UC-wide resource, available to the system's many stakeholders.

The UC Regents own the facility, contributes to the debt service, and remotely advises on the building's operation in partnership with *UCDC* staff. The following sections provide important context for *UCDC* as it exists today, including UCDC's mission, purpose, and history.

Mission and Purpose

In the late 1990s, leaders from the UC Office of the President and the campuses began to envision a center that would serve the university's three core missions: teaching, research, and public service. The latter two missions were to be accomplished through graduate and research initiatives and the work of Federal Governmental Relations. The university's teaching mission was to be accomplished by an undergraduate program hosted at UCDC. Through these various efforts, UC sought to create a consistent brand and presence for the university in the Washington, DC community.

The original proposed mission statement of UCDC included three key elements[4]:
- **To expand and enrich teaching, research, and public service programs** for our undergraduate, graduate, and professional school students and faculty, through utilization of the unique resources and opportunities of the nation's capital;
- **To create a residential environment** that eases the student's transition for short-term stays in Washington, DC and that accentuates interaction between instruction, research, government relations, as well as the Washington, DC community; and
- **To enhance UC federal relations activities** with executive and legislative branches of the federal government.

While this multi-faceted mission remains, the core of *UCDC* is its undergraduate experiential program. Through this program, students gain practical work experience in the federal policy community while completing a rigorous course of study. UCDC aims to provide students a fully immersive residential and

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[3] *UCDC* Annual Report, 2015-2016
[4] *UCDC* Business Plan, 1999

academic experience that allows them to explore federal public policy interests, experience life in the nation's capital, and expand their professional networks. This academic mission is at the heart of *UCDC*.

That being said, UCDC's purpose extends beyond the academic program, and the distinction between its various components is important. While a formal mission statement has not been adopted since the original business plan, the following statement captures *UCDC*'s multi-faceted purpose:

> *"The UC Washington Center (UCDC) is a multi-campus residential, instructional and research center that provides opportunities for UC students and faculty to study, research, work and live within the capital's rich cultural, political and international heritage. UCDC offers a wide range of academic opportunities."[5]*

UCDC's physical facility is home to several of these opportunities, including the Department of Federal Governmental Relations, several multi-campus research units, and office space for UC faculty researchers. Each of these components supports *UCDC*'s mission of advancing the interests of UC in Washington, DC and serving as a resource for the entire system.

History

The current *UCDC* program is the result of a consolidation of nine distinct but similar campus programs. Between 1990 and 2007, the nine UC undergraduate campuses launched undergraduate experiential programs in Washington, DC to provide a policy-focused academic experience for their students. UC Davis, UCLA, and UC Santa Barbara were the first of these programs in 1990. UC Santa Cruz launched a program in 1995 and UC Berkeley followed in 1996. Each campus recruited, enrolled, and registered their own students, assisted them with internship searches, developed course curriculum, and provided faculty to teach courses in DC. Campus staff secured rented office and classroom space in DC and supported students in finding local housing. The campuses essentially maintained complete autonomy over their programs.

In 1997, UC San Diego launched its independent DC-based experiential program. In recognition of the growth of these programs across the system and in pursuit of a greater UC presence in DC, that same year the UC Board of Regents authorized the purchase of land and construction of a building in Washington, DC. Their hope was to construct a facility that could "support growing academic, research, federal government relations, and public service programs."[6] The building would house the individual campus DC programs and the system's Federal Governmental Relations (FGR) office, and would give the UC system a permanent foothold in the heart of the nation's capital. When the *UC Washington Center* was formally opened in 2001, FGR was one of the first tenants. The six campuses already running programs also began using the building to house their students and teach their courses. UC Irvine and UC Riverside began their programs one year later, in 2002, and UC Merced launched a program in 2007.

In 2005 Bruce Cain, Director of the Institute of Governmental Studies and a UC Berkeley faculty member since 1989, was appointed Executive Director of the *UC Washington Center.* He began to have conversations with UC Office of the President leadership about a single, unified academic program for the UC system in DC. These conversations culminated in 2010, when Executive Director Cain launched an effort to consolidate the existing series of nine campus-based programs. The goal of the consolidation was to reduce administrative duplication, standardize the academic curriculum, create a single scalable

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[5] *UCDC* Annual Report, 2015-2016
[6] *UCDC* Business Plan, 1999

enrollment model, and combine the strengths of the disparate programs into a unified systemwide program. One stakeholder described this consolidation as "a steady, sporadic evolution toward much more of a systemwide model."

In practice, this meant that over the next few years, each campus's generalist staff was reduced or restructured, more specialized staff were hired in DC, and a central faculty model was developed. Many of the original campus program staff were retained as Campus Coordinators on their campuses, and several transitioned to full-time program staff at UCDC. The nine campus programs were effectively restructured into the current *UCDC* program, which became a unit within the UC Office of the President's Division of Academic Affairs (in the former Academic Planning, Programs, and Coordination department). When this department was dissolved, *UCDC* transitioned to the Academic Personnel and Programs department, where it resides today.

Organizationally, UCDC has grown and shifted substantially over the years. In Fall 2012, Executive Director Cain left his position, and in Summer 2013, the current Executive Director, Helen Shapiro, was hired full-time. In the years since, Executive Director Shapiro has hired a Communications Specialist and Registrar, restructured the Program Administration team in 2016, expanded the Residence Life and Information Technology staff, and established a Recruitment Committee. These structural changes parallel changes in *UCDC*'s funding model, the growth of UCDC*'s* academic program, and the expansion of UCDC*'s* building operations over time, which will be detailed in subsequent sections.

The figure below outlines key dates in *UCDC'*s history.

FIGURE 1: HISTORICAL TIMELINE FOR *UCDC*

1990
UC Davis, UCLA, &
UC Santa Barbara
launch experiential
programs in D.C.

1995
UC Santa Cruz
launches
experiential
program in D.C.

1997
- UC San Diego launches experiential program in D.C.
- UC Regents approve construction of UC Washington Center

2001
UC Washington
Center hosts
inaugural class

1990   1992   1994   1996   1998   2000   2002   2004

1996
UC Berkeley
launches experiential
program in D.C.

1999
UC breaks ground
on UC Washington
Center

2002
UC Irvine & UC Riverside
launch experiential
programs in D.C.

2007
UC Merced launches
experiential program
in D.C.

2013
UC Office of the
President hires Helen
Shapiro as UCDC
Executive Director

2016
- UCDC celebrates its 15th anniversary
- UCDC forms recruitment committee
- UCDC and UC Office of the President complete building management review

2006   2008   2010   2012   2014   2016   2018

2010
- UC Office of the President initiates consolidation of campus programs
- UC Office of the President eliminates scholarship funds for UCDC participants
- UCDC forms Governing Council

2015
UCDC completes external
review of Residence Life

ADMINISTRATION

The following section describes the administration and operations of the *UC Washington Center*, specifically focusing on the following topics:

- The **reporting structure** for UCDC,
- The **operational support** that *UCDC* staff leverage to perform basic business, financial, and human resources functions;
- The **facilities** in Washington, DC;
- The **information technology** systems that support UCDC; and
- How *UCDC* **plans** for the future and **reports** on its progress.

Reporting Structure

The *UC Washington Center* is widely perceived as a resource of the UC system, not a single campus. As a systemwide program, the academic program is open to undergraduate students from all nine of UC's undergraduate campuses. UCDC's current systemwide focus is critical, particularly given the origins of the academic program as nine distinct campus programs. To sustain this systemwide focus, *UCDC* has remained a unit of the UC Office of the President Division of Academic Affairs since its founding.

UCDC's current Executive Director, Helen Shapiro, reports to Vice Provost for Academic Personnel and Programs (APP) Susan Carlson. The *UCDC* Executive Director is hired full-time by the UC Office of the President, and maintains his or her underlying faculty appointment. *UCDC*'s full-time staff are considered employees of the UC Office of the President and ultimately report up through the Office. This reporting structure is currently distinct from other systemwide programs, such as the *UC Center Sacramento* (*UCCS*) or the *UC Education Abroad Program (UCEAP)* which are jointly administratered by the UC Office of the President and individual UC campuses, but historically typical.

The reporting relationship between *UCDC* and the UC Office of the President is complicated by the distance between the two. As a department of the APP subdivision, UCDC is subject to the same policies, procedures, and regulations of other UC Office of the President units despite being thousands of miles away. **50% of *UCDC* staff explained that the physical and functional distance between *UCDC* and the UC Office of the President often hinders their operations.** As one noted, "we have responsibility of sustaining the program but no authority to do anything." While *UCDC* is a self-managed program and facility, they are still subject to UC Office of the President policies for functions like procurement, human resources, and academic hiring. Speaking about these policies, one staff noted, "the bureaucratic red tape necessary for running this place hinders – almost cripples – the operation."

Operational Support

Because of its remote location and large facility, *UCDC* maintains an in-house staff to manage all aspects of UCDC's operations, including budget management, basic business administration, student services, and information technology. *UCDC* staff do not manage these operations singlehandedly, however.

While several stakeholders expressed frustration with *UCDC*'s reporting relationship to the UC Office of the President, they also acknowledged that UCDC does receive significant in-kind benefits in the form of operational support. In particular, UC Office of the President Operations units, such as the Building and Administrative Service Center (BASC), Human Resources, and the Business Resource Center (BRC), provide support services that are critical to UCDC's operation. These

departments work with *UCDC* to keep its operations in compliance with UC Office of the President policies, and *UCDC* does not pay for any of these individual services.

Additionally, as a department within APP, *UCDC* also receives substantial operational support from APP's Executive Director and Director of Academic Program Coordination. The former advises *UCDC* staff on academic hiring and policies, while the latter serves as a liaison between UCDC and the various operational units in the UC Office of the President. *UCDC* staff noted that the APP team have been invaluable resources for bridging the gap between UCDC and the UC Office of the President. One specifically noted that it has been helpful to have these individuals "supporting us out here when we don't have all the infrastructure and support ourselves."

Facilities

In the late 1990s, the UC Board of Regents and systemwide leadership began to discuss the need for a systemwide presence in the nation's capital. At least one individual campus was considering options for a Washington, DC site, and the system decided to collectively invest in a UC-wide property. It was decided that the university would benefit from a central location to house its academic, research, and public engagement programs across all campuses. In 1997, the UC Board of Regents approved a plan for the purchase of land and construction of a building.

After considering several options, UC leadership decided to purchase land at 1608 Rhode Island Avenue, NW between downtown Washington, DC and the DuPont Circle neighorhood. The location would allow for a facility with close proximity to public transportation and major DC landmarks, including the White House, National Mall, and Capitol Building. Groundbreaking for UCDC took place in 1999, and construction was completed over the course of roughly two years. The inaugural *UCDC* class enrolled in Fall 2001.

The figure below shows the *UC Washington Center* in relation to major Washington, DC landmarks.

FIGURE 2: MAP OF *UCDC* IN RELATION TO DC LANDMARKS
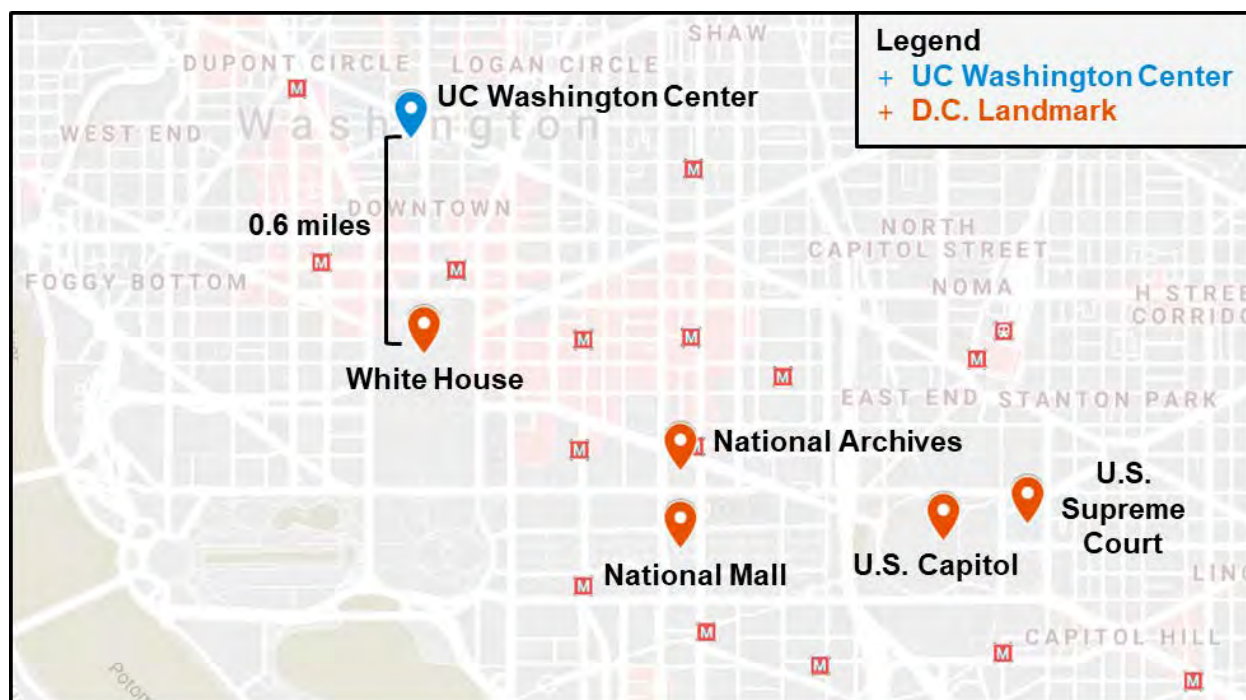
The facility was designed to be a fully functional residential, academic, and research center. In addition to housing for students in the campus academic programs, UCDC included office space for the UC Office of the President's Federal Governmental Relations (FGR) department, several multi-campus research units, and other UC entities. One stakeholder described it as "a multi-use facility that is a microcosm of a campus." Because the facility was designed to serve a variety of stakeholders, it was administratively overseen by the UC Provost.

Occupancy

The *UC Washington Center* is an eleven-story building in downtown Washington, DC. The first three floors include classrooms for the academic program, meeting and event space, and offices, while the top eight floors are residential units that can hold 276 students at a time. The following table lists the building space and tenants as of December 2018.

TABLE 1: *UC WASHINGTON CENTER* CURRENT OCCUPANCY

Floor	Tenants
Parking Garage	None (45 parking spaces)
First Floor	None (lobby, multipurpose room, auditorium, art gallery)
Second Floor	Federal Governmental Relations, Consortium of Universities for Global Health, Forum for Collaborative Research, Inter-University Program for Latino Research, and Student Press Law Center
Third Floor	*UCDC* (staff and faculty offices, classrooms, computer lab)
Fourth – Eleventh Floors	*UCDC* (student housing, residential staff, guests, student market, laundry facilities)

Over the years, the *UCDC* academic program and FGR have remained the two consistent building tenants. The *UCDC* program currently occupies the majority of the third floor and the eight residential floors, and FGR occupies 5 of the 41 second-floor offices. The remainder of the second and third floors includes rentable offices and classrooms for UC and non-UC tenants to lease. **The ability to provide this space for education, study, and research – particularly to UC entities – was a core goal of the *UC Washington Center* facility.** The figure below highlights the duration of each lease and the number of offices occupied.

FIGURE 3: *UC WASHINGTON CENTER* OCCUPANCY LEASES[7]
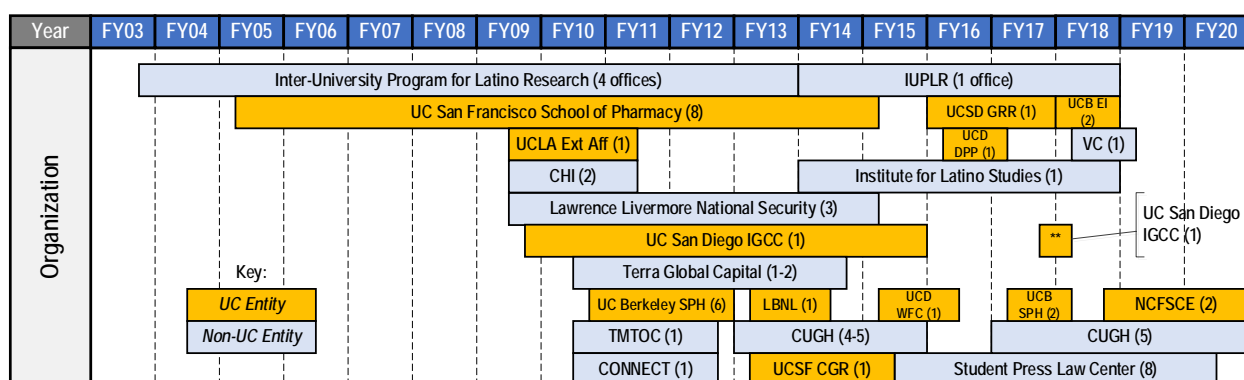
Since 2003, *UCDC* has leased office space on the second and third floors to 21 different groups, 11 of which are UC-affiliated entities. Each of these groups enters into formal license agreements with the UC Regents for a pre-determined duration, paying monthly rent based on the square feet they occupy. Historically, the average per-office rate has been roughly $336/month. *UCDC*'s Manager of Building and Housing Services coordinates and negotiates these leases. Organizations like the Student Press Law Center and the Consortium of Universities for Global Health have rented multiple offices in UCDC for five or more years, while the Lawrence Berkeley National Laboratory rented space for only a single year. **Through this arrangement, *UCDC* gives organizations the opportunity to rent convenient, affordable space on a flexible timeframe.**

UCDC's location and facility also make it attractive to other academic institutions without physical presences in DC. As part of their agreements with the institutions in the *UCDC* consortium, which will be highlighted in subsequent sections, *UCDC* also rents faculty office space and classrooms on the third floor. Over the years, a number of other universities have also rented individual classrooms, including the University of Georgia, University of Connecticut, and the University of Virginia.

Finally, in addition to its ongoing leases, UCDC maintains four main event spaces that are used weekly by the *UCDC* academic program and other building tenants, and can also be rented. UCDC earns revenue when UC or non-UC entities rent these event spaces. A/V support in these rooms, as well as *UCDC*'s classrooms, is provided by *UCDC*'s Information Services team. The table below outlines the size and capacity of these four spaces.

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[7] Note that this does not include the *UCDC* academic program or its consortium member institutions, or FGR.

TABLE 2: *UCDC* EVENT SPACES FOR RENT

Room	Floor	Dimensions	Square Feet	Seating	A/V Capabilities
Multipurpose Room A	1	15 x 41	615	20 – 45	Yes
Multipurpose Room B	1	21 x 41	860	30 – 75	Yes
Multipurpose Room C	1	28 x 41	1,125	36 – 95	Yes
Auditorium	1	--	1,500	109	Yes

The figure below displays several of the spaces in the *UC Washington Center*.

FIGURE 4: IMAGES OF *UCDC* FACILITIES

First-Floor Lobby

Classroom

Academic Program Office Space

Student Computer Lab
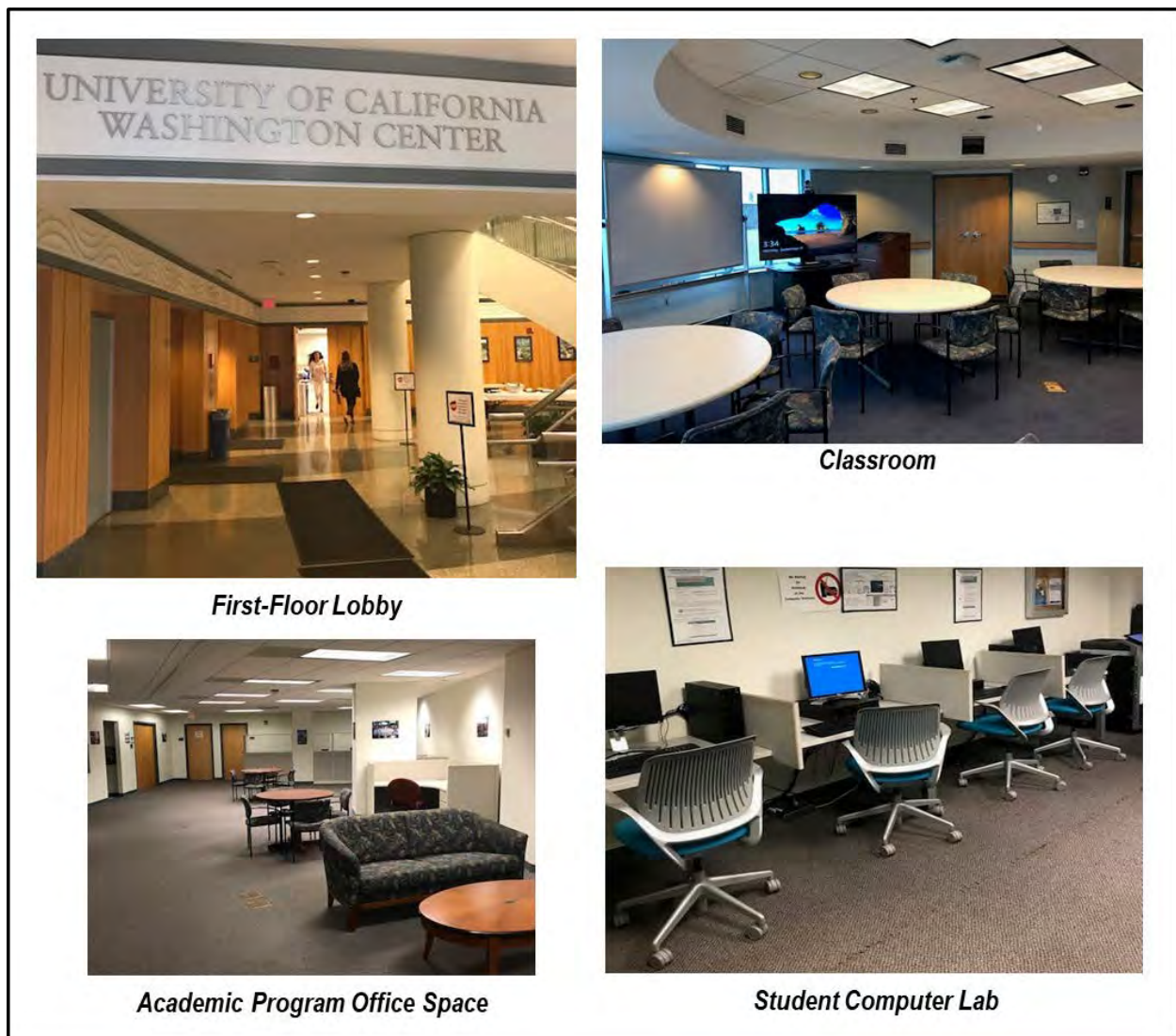
The *UC Washington Center* is attractive to a variety of external stakeholders because of its size, capacity, and prime location. *UCDC* staff work to maintain a steady flow of occupants, both short- and long-term, in UCDC throughout the year. **These relationships with the building's occupants have helped UCDC establish a strong reputation in DC and provided critical income streams that help support UCDC financially.**

Management

The *UC Washington Center* was initially designed to be managed in-house. When the building was opened in 2001, there was a Resident Manager but no one on site to manage the facility. In 2002, UCOP and UCDC determined that the facility could not be managed from UCOP because of the unique and complex nature of the operation and the large residential component. A Building Manager was then hired in 2003 via an external provider. Responsibility for this contract and building operations more broadly falls to *UCDC*'s Manager of Building and Housing Services, who serves as the primary point of contact for building management and supervision. The Manager oversees a Coordinator of Auxiliary Services, who supports general day-to-day operations. This position not only manages the contract for facility management but also manages annual and long-term facility costs, capital renewal and replacement forecasting, directs space allocations, leased space usage, event management, and directs the on-going maintenance of student housing, including the multiple apartment turnovers. This position recently took over direction of the IT unit as well (at the suggestion of IT staff at OP).

As multiple stakeholders noted, an important distinction comes into play with regard to the facilities: while the *UCDC* academic program shares its name with the building, they are technically distinct entities. The *UCDC* academic program is one of many tenants of the *UC Washington Center* facility, and the management of this facility goes beyond the academic program. The team responsible for building management, while part of *UCDC*'s staff, serve all constituents and customers of the *UC Washington Center*.

These staff also consult regularly with the UC Office of the President's operational units and convene a committee of these stakeholders to advise on general facility management and operations. Notably, however, there is not a formal reporting relationship between the *UCDC* Manager and any of the UC Office of the President units.

Because the *UC Washington Center* is remote from the UC Office of the President, additional resources were needed to manage the building. In 2001, *UCDC* contracted with Complete Building Services, Inc. (CBS) to provide a variety of maintenance, security, and custodial services, including:
- Building facilities management, such as painting, carpentry, alarm systems, trash removal, pest control, and landscaping;
- Electrical systems maintenance;
- Elevator maintenance and inspections;
- Mechanical and building automation, including water, boiler, and HVAC;
- Plumbing systems maintenance;
- 24-hour on-site security;
- Janitorial & cleaning services;
- Residential unit cleaning, maintenance, and turnover; and
- Event set-up and breakdown.

CBS was awarded the initial FM contract in 2001, NOT 2008. This initial contract was first renewed in 2008 after the release of an RFQ by OP, and again in 2018. CBS provides a Project Coordinator and two

Maintenance Mechanics on-site to perform these services weekly. *UCDC*'s Manager of Building and Housing Services works with these staff and manages the contract with CBS, which was renewed in July 2018 until 2021. Together, they coordinate regular maintenance and upgrade schedules, track work orders, conduct inspections and testings throughout the building, and address general building management issues.

With full responsibility for the management of the facility comes budgetary responsibility for the building as well. The costs of maintenance and repairs, upgrades, utilities, and any other facility-related expenses come out of *UCDC*'s annual budget. As such, it is also *UCDC* staff's responsibility to ensure sufficient revenue or reserves to cover these costs. **Subsequent sections will detail the financial mechanisms through which *UCDC* manages these costs, but it is notable that this task falls under the program's purview at all.**

Currently *UCDC* **represents the only case in which a system-owned, remote facility is fully managed by the facility's tenants.** The *UC Center Sacramento (UCCS)* is the other systemwide academic program with a physical facility*,* located in Sacramento, CA. The UC Office of the President owns *UCCS*'s facility and its Building and Administrative Service Center (BASC) manages its operations, including a contract with a third-party property manager like *UCDC*'s CBS. In contrast to *UCDC*, *UCCS* staff are not responsible for paying the building expenses, filling empty office space with tenants, or coordinating scheduled or emergency maintenance.

UCDC **staff, advisory group members, and campus stakeholders all noted the complexity of *UCDC*'s current facilities arrangement.** Several highlighted the immense administrative responsibility of managing an 11-story facility in addition to running a year-round academic program. Another individual explained that the reporting structure strains the UC Office of the President because "UCOP is a collaborator on [the facility] without full accountability." One campus stakeholder explained that UCDC's residential operation is simply not large enough to pay for mechanical, IT, and maintenance infrastructure costs, which could be absorbed by a campus with a larger operation. UCDC does not have that financial leeway.

Stakeholders also noted that *UCDC* is unique from other systemwide academic programs in ways that may warrant the current facilities management structure.
- **Location:** *UCDC*'s physical distance from the UC Office of the President makes central building management difficult. The facility's remote location necessitates an on-site staff who can oversee day-to-day and long-term operations.
- **Residential Component:** Unlike any other systemwide program, *UCDC* guarantees on-site housing for student participants and offers guest housing throughout the year. The program must be able to reliably fill these beds, clean and upkeep residential units, and respond to resident needs at any time.

A 2016 review of *UCDC*'s IT and building management functions recommended that BASC assume budgetary and management responsibility for UCDC.[8] This recommendation has not come to fruition for a number of reasons, including concerns about accommodating the aforementioned features of UCDC. **Despite *UCDC*'s unique challenges, stakeholders across the board expressed willingness to explore models that would simplify facilities management and alleviate administrative and budgetary burden on UCDC.** It should be noted that the Governing Council has considered this

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[8] *UCDC* Building and IT Support Review, 2016

recommendation in the past and determined that no financial or efficiency benefits would be gained from having OP directly manage the building. These issues should be revisited.

Information Technology

The local IT services unit within the UC Office of the President Operations department is the primary provider of IT services for all UC Office of the President units, including *UCDC*'s parent units – the Academic Affairs Division and the Academic Personnel and Programs (APP) subdivision. While *UCDC* is eligible to receive these services, it is an exception to this arrangement. Because of its remote location from the UC Office of the President, the variety of stakeholders in the facility, and the historic focus on managing operations internally, *UCDC* also manages its own in-house IT operation. This consists of a number of systems that are supported in-house and a host of services provided by UCDC's four-person Information Services staff team.

UCDC's IT operation covers not just the academic program (e.g., staff, faculty, students), but also UCDC's other tenants. The Information Services team provides many services, such as email, network access, and user support, for all of the building's stakeholders. They maintain an on-premise data center that houses four servers, on which most of the building's IT infrastructure lives. The costs of this team's operations are distributed to the building's various stakeholders each year through the Facilities Matrix, which will be described in subsequent sections.

The Information Services team also incurs a number of IT-related costs, which can be categorized into the following groups:
- **Software**, including licenses and subscriptions and software warranties and protection;
- **Hardware and equipment,** which includes computers, cables, and other equipment, and infrastructure for the data center servers;
- **IT services,** including maintenance, help desk support, licenses for help desk technicians, and individual user support;
- **Staff resources,** which includes business cards, training, and certifications for the Information Services team; and
- **Website,** which includes annual renewal and support of the *UCDC*.edu domain.

The figure below provides a single-year snapshot of *UCDC*'s IT spend for the most recent fiscal year.

FIGURE 5: IT SPEND (FY18)

Staff Resources $24,432 · Website $1,287 · Software $259,037 · IT Services $658,337 · Hardware & Equipment $429,848
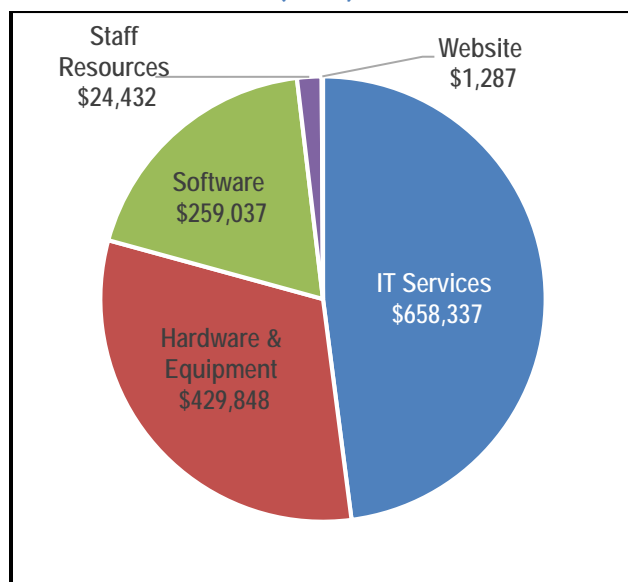
In FY18, *UCDC*'s IT expenses totaled $1.37 million. Nearly half of this amount was spent on IT services like software and hardware maintenance, support services like Microsoft Answer Desk, and licenses for help desk technicians. Another 31% was spent on hardware and equipment for individual staff members or the building at-large, on equipment warranties, and on the hardware that is maintained in *UCDC*'s server room. In addition to the monetary costs of IT systems, hardware, and services, *UCDC's* four IT staff members are dedicated exclusively to the support of UCDC's IT operation.

Several staff noted that the current structure and portfolio of *UCDC*'s IT operation have proven challenging at times, and *UCDC* leadership have regularly evaluated the needs and capacity of UCDC to identify improvements and efficiencies. Most recently, the 2016 building and IT review included a thorough review of UCDC's IT needs, services, and usage. The review was intended to identify opportunities for future improvements, including potential efficiencies that could be realized by leveraging ITS. This review underscored that *UCDC* is unique from other UC Office of the President departments in several key ways that impact their IT operation:

- **Student and Faculty Presence:** The *UCDC* academic program has a constant stream of students and faculty throughout the year unlike other UC Office of the President departments. As residents of UCDC*,* these students and faculty have unique, ongoing IT needs beyond traditional business hours.
- **Instruction:** *UCDC* has specific IT needs related to instruction, including a student information system, and classroom technology and A/V equipment that require in-person support. To accommodate student schedules, classes are often held at night and occasionally require after-hours support.
- **Events:** UCDC regularly hosts events as part of the *UCDC* academic program, as well as for a variety of UC and Washington, DC stakeholders. These events, frequently held in the evenings, require after-hours A/V and technology support.
- **Time Difference:** There is a three-hour time difference between *UCDC* in Washington, DC and the UC Office of the President in Oakland, CA, which makes remote support difficult.

The following sections will highlight *UCDC*'s IT operation in further detail, particularly around:
- The **services** provided by the Information Services team;
- The **systems** used to support *UCDC*'s operations; and
- The **website and email** domains used by UCDC.

Services

UCDC's Information Services team is the primary IT service provider for UCDC and all of the building's occupants*.* This team's services include:
- **Internet, ethernet, and network support** for stakeholders using UC devices;
- **Hardware maintenance** on desktop computers, printers, telephones, and other devices;
- **Desktop support** for a variety of individual user issues;
- **Account provisioning** for the *UCDC*.edu domain;
- **Audiovisual support** for the academic program and *Center*-sponsored events, which includes sound, video conferencing, and classroom technology for the building's shared spaces; and
- **Server maintenance** of the four Cisco servers located on-site in UCDC's data room.

The four-person team is generally responsible for providing these services as necessary to keep *UCDC* operating smoothly. They work to troubleshoot and resolve any issues in the above areas and meet the needs of their "clients" – UCDC's residents and tenants. The Information Services team tracks service needs through a ticketing system and communicates frequently through an online help desk. The figure below provides a snapshot of these service tickets for approximately one academic year.

FIGURE 6: IT SUPPORT TICKETS BY DURATION AND STAKEHOLDER (AUG 2017 – SEPT 2018)

Ticket Duration (n=1528)   Stakeholder (n=1539)
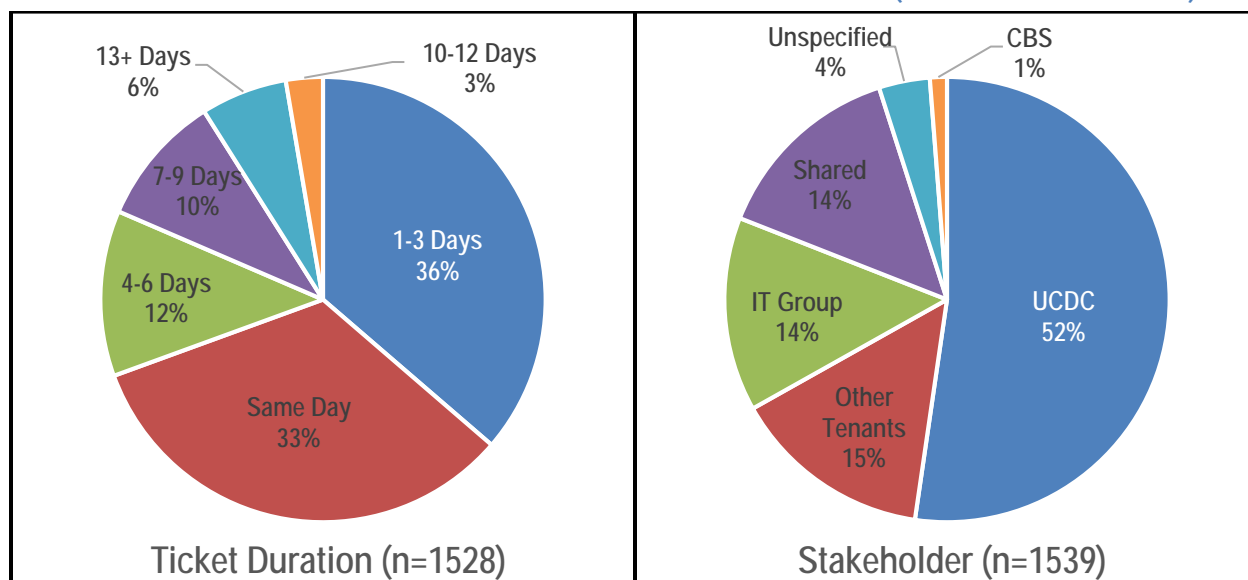
In terms of IT service delivery, *UCDC*'s Information Services unit appears fairly responsive and spends most of their time supporting *UCDC* stakeholders. Roughly 70% of IT tickets were resolved within 3 days of creation, and only 19% of tickets remained open 7 days or more. *UCDC* staff, faculty, and students represented over half of all IT support tickets created during this period. Only 15% of tickets are dedicated to the building's other tenants, which include FGR and the various MRUs. 14% of tickets were

related to spaces shared by multiple stakeholders, like the auditorium or multipurpose event space. This suggests that the bulk of the Information Services team's services are provided to the *UCDC* academic program, and that the building's other groups are comparatively low-maintenance.

As part of the 2016 IT and building review, *UCDC* and UC Office of the President leaders explored the potential for UCDC to leverage the services of the UC Office of the President's local IT services team. The table below lists the IT services offered by the UC Office of the President to all other departments, and notes whether *UCDC*'s Information Services team currently provides the service in lieu of the UC Office of the President.

TABLE 3: UC OFFICE OF THE PRESIDENT ITS CORE SERVICES[9]

Local IT Service	Description	*UCDC* Provided
Anti-virus, Anti-Spam, & Encryption	Includes services for PCs, laptops, servers, and email	Yes
Desktop/Laptop Provision	Includes hardware, standard office software, and maintenance for both	
Desktop Imaging	Includes streamlined and standardized desktop services, vendor patches, and upgrades	
Encryption	Includes secure attachment file encryption and laptop encryption	
Help Desk	In-house, tiered support	Yes
Local Network	Includes provision of wired and wireless access points, firewalls and secure communication, and internet access	Yes
Microsoft Outlook	Includes email, calendar, archiving, and disaster recovery	Yes
Printer Support	In-house support for network printers	Yes
SharePoint	File sharing	
Telecommunications	Includes landlines, telephone equipment, voicemail, cell and smartphone acquisition and set-up, and conference room phones	Yes
User Account Management	Includes account authentication, authorization, and general administration	Yes
Utility Infrastructure	Includes hardware, software, maintenance, and disaster recovery to support utility services	
Video Conferencing	iLink web video conference service	
Web Space	Online content management	Yes

Currently, *UCDC*'s in-house team provides several IT services that are offered by the ITS department and local IT services unit to other UC Office of the President units. One of the preeminent recommendations in the 2016 IT and building review was that *UCDC* should better leverage many of these services. The review highlighted potential strategic advantages to having *UCDC*'s IT operation report to the local IT services team within the UC Office of the President, but identified no significant cost savings in doing so. Notably, this suggestion did not include a reduction of *UCDC*'s FTE, but an administrative shift in which the Information Services staff would report to the local IT services team at the UC Office of the President.

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[9] Service list created using 2016 Report on *UCDC* Building and IT Support

While these recommendations were not initially implemented, *UCDC* and local IT services leaders have recently initiated conversations to explore the possibility of such an arrangement. Some Operations & Managerment Advisory Committee (OMAC) members suggested that the complications of integrating *UCDC*'s IT services with those of the UC Office of the President would outweigh the benefits. However, several staff felt that it could be helpful; for example, the time difference would allow ITS to provide additional after-hours support for UCDC. Another suggested that current services are not provided in a timely or effective manner for *UCDC* students, and that they would benefit from additional support. **The possibility of integrating services with ITS should continue to be explored, as UCDC may stand to benefit in several ways from this arrangement.**

Systems

As a unit of the UC Office of the President, *UCDC* relies on common systems like UC's Budget Development System (BDS) and human resources system (UCPath) and UCLA's general ledger. *UCDC* administrative staff have access to these systems as employees of the UC Office of the President and use them for basic administration like budgeting, human resources, and financial transactions. UCDC does, however, maintain its own licenses of several software platforms for basic administration.

Because *UCDC* is not affiliated with a single campus, however, it does not have access to many of the campus systems necessary to support a residential academic program for students. As such, *UCDC* maintains its own instance of several technical systems that are critical to the administration of the academic program. The Information Services team supports these systems, as well as the software licenses used for UCDC's general administration. These platforms and systems are listed in the table below.

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TABLE 4: *UCDC* SOFTWARE AND SYSTEMS

System	Vendor	Uses	Hosting Arrangement
Academic Program			
Career Services Manager	Symplicity	• Classroom scheduling • Internship management • Student conduct	Cloud-based
Mass Notification Platform	Regroup	Emergency notification	Cloud-based
Activity Ticketing Software	UniversityTickets	Student activity sign-ups	Cloud-based
Plagiarism Detection System	Turnitin	Plagiarism prevention and tracking	Cloud-based
Registration Management System	GoSignMeUp	• Enrollment • Course registration	Cloud-based
Scheduling Software	Schedulista	• Student interview scheduling • Appointment tracking	Cloud-based
Student Information System (SIS)	Custom-developed	• Student records • Housing rosters	On-premise
Reporting System	Wufoo	• Grade submission • Faculty interest and application	Cloud-based
Survey Tools	Survey Monkey	• Course evaluations • Program evaluations • Internship evaluations	Cloud-based
General Administration			
CloudGen Firewall	Barracuda	Firewall and network security	Cloud-based
Creative Cloud	Adobe	Communications and marketing	
Endpoint Protection	Sophos	Malware protection	
Identity Services Engine	Cisco	• Account provisioning • Network access management • Identity management	
Kioware Classic Lite	Kioware	Internet access control	
Microsoft Office 365	Microsoft	Email	Cloud-based
Nessus Manager	Tenable	Vulnerability detection, scanning, and auditing	
Password Manager	Dell	• Password management • Data protection • Security	
Patch Management Software	SolarWinds	• Patching for workstations and servers	
ServiceDesk Plus	ManageEngine	• Work order tracking • IT help desk ticketing	

UCDC **maintains at least 17 unique systems or software platforms in-house.** As highlighted previously, in FY18, *UCDC* spent roughly $260,000 on licenses, subscriptions, and warranties for these systems and platforms. Most are cloud-based, but at least one was custom-developed and is supported on *UCDC's* on-premise servers.

Of these systems, several *UCDC* stakeholders specifically mentioned the student information system (SIS) as problematic. The SIS was custom-developed to handle *UCDC's* application, admissions, and

housing processes. Once accepted into the program, students are asked to create an account in the SIS, which serves as a common source of student data for many components of *UCDC*'s academic program. These include:

- **Registration**: Academic Services staff pull from SIS into GoSignMeUp so students can register for courses;
- **User Accounts**: Information Services staff pull from SIS to create *UCDC* user accounts for students;
- **Emergency Notification**: Business and Information Services staff pull from SIS into Regroup for emergency notifications
- **Housing**: Building and Housing Services staff pull from SIS into an Excel spreadsheet to create housing assignments. Students also access their housing contracts in SIS.

Over the years, the SIS has been highly customized to meet these various needs. **However, 30% of staff noted that despite significant investment, the system does not provide adequate functionality to meet the program's needs.** For example, several stakeholders explained how the system was initially intended to host a common *UCDC* application for the campuses, but there were many glitches in SIS when first introduced, but the two campuses who use it now find it operational. UCDC is exploring whether other campuses will begin using it, and also looking at EAP's new SIS system. Currently, only two campuses use the system for applications today. In 2015, the SIS was reviewed by an external vendor, and *UCDC* leadership has held ongoing conversations with ITS about future SIS support.

Website & Email

UCDC's website serves as the central information hub for the academic program, where interested and matriculated students from any campus can find calendars, schedules, FAQs, internship links, and the housing handbook. The website also represents UCDC writ-large, with information on the research centers and other units housed in the building.[10] Staff in the Information Services team maintain and update the entire website regularly. The website was last updated in full in 2012-2013, and several stakeholders felt that it needed a significant overhaul.

Notably, the *UCDC* website – http://www.ucdc.edu/– does not use the UC Office of the President's "ucop.edu" or the UC system's "universityofcalifornia.edu" domain names. *UCDC* pays Educause each year for the domain renewal, and has maintained this separate domain since 1998. As highlighted in the previous figure, *UCDC* spent roughly $1,300 in FY18 to support this *UCDC*-specific domain. Across the UC system, there are four main options for website domains:

- **Universityofcalifornia.edu**: this domain is associated with the UC system, and is maintained by the External Relations & Communications division within the UC Office of the President;
- **Ucop.edu**: this domain is associated with the UC Office of the President and is maintained by the Information Technology Services (ITS) department within the UC Office of the President; and
- **Independent Domains:** *UCDC*'s website is an example of an independent domain, which is only affiliated with the program itself and is typically maintained by program staff; and
- **Campus-Based Domains:** individual campuses and their respective units typically use campus-specific domains (i.e. http://ucdavis.edu) that are maintained by the campus's information technology group.

Among UC's systemwide programs, website domain names vary. The following table lists ten examples of systemwide academic programs, including their host institutions and web addresses.

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[10] These units typically have their own independent websites that are simply linked on the *UCDC* website.

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TABLE 5: SYSTEMWIDE ACADEMIC PROGRAMS WEB ADDRESSES

Name	Administrative Home	Web Address
Domain: universityofcalifornia.edu		
Casa de California	UC Office of the President	https://casa.universityofcalifornia.edu/
Innovative Learning Technology Initiative	UC Office of the President	https://crossenroll.universityofcalifornia.edu/
National Center for Free Speech & Civic Engagement	UC Irvine	https://freespeechcenter.universityofcalifornia.edu
Domain: ucop.edu		
President's Postdoctoral Fellowship Program	UC Berkeley	https://ppfp.ucop.edu/
UC Education Abroad Program	UC Santa Barbara	http://uc.eap.ucop.edu/
Domain: Independent		
UC Scout	UC Santa Cruz	https://www.ucscout.org/
UCTV	UC San Diego	https://www.uctv.tv
UC Washington Center	UC Office of the President	https://www.*UCDC*.edu/
Domain: Campus-Based		
UC Center Sacramento	UC Davis	http://*UCCS*.ucdavis.edu/
UC-Mexico Initiative	UC Riverside	https://ucmexicoinitiative.ucr.edu/

While stakeholders generally did not express strong opinions on *UCDC*'s website domain, several did suggest that a ucop.edu or universityofcalifornia.edu domain could help with branding, highlighting UCDC's systemwide nature and audience. *UCDC* could also reduce its financial spend and administrative time dedicated to the website if it were transitioned to a ucop.edu domain.

As part of the *UCDC*-specific domain, all *UCDC* staff have "*UCDC*.edu" email accounts in addition to their "ucop.edu" accounts. Staff in the UC Office of the President Federal Governmental Relations (FGR) unit, which rents space in the building, also use *UCDC*.edu email accounts. Students participating in the academic program are given accounts for the building's IT help desk, but not *UCDC*.edu email accounts; they maintain their campus emails. These emails are supported on a Microsoft Exchange server, and *UCDC* **pays annually for its own Microsoft Office license**.

Several staff noted that these duplicative accounts can cause administrative burden, are cumbersome to maintain, and create branding confusion for FGR. One individual noted that most staff only use the ucop.edu accounts to access UC shared systems like the UC Office of the President's Budget Development System (BDS) and human resources system (UCPath). Most staff use their *UCDC*.edu accounts for day-to-day work, and automatically forward email from their ucop.edu accounts into their *UCDC* accounts. One explained that, "we've tried many different methods of integrating… but it just has not been helpful." Eliminating or consolidating the *UCDC* email domain in lieu of the ucop.edu domain (that staff currently have access to) may help UCDC in several ways:

- **Streamlined communication:** A single email domain would simplify *UCDC* staff communication by eliminating the need for email forwarding and checking multiple accounts.
- **Reduced IT support needs:** *UCDC*'s Information Services team currently provides email support. Transitioning to the ucop.edu domain would allow the UC Office of the President local IT services unit to assume this responsibility and *UCDC's* team to dedicate its resources elsewhere.
- **Clear FGR branding:** As a unit of the UC Office of the President, it is misleading for FGR staff to communicate with *UCDC*.edu email addresses. Transitioning to ucop.edu addresses would clearly brand FGR as a UC Office of the President unit, distinct from the *UCDC* academic program.

Planning and Reporting

Many systemwide programs engage in several recurring planning and reporting activities for their leadership and governance groups to ensure appropriate accountability and stewardship. These planning and reporting activities include:

- **Strategic Planning**: Multi-year planning processes aiming to establish a strategic vision for the programs;
- **Budget Development**: Annual budgeting to plan for the expenditure of funds and ensure the programs are projected to stay within their financial means; and
- **Annual Reporting**: Annual reporting on the progress and state of the programs including academic impact, financial summaries, and future plans.

The following table highlights the planning and reporting documents produced by seven systemwide programs, including *UCDC*, for context.

TABLE 6: PLANNING & REPORTING DOCUMENTS FOR SYSTEMWIDE PROGRAMS[11]

Name	Start	Expenses	Strategic Plan	Budget	Report
Casa de California	2003	$0.5 million	No	Yes, *Annual*	No
Innovative Learning Technology Initiative	2013	$10.0 million	Yes, *2016-21*	Yes Annual	No
President's Postdoctoral Fellowship Program	1984	$2.6 million	No	Yes, *Annual*	Yes, *Annual*[12]
UC Education Abroad Program	1962	$40.0 million	Yes, *2016-20*[13]	Yes, *Annual*	Yes, *Annual*[14]
UC Washington Center	1990[15]	$9.0 million	No	Yes, *Annual*	Yes, *Annual*[16]
UC Center Sacramento	2003	$1.3 million	Yes, *2014-TBD*	No	No
UC-Mexico Initiative	2014	$1.5 million	Yes, *2015-20*[17]	Yes, *Annual*	No

While *UCDC* has not completed a formal strategic plan, Executive Director Shapiro and the Governing Council work closely to provide strategic guidance on the future of UCDC's funding model, enrollment, and building management needs. Each year, *UCDC* leadership compiles an annual report that details UCDC's financial activity, enrollment, and other accomplishments. However, a full annual report has not been completed since AY16.[18] Each year, *UCDC* staff also submit a budget as part of the UC Office of the President's annual budgeting process, and have revisited the budget and general funding structure several times in recent years. *UCDC*'s Governing Council plays a fairly active role in UCDC's planning and reporting efforts.

Future Suggestions

The administration of the *UC Washington Center* building and *UCDC* academic program relies on a combination of *UCDC*'s staff and UC Office of the President leadership. Despite the complications with running such a large *Center*, stakeholders frequently highlighted the work of the many dedicated

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[11] Records could not be obtained for the National Center for Free Speech & Civic Engagement, UC Scout, or UCTV.

[12] *PPFP's* Annual Report: https://ppfp.ucop.edu/info/documents/ppfp-annual-report-2018-11-20.pdf

[13] *UCEAP's* Strategic Plan: https://ucsb.app.box.com/s/ext79r23liu84qbqjruesysdz6emsr6a

[14] *UCEAP's* Annual Report: http://eap.ucop.edu/FacultyStaff/Documents/AnnualReport2016-17FINAL.pdf

[15] The first DC-based programs in the UC system began in 1990, the facility was built in 2001, and the campus programs were consolidated in 2010.

[16] *UCDC's* Report: https://www.*UCDC*.edu/sites/default/files/uploads/documents/Other/GC/Annual%20Report%2014-15_Final.pdf

[17] *UC-Mexico's* Strategic Framework: https://ucmexicoinitiative.ucr.edu/docs/Strategic_framework_FINAL.pdf

[18] *UCDC* did complete reports on enrollment in the undergraduate academic program in FY17 and FY18.

individuals who help it run effectively. In particular, they frequently reiterated that the current IT and building staff should be maintained to provide crucial on-site support.

Several suggestions for adjusting *UCDC's* administration were also highlighted in the course of this assessment. The most prevalent suggestions concerned the operation of *UCDC*'s IT services and building. The table below identifies the significant suggestions related to the administration of UCDC, with anticipated costs identified where applicable. The suggestions denoted with asterisks are included in the *Proposal for the Future State* section at the end of this report.

TABLE 7: FUTURE SUGGESTIONS FOR *UCDC*'S ADMINISTRATION

ID	Name	Description	Costs
*** 1 ***	Restructure IT and Facilities Management	Several staff and OMAC members echoed the suggestion of the 2016 IT and building review that *UCDC* could leverage the UC Office of the President's ITS and BASC units for operational support. *UCDC* leadership have had ongoing conversations about the benefits and drawbacks of this recommendation, including potential cost savings and administrative efficiencies. Based on these conversations, *UCDC'* should restructure operations by transitioning IT and facilities management functions from *UCDC* entirely to local IT services and BASC.	Potential for Savings
*** 2 ***	Reevaluate *UCDC*'s Administrative Home	Stakeholders in multiple groups volunteered perspectives on *UCDC's* administrative home. While these perspectives varied, they warrant a more thorough evaluation of *UCDC*'s current location as a UC Office of the President department. The primary challenges to the current structure included the physical distance and time difference between *UCDC* and the UC Office of the President, poor communications that do not always reach *UCDC* and leave them disconnected or isolated, and UC Office of the President policies and procedures that threaten *UCDC's* operations.	Increased Staff Effort
*** 3 ***	Transition Email and Website to UC Domain	*UCDC*'s website is currently hosted on a separate domain from the rest of the UC Office of the President, and *UCDC* staff use separate email accounts in addition to their ucop.edu accounts. To reduce duplication, minimize administrative confusion, and save on IT spend, *UCDC* should transition to the UC Office of the President's common domain for email and the "universityofcalifornia.edu" website.	Potential for Savings
4	Consolidate Student Systems	The *UCDC* academic program currently operates instances of nine different systems, including the highly customized student information system. Stakeholders noted that many of these systems do not integrate well and/or do not provide the necessary functionality. *UCDC* should consider consolidating or updating these systems where possible.	Increased Staff Effort, with Potential for Savings

ORGANIZATIONAL STRUCTURE

There are several groups within *UCDC*'s organizational structure, which are detailed in the figure below:

- **Employees** who work for *UCDC*, most of whom are employed by the UC Office of the President;
- **Governance** groups who oversee and advise the Executive Director on UCDC*'s* priorities and activities;
- **Campus Coordinators** who recruit and admit students for *UCDC*'s academic program;
- **Campus Faculty Directors** who serve as the primary faculty liaisons for the program; and
- Other **Key Partners** who support or are affiliated with UCDC.

FIGURE 7: ORGANIZATIONAL CHART FOR *UCDC* (DECEMBER 2018)
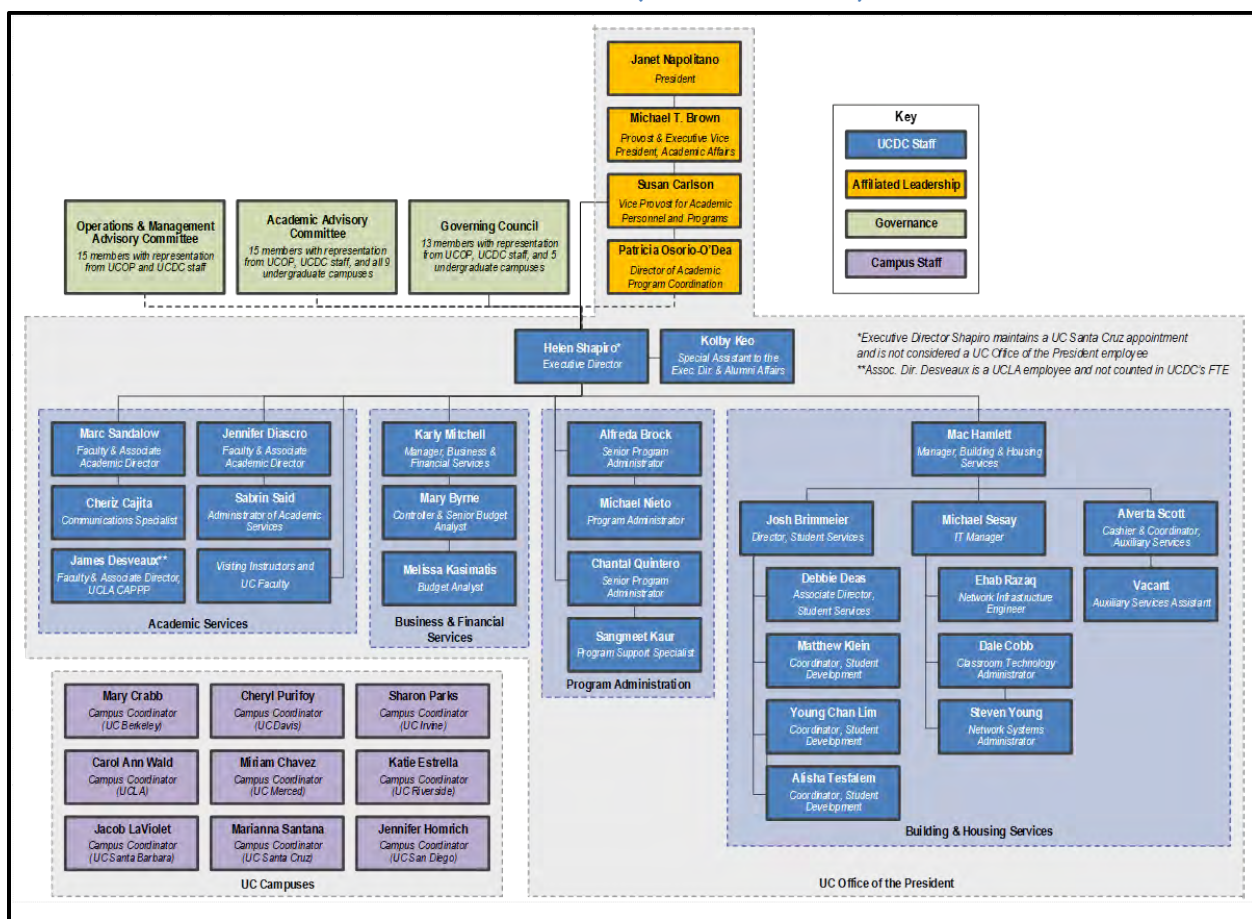
This organizational chart represents *UCDC*'s most recent hiring wave and Fall 2018 reorganization. Until recently, *UCDC*'s Manager of Business and Financials Services was a Manager for Business and Information Services, and oversaw the four Information Technology staff. **The following section describes *UCDC*'s organizational structure as it existed until this recent change in December 2018.**

Employees

UCDC employs 25 staff (25 total FTE), most of whom who are employees of the UC Office of the President. These staff include:

- The **Executive Director**, who is a full-time appointment with an underlying faculty apointment at UCSC;
- The **Academic Services** team, which consists of two Faculty and Associate Academic Directors, an Academic Services Administrator, and a Communications Specialist (4.0 total FTE);
- The **Program Administration** team, which consists of three Program Administrators and a Program Support Specialist, (4.0 total FTE);
- The **Business and Information Services** team, which includes a Manager for Business and Information Services and six IT and budget staff (7.0 total FTE);
- The **Building and Housing Services** team, which consists of a Manager who oversees Student Services and Auxiliary Services (8.0 total FTE); and
- The **Special Assistant to the Executive Director**, who supports various efforts and coordinates *UCDC*'s alumni engagement efforts.

As noted previously, *UCDC's* staffing level has not grown significantly in the years since the *UCDC* consolidation to support the new academic program and the management of the facility. After consolidation in 2010, staffing levels were dramatically reduced. There were many more Program Administrators, an office manager, and DC-based campus directors. The only new FTEs since consolidation are the following: the registrar position increased from .6 to 1.0 FTE; the 3.5 FTEs in the program administration team increased to 4.0 (using summer fee revenues); res life increased in response to an external review (see below for details); we received resources from the COVC in 2014 to hire a communications specialist and one additional IT person. As mentioned below, we eliminated three associate director positions. Stakeholders across all groups noted that the *UCDC* staff care deeply for the students and work hard to ensure UCDC functions well. **60% of *UCDC* staff also specifically mentioned that despite some organizational and bureaucratic challenges, they enjoy working for the program.** The following sections provide additional information on the *UCDC* staff and their roles and responsibilities.

Executive Director

*UCDC'*s current **Executive Director**, Helen Shapiro, was hired full-time in Summer 2013 under a five-year, renewable appointment. She was reapointed to a second five-year term in 2018, after a comprehensive review conducted by the UCDC Governance Council. Prior to assuming this appointment, Executive Director Shapiro served as Provost of Colleges Nine and Ten at UC Santa Cruz, and she had previously taught in *UCDC*'s academic program as a visiting professor. Executive Director Shapiro provides oversight of UCDC's day-to-day operations, budget, and staff. She works closely with staff to manage the facility, finalize course offerings and faculty, oversee the internship process, deliver student services, coordinate MOUs with consortium members, and manage UCDC's financial activity.

Executive Director Shapiro partners with *UCDC*'s advisory groups to address challenges and develop strategy for UCDC, and she spearheads many of UCDC*'s* fundraising and engagement efforts with alumni. Executive Director Shapiro also supervises the **Special Assistant to the Executive Director**, who assists her with general *Center* operations and oversees *UCDC*'s alumni initiatives. This includes networking events, meetings with the local alumni chapter, and an alumni mentoring program. Several stakeholders credited UCDC's growth and success to the work of Executive Director Shapiro.

In her role with *UCDC,* Executive Director Shapiro reports directly to UC Office of the President Vice Provost for Academic Personnel and Programs (APP) Susan Carlson who conducts her annual personnel review. Executive Director Shapiro maintains a UC Santa Cruz faculty appointment, but she does not have UC Santa Cruz duties. Executive Director Shapiro is the only *UCDC* staff not on the UC Office of the President's payroll, and *UCDC* pays UC Santa Cruz the equivalent of her salary each year using program revenue.

The remainder of *UCDC*'s staff report to Executive Director Shapiro and can be divided into four primary teams, which are detailed below.

Academic Services

The **Academic Services** team is responsible for all components of *UCDC*'s undergraduate academic program, from marketing and recruitment to enrollment, instruction, and grading. UCDC's two Associate Academic Directors help support the academic programs. Marc Sandalow was appointed by Bruce Cain as an Associate Director after consolidation; in 2015, Jennifer Diascro replaced Matt Dallek, who had also been appointed by Cain. When Shapiro became Executive Director, there were three additonal associate academic directors, who were UC faculty; these positions have since been eliminated. (That said, UCDC brings two to three UC faculty visitors each year, usually for one term each to support the academic program.)

UCDC's Associate Academic Directors both teach in the undergraduate program each term, but also have significant administrative responsibilities. The table below outlines the breakdown of these responsibilities.

TABLE 8: ASSOCIATE ACADEMIC DIRECTOR ADMINISTRATIVE RESPONSIBILITIES

Associate Academic Director Jennifer Diascro	Associate Academic Director Marc Sandalow
1. Overseeing enrollment and registration 2. Overseeing grade processing and posting 3. Identifying and hiring course instructors 4. Developing course syllabi and learning outcomes 5. Supervising the Administrator of Academic Services	1. Overseeing marketing and communications on the campuses 2. Facilitating campus recruitment efforts 3. Coordinating the weekly Center Forum series and other co-curricular events 4. Managing the two *UCDC* student scholarships 5. Supervising the Communications Specialist

The Academic Services team also includes a third Associate Director, Jim Desveaux. He is a full-time appointment in UCLA's Center for American Politics and Public Policy (CAPPP), but is dedicated exclusively to the administration of UCLA's portion of the *UCDC* program.[19] This includes working with UCLA's Campus Coordinator to recruit and select students, coordinating their participation in *UCDC,* and teaching a seminar for UCLA students only. Associate Director Desveaux reports to CAPPP, not the *UCDC* Executive Director. He also does not share the broader *UCDC* administrative responsibilities of the other Associate Academic Directors.

One of the two full-time Associate Academic Directors supervises *UCDC*'s **Administrator of Academic Services**, whose duties include Registrar functions for the academic program. The second Associate Academic Director supervises the **Communications Specialist**, who oversees all marketing materials, communications, and branding for *UCDC* to the campuses and externally.

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[19] Additional information on UCLA's *UCDC* participation is provided in subsequent sections.

In addition to the full-time staff, the Academic Services team hires **Visiting Instructors** to teach courses each term. Before 2010, when individual UC campuses coordinated their own Washington, DC programs, each campus sent faculty to the capital to teach each term. After the consolidation, *UCDC* bought faculty from various UC campuses to teach in UCDC*,* buying out their time*.* The program began to face campus resistance to releasing faculty for an entire term, and relocating to DC was difficult for some. *UCDC* does still put out a request for UC faculty interested in participating, but in recent years, has shifted its teaching model by relying more heavily on two additional groups for instruction:

- **External Practitioners:** Recognizing the benefit of leveraging UCDC's connections in Washington, DC, *UCDC* leadership began to seek out non-faculty practitioners to serve as instructors. These have included a former Chief of Staff to House Minority Leader Nancy Pelosi, an Associated Press reporter, and the Vice President of the Cato Institute. These individuals are hired each term as Visiting Instructors, and many of them have taught multiple terms in the program. One stakeholder noted that hiring instructors who are active in their fields has elevated the quality of the academic program and the student experience.
- **Consortium Faculty:** Each term, member institutions of the *UCDC* consortium provide faculty who teach semester electives to a mix of their own students and UC students. These faculty work and teach out of UCDC like UC faculty and are fully integrated into the academic program. This arrangement has allowed *UCDC* to diversify its elective offerings for semester students, increase their class sizes, and supplement any shortfall of UC faculty.

These individuals are reviewed by *UCDC's* Executive Director, Associate Academic Director, and Academic Advisory Committee. Once approved, Visiting Instructors are hired in the academic personnel record as lecturers through the UC Office of the President's Academic Personnel & Programs department. Visiting Instructors do not assume additional administrative responsibilities and are hired solely to teach in the academic program. These UCDC instructors are some of very few academic appointees at UCOP, and processed through APP, along with a handful of other academic appointments at UCOP.

In addition to the standard hiring process for these external instructors, *UCDC* must comply with UC Berkeley's requirement that its students enroll only in courses taught by UC Berkeley faculty or that have been approved by the campus. In practice, this means that faculty from the consortium schools teaching *UCDC* courses must submit a letter to UC Berkeley, provide their curriculum vitae and course syllabus, and be hired into UC Berkeley's personnel system. This process is required of all non-UC instructors who may be teaching UC Berkeley students, and repeat instructors must be re-appointed each term. Note that faculty in other systemwide academic programs, such as *UCCS* and *UCEAP*, are not held to this requirement.

I**n general, *UCDC* stakeholders spoke highly of UCDC's instructional model.** One noted that "local talent in DC is considerably preferable to trying to send UC faculty," since UC faculty in the past were less prepared for the experiential learning model and had competing interests in addition to teaching.

Program Administration

The **Program Administration** team oversees all aspects of the undergraduate internship program, from the student search and placement process to employer relations. This team includes two **Internship Coordinators**, whose formal titles are "Program Administrator," and a third **Program Administrator** to manage logistics and administrative duties related to the internship process.

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When the campus programs were first consolidated in 2010, the Program Administration team was also responsible for enrollment and course registration. Each Internship Coordinator was responsible for all the students from two to three campuses each. They served as that campus's primary contact at UCDC and worked with Campus Coordinators to enroll admitted students and assist them in the internship search process.

In 2016, *UCDC* reorganized this unit into its current form. Student recruitment was left to the campuses, and the Administrator of Academic Services was hired to manage enrollment and registration. Today, the roles of the staff in this team focus only on student internships and fall into two primary categories:

- As **internship advisors**, they publicize potential internship opportunities to students, provide professional development and preparation opportunities, coordinate learning agreements, and advise students throughout the term.
- As **employer relations managers**, they manage MOUs and relationships with internship hosts, pursue leads with potential future hosts, manage a central internship database, address internship supervisor concerns, and collect end-of-term feedback from supervisors.

Under this structure, each Internship Coordinator is responsible for a set of internship fields and assists all admitted students – regardless of campus – with interests in those fields. For example, one Internship Coordinator oversees students with internship interests in Congress, public policy, international affairs, and STEM fields. The other works with students interested in monuments and museums, media, arts, and federal agencies. For the most part, students end up evenly split between the two Internship Coordinators. The table below uses AY18 enrollment data to highlight the Internship Coordinator-to-student ratios each term.

TABLE 9: INTERNSHIP COORDINATOR-TO-STUDENT RATIOS (AY18)

Term	UC Enrollment	Internship Coordinator-to-Student Ratio	Placement Process
Fall	201	1:100	June – August
Winter	183	1:92	October – December
Spring	157	1:79	January – February
Summer	242	1:121	February – May

In any single term, *UCDC*'s Internship Coordinator-to-student ratio is on par with industry averages for Academic Advisor-to-student or Career Counselor-to-student ratios, which typically hover in the 1:100 to 1:300 range.[20] **The year-round nature of the *UCDC* program, however, may disproportionately increase the Internship Coordinators' workload.** *UCDC*'s internship placement process is essentially continuous throughout the year, and in addition to coordinating this process for 11+ months out of the year, Coordinators must also advise students enrolled in the current term. For example, at the end of the Fall term, each Coordinator is coordinating the placement process for the 92 upcoming Winter students, while also collecting evaluations and conducting final meetings with their 100 Fall students (and occasionally, their internship supervisors). Additionally, as employer relations managers, they are continuously communicating with existing internship hosts and building relationships with potential new hosts. ***UCDC* should consider increasing the staffing level of the unit, evaluating the division of responsibilities between the staff, and reassessing the internship placement process to maintain a manageable workload.** 40% of *UCDC* staff and two of the five Campus Coordinators also offered this suggestion, recommending that *UCDC* evaluate the structure and division of responsibilities within this team.

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[20] https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/ArticleType/ArticleView/ArticleID/94.aspx

Business and Information Services

The **Business and Information Services** team manages *UCDC*'s budget, information technology, and other day-to-day business processes. Staff in this team work regularly with the various UC Office of the President units that support UCDC, such as Human Resources, Procurement Services, and the Business Resource Center. They manage all *UCDC* technical systems and all human resource and finance operations. The team is led by the **Manager for Business and Information Services**.

Four of the staff in this team are dedicated to information technology (IT) and provide IT services for the entire building, including *UCDC* students and other tenants. The **IT Manager** oversees the entire operation, managing service requests, network and internet needs, individual user accounts, UCDC's IT systems, and a server room located on the second floor of the building. The team also includes a **Network Infrastructure Engineer** and two **Network Services Administrators** who manage day-to-day operations and issues. The staff in this unit work in staggered schedules during standard business hours to ensure at least one individual is on call. With the exception of student move-in days, after-hours events, or emergencies, this team does not provide after-hours support.

The Manager for Business and Information Services also oversees two **Budget Analysts** who manage *UCDC*'s financial activity and its annual budget. They work to ensure appropriate allocation of UCDC's building and IT expenses and track UCDC's revenue.

Building and Housing Services

The **Building and Housing Services** team, led by a **Manager of Building and Housing Services**, is responsible for all aspects of *UCDC*'s physical plant, building operations, and housing and residential life. This includes auxiliary operations, student and guest housing, student services, and any occupancy or lease agreements in the building. The Manager also serves as the primary liaison with Complete Building Services, Inc. (CBS), the third-party property manager who provides maintenance and security services. He is supported by a **Coordinator of Auxiliary Services** who also works with CBS, supports the building's daily operations, and oversees auxiliary operations like parking and events.

The Manager also oversees the unit's five Student Services staff, which includes three Coordinators of Student Development, an Associate Director of Student Services, and the Director. All five of these staff live in UCDC full-time, oversee the student residential experience, and fill many of the roles of a campus residence life staff. This includes coordinating student housing contracts, housing assignments, move-in and move-out days, student orientations, and co-curricular programming. They rotate "duty shifts" supervising the residential portion of the building after hours, and manage the delivery of a variety of student services. The staff in this group are often the first responders for students of concern, and are responsible for issues related to Title IX, disability services, and student conduct. The staff are also first responders to urgent facility concerns and incidents, such as fire/flood, outages, etc. Unlike a campus, we have no campus police, fire department, or physical plant staff to contact in case of emergency. The **Director of Student Services** also manages the contract with Parkhurst and Associates Psychological Services, who offers psychological and counseling services to *UCDC* students.

Some stakeholders suggested that this unit's current structure, in which student services and residence life are facilitated by the same staff who report to a facilities manager, is not optimal. Staff suggested that the structure is not as effective as it could be because building management and student services are related, but distinct, functions. Traditionally, for example, campus housing and residence life report through a Student Affairs or Dean of Students office, as do student service units like

student conduct. On all nine UC campuses, for example, Student Conduct is a Student Affairs office separate from both Residential Life and Facilities Management.

Governance

Three primary groups advise and govern *UCDC*. These groups serve as decision-making and consultative bodies for various components of UCDC's activity:
- The **Governing Council,**
- The **Academic Advisory Committee,** and
- The **Operations and Management Advisory Committee.**

The sections below describe the composition, roles, and responsibilities of these groups.

Governing Council

The *UCDC* **Governing Council** is comprised of 13 members, with representation from the UC Office of the President, *UCDC* staff, campus faculty, and senior campus administration. The Council was founded in 2010 to serve several key functions, including:
- Overseeing UCDC's budget;
- Advising on UCDC's operations;
- Managing the review and hiring of the Executive Director; and
- Providing strategic direction and general visioning for UCDC.

Whereas the Academic Advisory Committee and Operations and Management Advisory Committee advise Executive Director Shapiro, the Governing Council has formal decision-making authority over student fees, facilities plans, and operating procedures. The UC Provost appoints members of the Governing Council for three-year terms, and the group convenes two-four times each year. The table below outlines membership of the Governing Council.

TABLE 10: GOVERNING COUNCIL MEMBERSHIP

Name	Title	Organization
Scott Waugh	Council Chair, Executive Vice Chancellor and Provost	UCLA
Matthew Beckmann	Associate Professor, Political Science	UC Irvine, Representing Academic Advisory Council
Nathan Brostrom	Executive Vice President and Chief Financial Officer	UC Office of the President
Michael Brown	Provost and Executive Vice President, Academic Affairs (Ex Officio)	UC Office of the President
Wilfred E. Brown	Associate Vice Chancellor, Housing, Dining & Auxiliary Enterprises	UC Santa Barbara
Susan Carlson	Vice Provost, Academic Personnel and Programs (Ex Officio)	UC Office of the President
James Danziger	Professor, Political Science	UC Irvine
Bob Jacobsen	Dean of Undergraduate Studies, College of Letters and Science	UC Berkeley
Heavenly Clegg	Business Manager	*UCDC*
Helen Shapiro	Executive Director (Ex Officio)	*UCDC*
Margaret Leal-Sotelo	Staff, Assistant Provost	UCLA
Stephen C. Sutton	Interim Vice Chancellor, Student Affairs	UC Berkeley
Daniel Wirls	Professor, Political Science	UC Santa Cruz

The current Governing Council includes representatives from five of the ten UC campuses. Notably, the Council's current chair, Scott Waugh, has served on the committee since its founding and has been a

champion of *UCDC.* Chair Waugh is stepping down from the Governing Council in July 2019. The Academic Advisory Council has representation from each campus. The Governing Council was designed to represent system-wide committees representing functional areas, such as VPDUEs, Housing, Student Affairs, etc. Each committee selects its own GC delegate. All UCDC committees draw from only 9, not 10 campuses, since UCSF does not participate in undergraduate programs.

Other systemwide programs maintain similar governing bodies. The table below highlights *UCDC*'s Governing Council compared to some these groups.

TABLE 11: OVERSIGHT GROUPS FOR UC SYSTEMWIDE PROGRAMS

Program	Group	Meetings	Members	UCOP	Faculty/Senate	Campus
Innovative Learning Technology Initiative	Steering Committee	26 times per Year	6	4 *Incl. Directors*	2 *Chair & Vice-Chair*	0
UC Center Sacramento	Advisory Board	~4 times per Year	19	2 *Academic Affairs*	3 *Faculty*	1 *Administrator*
UC Education Abroad Program	Governing Committee[21]	~4 times per Year	17	4 *Academic Affairs*	6 *Faculty*	6 *Administrators*
UC-Mexico Initiative	Leadership Council	~2 times per Year	15	3 *Academic Affairs*	3 *Faculty*	9 *Administrators*
UC Washington Center	Governing Council	~4 times per Year	13	5 *Incl. Director*	4 *Faculty*	4 *Administrators*

UCDC's Governing Council is comparable in size and meeting frequency to the governing groups of most other systemwide programs. As is the case with the *UC Education Abroad Program* and *Innovative Learning Technology Initiative*, *UCDC*'s Governing Council has significant review and approval authority over items like annual budgets, annual reports, programmatic reviews, and the performance review of the Director. The *UC Center Sacramento*'s Advisory Board is an exception to this structure, as it is more advisory in nature. As an older and more mature program, *UCDC* benefits greatly from a governing group that has decision-making authority and representation from diverse stakeholders who are long-time champions of the program.

Academic Advisory Committee

The **UCDC Academic Advisory Committee** consists of 15 members and includes UC Office of the President representatives, *UCDC* staff, and faculty or administrators from all nine undergraduate campuses. The committee meets quarterly and advises Executive Director Shapiro on different components of the academic program, including:
- Curriculum;
- Academic policies;
- Course articulation;
- Student recruitment; and
- Instructor hiring.

The Committee ensures the inclusion of faculty perspectives in the academic program and works to maintain its rigor and spirit. They review all proposed academic appointments each year, and provide

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[21] The governance structure for the *UC Education Abroad Program* is being reconstituted; these statistics represent the prior configuration through AY2018.

input on the performance review of the Executive Director. Several Committee members also serve as their campus's *UCDC* Faculty Director, which is described in further detailed in a subsequent section. Committee members are nominated by campus Provosts or the Academic Council, and are appointed by the UC Provost. Their terms range from two-three years. The table below outlines the current membership of the Academic Advisory Committee.

TABLE 12: *UCDC* ACADEMIC ADVISORY COMMITTEE

Name	Title	Organization
Ahmad Ahmad	Professor, Religious Studies	UC Santa Barbara, Faculty-at-large representative, not campus rep
Matthew Beckmann	Committee Chair; Associate Professor, Political Science	UC Irvine
Eva Bertram	Associate Professor, Political Science	UC Santa Cruz
David Biggs	Associate Professor, History	UC Riverside
Susan Carlson	Vice Provost, Academic Personnel and Programs	UC Office of the President
Edward Caswell-Chen	Professor, Nematology	UC Davis, representing UCEP
Bob Jacobsen	Dean, Undergraduate Studies, College of Letters and Science	UC Berkeley
Thad Kousser	Chair, Department of Political Science	UC San Diego
Mark Peterson	Chair, Department of Public Policy	UCLA, Faculty-at-large representative, not campus rep
Heavenly Clegg	Business Manager	*UCDC*
Helen Shapiro	Executive Director	*UCDC*
Matt Traxler	Associate Vice Provost, Academic Planning	UC Davis
Pat Turner	Senior Dean and Vice Provost, Undergraduate Education	UCLA
Elizabeth Whitt	Vice Provost and Dean, Undergraduate Education	UC Merced
Xiaojian Zhao	Associate Dean, Undergraduate Education	UC Santa Barbara

UCDC is one of only a handful of systemwide programs which have dedicated faculty oversight groups. The table below highlights *UCDC*'s Academic Advisory Committee compared to some other systemwide programs.

TABLE 13: FACULTY OVERSIGHT GROUPS FOR UC SYSTEMWIDE PROGRAMS

Program	Group	Meetings	Members	UCOP	Faculty/Senate	Campus
President's Postdoctoral Fellowship Program	Faculty Advisory Committee	~4 times per Year	18	0	18 *Faculty*	0
UC Center Sacramento	Faculty Council	~12 times per Year	11	1 *Academic Affairs*	10 *Faculty*	0
UC Washington Center	Academic Advisory Committee	~4 times per Year	15	3 *Incl. Director*	12 *Faculty*	0

The *UC Center Sacramento* and *Presidential Postdoctoral Fellowship Program* each maintain similar advisory groups, and they are both comparable in size to *UCDC*'s Academic Advisory Committee. The role of these faculty oversight groups tends also to be comparable, focusing on the curricular or academic

aspects of the program. Notably, *UCDC* benefits from having members at various levels of campus academic leadership, including Professors, Department Chairs, and two Deans of Undergraduate Education.

Operations and Management Advisory Committee

In addition to the two groups above, *UCDC* also convenes a more informal advisory group with a specific focus on UCDC's building operations. The **UCDC Operations and Management Advisory Committee (OMAC)** is comprised of 15 members from the UC Office of the President and the *UCDC* staff. This group is primarily responsible for advising *UCDC* staff on policies that impact *UCDC*'s ongoing operations, business functions, and facilities management. The group is designed to assemble members of the UC Office of the President's operational and administrative units (e.g., Human Resources, Information Technology Services, Budget Office) who already correspond individually with *UCDC* staff as needed.

This ad hoc group is intended to meet at least biannually and has been convened one to two times in the last year or two. Some members of this committee did not realize they were formal members, and several expressed that while they advise *UCDC*, they have only basic knowledge of it. The table below outlines membership of the OMAC.

TABLE 14: *UCDC* OPERATIONS AND MANAGEMENT ADVISORY COMMITTEE

Name	Title	Organization
Holly Ackley St. John	Interim Managing Counsel, Office of the General Counsel	UC Office of the President
Karen Arnold	HR Business Partner, Human Resources	UC Office of the President
Shirley Bittlingmeier	Committee Chair; Client Services Officer, Information Resources & Communications	UC Office of the President
Joshua Brimmeier	Director of Student Services	*UCDC*
Jennifer Diascro	Associate Academic Director	*UCDC*
Steve Garber	Director, Division Administration, Academic Affairs	UC Office of the President
Rick Greene	Manager, Local Procurement, Business Resource Center	UC Office of the President
Mac Hamlett	Manager, Building & Residential Services	*UCDC*
Gary Leonard	Executive Director, General Liability & Property Programs, Risk Services	UC Office of the President
Steven Murray	Director, Building and Administrative Service Center	UC Office of the President
Kristen Neal	Associate Director, Budget & Finance	UC Office of the President
Brad Niess	Director, Business Resource Center	UC Office of the President
Patricia Osorio-O'Dea	Director, Academic Program Coordination, Academic Personnel and Programs	UC Office of the President
Heavenly Clegg	Business Manager	*UCDC*
Michael Sesay	Chief Technology Officer	*UCDC*

UCDC's OMAC is unique among systemwide programs. While others, such as the *Innovative Learning Technology Initiative* and *UC Center Sacramento*, also work with the UC Office of the President's administrative units, none of them convene these stakeholders in a collective advisory capacity. Several *UCDC* stakeholders suggested that the OMAC is necessary because of the distance between *UCDC* and the UC Office of the President. Because *UCDC* staff are responsible for the day-to-day management of the building and UCDC's administration, OMAC provides a regular opportunity to convene their critical UC Office of the President partners. Several OMAC members, however, suggested that due to the

infrequency of the group's meetings (approximately once per year) and its purely advisory charge, *UCDC* should evaluate the efficacy and benefit of maintaining such a committee.

Campus Coordinators

When the nine campus programs were consolidated in 2010, several of the staff were retained as **Campus Coordinators** for the new *UCDC* program**.** Today, each of the nine undergraduate campuses has a Campus-based Coordinator who acts as the liaison between their respective campus and *UCDC* staff.

During the consolidation, the roles of the Campus Coordinators shifted significantly. While they previously had oversight of all aspects of their campus's program, the current Campus Coordinator positions are primarily responsible for three key functions:

- **Marketing** the consolidated *UCDC* program and recruiting students on their home campus;
- **Facilitating** the application process; and
- **Making admissions decisions** for their home campus.

Campus Coordinators have relative autonomy over their campus's recruitment and admissions processes, so they vary between the campuses. Please note, however, that there is wide variation among the FTE allocated to these positions. Most campus coordinators have other duties besides UCDC, as described here. Their other responsibilities also vary slightly, with some performing additional administrative or instructional functions. At UC Riverside, for example, the Campus Coordinator teaches a non-credit preparation course for admitted students the quarter before they attend *UCDC.* Some Campus Coordinators also assist their students in the internship search process and correspond with them while they are in DC.

This variation in responsibilities may be due in part to the fact that Campus Coordinators are housed in a variety of departments on their home campuses, and often are only partially appointed to support *UCDC* in addition to other responsibilities. On four campuses, for example, the *UCDC* Campus Coordinators are also responsible for coordinating for the *UC Center Sacramento (UCCS).* At UC Santa Barbara, the Campus Coordinator is a Program Coordinator within the College of Letters and Science, while UC Merced's Campus Coordinator is a staff in the Office of Undergraduate Education. The table below lists the different positions and departments for the nine Campus Coordinators. Note that these assignments were up-to-date as of the fall of 2018 when this report was drafted, and the assignments may have subsequently changed.

TABLE 15: CAMPUS COORDINATOR DETAIL

Campus	Name	Title	Unit
UC Berkeley	Mary Crabb	Program Coordinator	College of Letters & Science
UC Davis	Cheryl Purifoy	Director, Washington Program	Office of Undergraduate Education
UC Irvine	Sharon Parks	Director, Capital Internship Programs	Division of Undergraduate Education
UCLA	Carol Ann Wald	Administrator	Center for American Politics & Public Policy
UC Merced	Miriam Chavez	Student Success Coordinator	Office of Undergraduate Education
UC Riverside	Katie Estrella	Academic Internships Coordinator	Division of Undergraduate Education
UC San Diego	Jennifer Homrich	Internship Counselor	Teaching & Learning Commons
UC Santa Barbara	Jacob LaViolet	Undergraduate Programs Coordinator	College of Letters & Science
UC Santa Cruz	Marianna Santana	Department Analyst	Department of Politics

Regardless of their home campus unit, none of the Campus Coordinators report formally to *UCDC* staff. **40% of *UCDC* staff felt that it is challenging for *UCDC* to depend so heavily on the Coordinators.**

60% of the Campus Coordinators and several *UCDC* staff noted that there is not a clear delineation of responsibilities between the Campus Coordinators and *UCDC*'s Internship Coordinators. Many Campus Coordinators continue communicating with their students during the internship search process and while they are in DC, and five of the ten Campus Coordinators interviewed noted that there is not a clear "hand-off" point here. Stakeholders offered varying opinions about whether such a hand-off should exist, but generally felt that the current relationship creates confusion for students and ambiguity of staff responsibilities. **100% of Campus Coordinators interviewed suggested that inconsistent and ineffective communication from *UCDC* leadership exacerbates these issues.**

In addition to communicating with Internship Coordinators, Campus Coordinators also correspond with *UCDC* staff through the **Recruitment Committee**, which was launched in 2016 by *UCDC* Associate Academic Director Marc Sandalow. The committee, which consists of the Campus Coordinators and *UCDC* staff, meets monthly to share recruitment best practices, streamline *UCDC*'s marketing efforts, and promote a cohesive *UCDC* program across the nine campuses. While the Campus Coordinators noted that this committee has been useful, four of the five suggested that *UCDC* could better engage them generally. As one described, "we're at the mercy of the UC Washington Center to tell us what our role is."

Stakeholders from both *UCDC* staff and the campuses suggested that these roles and responsibilities should be more carefully – and collaboratively – outlined. Doing so could increase consistency in the campus recruitment and admissions processes, create a clear delineation of responsibilities between campuses and *UCDC* staff, and streamline the student experience.

Campus Faculty Directors

On many of the undergraduate campuses, a faculty member – often in Political Science – serves as the *UCDC* **Campus Faculty Director**. These individuals are the primary faculty contact for *UCDC* on each campus, and in some cases oversee the Campus Coordinator. At UC Santa Cruz, for example, the Faculty Director is an Associate Professor of Political Science, and the Campus Coordinator is a staff in the Political Science department who reports to the Faculty Director.

Faculty Directors are typically involved (to varying degrees) in student recruitment, faculty review of student applications, preparing students before their term in DC, course articulation, and raising funds for student scholarships. In some cases, the Faculty Director serves on the Academic Advisory Committee and maintains close connection to *UCDC* staff. Stakeholders did not frequently mention these individuals as formal partners, however, and emphasized that their involvement with the academic program varies.

Key Partners

UCDC's staff, leadership, and advisory groups also maintain working relationships with several key stakeholders in the following groups, which are detailed below:
- **UC Office of the President** and its various units;
- **UC Campuses** and their various *UCDC* liaisons; and
- **Non-UC Partners** that correspond regularly with UCDC.

UC Office of the President

As *UCDC*'s parent unit at the UC Office of the President, the **Academic Personnel and Programs (APP)** sudivision is a critical partner for UCDC. Vice Provost Susan Carlson provides direct oversight for Executive Director Shapiro, as well as general guidance and vision for UCDC. The APP Executive Director, Pamela Peterson, works with *UCDC* staff to conduct the hiring process for visiting instructors and advise on relevant academic policy. APP's Director of Academic Program Coordination, Patricia Osorio-O'Dea, serves as a liaison between *UCDC* staff and various UC Office of the President units.

UCDC staff also work regularly with the **UC Office of the President Operations** subdivision, which includes the Human Resources, Procurement, Building and Administrative Service Center, Budget Office, and Information Technology Services departments. While *UCDC*'s Business and Information Services and Building and Housing Services teams manage UCDC's administration and operations, they consult frequently with UC Office of the President Operations units to do so. Staff in several of these units also serve on *UCDC*'s OMAC.

In addition to the *UCDC* academic program, UCDC also houses the UC Office of the President **Federal Governmental Relations (FGR)** department. FGR has played a crucial role in *UCDC* since the inception of UCDC, working to advance the UC's presence in Washington, DC, advocate on behalf of the university, and engage the federal policy and governance community. FGR has leased office space in UCDC since it opened, and the department uses space regularly for various events. FGR interacts occasionally with *UCDC* staff for alumni events, and leadership of the two units have worked to increase their partnership. Notably, however, several stakeholders noted the importance of a distinction between FGR's lobbying role and *UCDC*'s educating role.

UC Campuses

Campus Coordinators and Faculty Directors are the most formal campus partners for *UCDC* and the most consistently involved. In addition to these groups, the nine **Campus Housing Directors** are also critical partners for *UCDC*'s residential operation. The *UCDC* Manager of Building and Housing Services communicates frequently with the Housing Directors on the nine undergraduate campuses. He sits on an annual call with the Directors and works with them to resolve issues related to student housing fees, housing contracts, and *UCDC*'s bed quota model. Several stakeholders suggested that *UCDC* staff could better engage the Housing Directors to benefit the academic program and residential experience.

Non-UC Partners

Over the years, *UCDC* has partnered with many colleges and universities to form a "*UCDC* consortium." The current **Consortium Institutions** are the University of Michigan, University of Notre Dame, and the University of San Francisco. Through these partnerships, consortium members enroll their students in the *UCDC* academic program and house them in UCDC, and *UCDC* receives their tuition and housing payments as income. Consortium institutions also send faculty to teach electives in the academic program, which allows *UCDC* to expand its course offerings and increase enrollment in these courses. Mount Holyoke College and the University of Sydney are also consortium members, but they do not provide faculty who teach in the program. Additional detail on these partner institutions will be provided in subsequent sections.

UCDC recently renewed a three-year contract with **Complete Building Services, Inc. (CBS)**, a third-party company who provides maintenance and security services for UCDC. *UCDC*'s Manager of Building and Housing Services manages the partnership with CBS, which began in 2001. The Manager

communicates regularly with CBS's Project Coordinator and two on-site Maintenance Mechanics to ensure general building upkeep and the delivery of all services outlined in the services agreement.[22]

In 2007, *UCDC* established a professional service agreement with **Parkhurst and Associates Psychological Services** (Parkhurst) to provide psychological and counseling services to *UCDC* students.[23] Through this agreement, *UCDC* students have access to assessment, counseling, and referral services from Parkhurst's professional staff. One of these staff is on-site in UCDC and available to students two days per week, and students can access Parkhurst services at their office six blocks from UCDC. *UCDC* Residence Life staff also utilize Parkhurst for emergency and after-hours consultations, and the Building and Housing Services team communicates regularly with Parkhurst staff.

Future Suggestions

Stakeholders offered several suggestions related to *UCDC*'s organizational structure and its existing partnerships. The table below identifies the significant suggestions, with anticipated costs identified where applicable. The suggestions denoted with asterisks are included in the *Proposal for the Future State* section at the end of this report.

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[22] Professional Service Agreement between the University of California and Complete Building Services, Inc., July 2018
[23] Professional Service Agreement between the University of California and Parkhurst and Associates, August 2009

TABLE 16: FUTURE SUGGESTIONS FOR *UCDC*'S ORGANIZATIONAL STRUCTURE

ID	Name	Description	Costs
*** 5 ***	Evaluate the Program Administration Unit	While the internship component was frequently praised as one of *UCDC's* greatest strengths, 40% of Campus Coordinators and 40% of staff suggested that *UCDC* should evaluate the structure and division of responsibilities of the Program Administration unit (i.e. the internship team). *UCDC* should consider: 1. Distinguishing the roles and responsibilities of the Internship Coordinators from those of the Campus Coordinators, 2. Evaluating the way in which students are assigned to an Internship Coordinator once accepted into the program, 3. Hiring additional Internship Coordinators to more manageably distribute the advising and employer relations workload, and 4. Hiring a Student Affairs professional to oversee the unit, develop the staff, and reduce the direct reports to the Executive Director.	Increased Staff Effort Additional Coordinator: ~$60,000 for salary/benefits Unit Leader: ~$94,960 for salary/benefits
*** 6 ***	Revise the Campus Coordinator Role	*UCDC* staff should collaborate with Campus Coordinators to outline the Coordinator role, identify ideal job responsibilities, and create greater consistency in the position. As detailed previously, the structure of the Campus Coordinator role varies drastically across the campuses in several ways. Currently, Coordinators are housed in a variety of home departments, dedicate differing amounts of time to *UCDC* per their job descriptions, and assume a myriad of additional roles beyond recruitment and admissions.	Increased Staff Effort
7	Enhance Partnerships with Campus Senior Leaders	Many of the interviewed Campus Senior Administrators expressed interest in furthering their partnerships with UCDC either directly or through other designees. *UCDC* could consider designating a liaison to existing campus councils, such as the systemwide council of VPDUEs, to attend meetings, provide updates, and solicit input. Several stakeholders also suggested it may be valuable to centralize their representation on the advisory groups for all of UC's systemwide academic programs. *UCDC* could be one member of a shared advisory group that solicits feedback from Campus Senior Administrators.	Increased Staff & Campus Effort
8	Evaluate OMAC Alternatives	The members of the OMAC provide valuable expertise for *UCDC* but may not be leveraged in the right way. Many stakeholders noted the group's purely advisory/consultative nature and its ad hoc meeting schedule. Several OMAC members noted that they were surprised to be interviewed because they felt they had limited familiarity with *UCDC or* interacted only with individual staff when issues arise. *UCDC* should assess the value of the group and consider alternative means of engaging its members.	Increased Staff Effort

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CALIFORNIA

UNDERGRADUATE PROGRAM

The cornerstone of *UCDC* is its undergraduate academic program. Through this program, juniors and seniors from all nine UC undergraduate campuses spend a term in Washington, DC completing two program components:

- A full-term course of study, consisting of a minimum of 12 credits; and
- A 24-32-hour internship in the national capital public policy community.

During their term in the program, *UCDC* students live in UCDC, attend classes, meet with faculty and staff, work three to four days at their internship sites, attend professional development events, and explore Washington, DC. For the most part, under the consolidated *UCDC* program, students from all campuses participate in the same way.[24] The figure below provides a sample of a typical *UCDC* student's weekly schedule, though students' schedules may vary based on their courses and internships.

FIGURE 8: WEEKLY SNAPSHOT

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
9:00 AM	Internship *Full Day*		Internship *Full Day*	Internship *Full Day*	Internship *Full Day*
10:00 AM		Seminar 10AM - 1PM			
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM		Elective 6:30PM - 9:30PM	Semester Module 6:30PM - 9:30PM		
7:00 PM					
8:00 PM					
9:00 PM					

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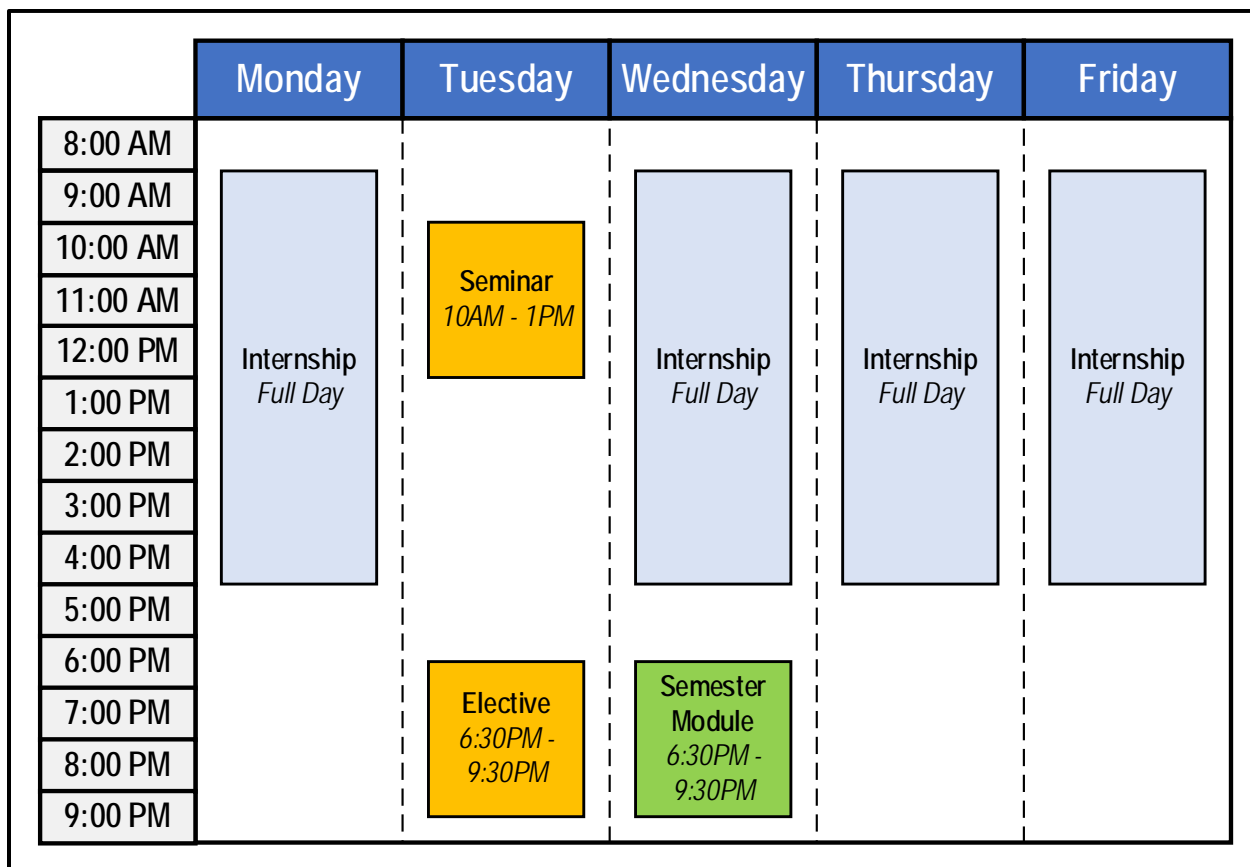
[24] Subsequent sections will detail exceptions to this structure.

UCDC generally encourages students to set an internship schedule that allows them to complete their courses in a single day. Because *UCDC* students choose from a variety of course options, the above schedule differs slightly between students, but the workload and time commitment remain the same.

Stakeholders generally underscored the importance of the academic program in the grand scheme of UCDC. As one noted, "It truly was created to serve undergraduate students...the focus really is the undergraduate experience." The following sections will offer a deeper dive into the different components of this experience, including:

- **General Structure:** *UCDC's* consortium partnerships with other institutions, and the campus quota model;
- **Admissions and Registration:** Recruitment and application to *UCDC*, enrollment and course registration, and course grading;
- **Courses:** *UCDC*'s course offerings, articulation process, and instruction model;
- **Enrollment:** Historical and projected enrollment trends;
- **Internships:** Placement process, internship trends, and internship market comparison;
- **Housing:** *UCDC*'s housing placement process, student experience, residence life services, and campus bed commitments;
- **Cost of Attendance:** *UCDC* student costs, including tuition and fees and financial aid; and
- **Student Services:** Overview of services provided to *UCDC* students.

The final two sections will offer comparisons to similar experiential academic programs and future suggestions offered by stakeholders.

General Structure

The structure of *UCDC*'s undergraduate program is distinct from that of other systemwide academic programs in two key ways. These two features, defined below, affect all aspects of the undergraduate program:

- The **UCDC Consortium**, through which UCDC partners with other colleges and universities with similar programs or interest in *UCDC;* and
- The **Quota Model,** which allows *UCDC* to guarantee student commitments from each campus participating in the undergraduate program or using UCDC's residential facilities.

UCDC Consortium

A key component of *UCDC*'s academic program is the involvement of other, non-UC institutions. Since 2003, *UCDC* has partnered with nine other higher education institutions who could theoretically enroll their students in *UCDC*'s academic program. Over the years, UCDC has not had this many schools participate in our academic program. The Consortium refers only to those semester-based campuses with which we pool semester electives. The current members include USF, Michigan, and Notre Dame. They do NOT, as stated here, pay UCDC tuition, Their students do pay for housing, and we pool elective offerings so that our semester students – who are required to take an elective – have more options. UCDC had this arrangement with Penn, but they no longer allow their students to take non-Penn electives, and as of fall 2019, will no longer be in the building. The University of Sydney and Mt. Holyoke College are not consortium members. Their students pay to enroll in our courses. This was also the arrangement with Carnegie Mellon from 2015-17. Washington University also was never a consortium member. It rented classroom and office space and housed students in our building, but ran its own academic program. Purdue only sent students for a few weeks at a time, and did not participate in our program or pay tuition. The academic benefits from the consortium accrue to our semester students by

increasing elective course offerings. It has nothing to do with class size, however, as stated on p. 48. Like *UCDC,* many of these schools offer similar experiential programs focused on public policy coursework and internships. Generally, these institutions have contacted *UCDC* leadership to express interest in the program.

The inclusion of the consortium institutions in the academic program can be complex. The table below provides a general overview of the program's structure for UC and consortium students.

TABLE 17: *UCDC* STRUCTURE FOR UC CAMPUSES AND CONSORTIUM INSTITUTIONS

Term	Bed Commitments	*UCDC* Courses	*UCDC* Internships
Fall, Winter, Spring	UC + Consortium	UC + Consortium	UC only
Summer	UC + Consortium	None	UC only

During the academic year (Fall, Winter, and Spring terms), *UCDC*'s full academic program is offered. Both UC campuses and consortium institutions commit to filling beds in the building with students (additional detail is provided in the next section) and enrolling students in *UCDC* courses. Consortium students complete internships as part of their home campus's program, so they do not utilize *UCDC*'s Internship Coordinators or their services. During the summer, both UC campuses and consortium institutions fill beds in UCDC, but no *UCDC* courses are offered, and consortium students complete internships as they do during the year.

Over the years, the institutions participating in the consortium and the number of students they send has varied. The table below highlights the institutions that have participated for the last ten years.

TABLE 18: CONSORTIUM INSTITUTION PARTICIPATION (AY09 – AY18)

Name	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Carnegie Mellon University							X	X	X	
Purdue University					X	X	X			
University of Michigan	X	X	X	X	X	X	X	X	X	X
University of Notre Dame						X	X	X	X	X
University of Pennsylvania	X	X	X	X	X	X	X	X	X	X
University of San Francisco							X	X	X	X
University of Sydney			X	X	X	X	X	X	X	X
Washington University, St. Louis			X	X	X	X				
Total	2	2	4	4	5	6	7	6	6	5

Between AY09 and AY18, *UCDC* partnered with eight consortium institutions – anywhere from two and seven institutions each year. The University of Michigan and University of Pennsylvania have participated

each year for the last decade[25], while other institutions have participated for only a handful of years. Consortium institutions for the current year, AY19, include:

- The University of Michigan,
- The University of Notre Dame,
- The University of San Francisco,
- The University of Sydney, and
- A pilot partnership with Mount Holyoke College.

Consortium institutions benefit in several key ways from their partnership with *UCDC:*

- **Physical Space:** Many consortium institutions offer their own Washington, DC experiential programs, but none of them have a physical presence in DC. Through their partnership with *UCDC*, these programs can rent faculty offices and classrooms in UCDC, as well as provide housing for their students.
- **Expanded Curriculum:** Consortium institutions integrate their academic programs with *UCDC*'s, allowing them to expand their curriculum and the courses available to their students.
- **Increased Enrollment:** *UCDC* students can take courses taught by consortium faculty as part of the program, which helps consortium institutions fill their classes and increase student diversity.

UCDC benefits in several key ways from its consortium partnerships:

- **Additional Housing Revenue:** Consortium institutions contract with *UCDC* to provide housing for their students. Schools commit to filling a certain number of beds each term, and their students pay housing fees to *UCDC.* UCDC accommodates non-UC campuses in part to fill our building beyond the UC quota commitments.and helps *UCDC* cover the residential portion of the building's debt service and expenses. For example, the current agreement with the University of Sydney helps *UCDC* fill beds during the Winter terms when UC campuses often struggle to meet their commitments.
- **Increased Elective Options:** Because *UCDC* students from semester campuses (i.e. UC Berkeley and UC Merced) are required to take an elective as part of their course of study, *UCDC* staff recognized the need to provide additional elective options. Many of the institutions in the consortium, which also operate on semester calendars, provide faculty who teach elective courses. *UCDC* semester students can fulfill their elective requirement with these courses, and *UCDC* staff do not have to rely as heavily on UC faculty to teach.
- **Larger Class Sizes:** With only two of the nine UC undergraduate campuses operating on semester schedules, class sizes for semester electives were relatively small. The addition of students from the consortium schools increases the size of semester electives to a level that justifies their offering and provides a more robust instructional environment.

UCDC has benefited greatly from its relationships with the consortium institutions. Executive Director Shapiro manages these relationships and the formal contracts with each institution. She and the Governing Council have ultimate authority over the creation or termination of these contracts. As part of the contracts, *UCDC* and the partner institutions outline enrollment commitments, tuition and housing payments, and the provision of classroom and office space in UCDC. Additional detail on the contracts with each of the current consortium institutions can be found in *Appendix III: Consortium Contracts*

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[25] *UCDC* ended the partnership with University of Pennsylvania in FY19.

Quota Model

When UCDC first opened in 2001 as a systemwide facility, it was clear that a steady, reliable enrollment was needed to fill beds in the building's residential space. Anticipating this need, each campus was asked to propose the number of students it expected to be able to send each term. These initial commitments became the basis for the quota model used by *UCDC* to meet their enrollment goals today. Under this model, each UC campus commits to sending a certain number of students to UCDC each term; consortium institutions also commit a certain number of students in their agreements with *UCDC*. The quota model has a critical impact on multiple aspects of *UCDC*'s operations, including:

- **Enrollment:** Campus commitments during the academic terms (Fall, Winter, Spring, and Summer) allow *UCDC* to set their enrollment targets and plan the academic program.
- **Residential Availability:** Many campuses also commit to sending students to live in UCDC during the Summer for other purposes (i.e. UC Berkeley's summer internship program). These campuses have Summer housing commitments in addition to their academic year commitments, which allows the Residential Services staff to reliably plan for building occupancy year-round.
- **Tuition and Housing Revenue:** *UCDC* receives tuition and fee revenue for students enrolled in the academic program, as well as housing revenue from students living in UCDC at any point throughout the year. The campus commitments help UCDC forecast this revenue and budget appropriately for their activities.

Campus commitments vary by campus and term. For example, UC Berkeley and UC Merced – the semester campuses – commit students only during the Fall and Winter terms and do not have additional Spring commitments. The University of Sydney sends students only during the Winter term. The actual number of students committed also fluctuates. UCLA caps its commitment at 30 students in any given term, while UC Riverside commits 17 students in the Winter and 20 students in the Fall and Spring terms. All quarter campuses have a pre-determined reduction in their quota for Winter quarter to accommodate the Australian students. If the University of Sydney contract was not renewed, the quarter campus quotas would return to their Fall and Spring commitment levels.

Stakeholders frequently noted that one of the challenges with *UCDC*'s quota model is the enrollment and financial shortfall that occurs when campuses do not meet their commitments. The figure below shows the percentage of these commitments that have been met each year by UC campuses collectively and consortium institutions collectively.[26]

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[26] Includes all terms – Fall, Winter, Spring, and Summer – because campuses commit students during all four terms.

FIGURE 9: PERCENT OF TOTAL COMMITMENTS MET (AY09-AY18)
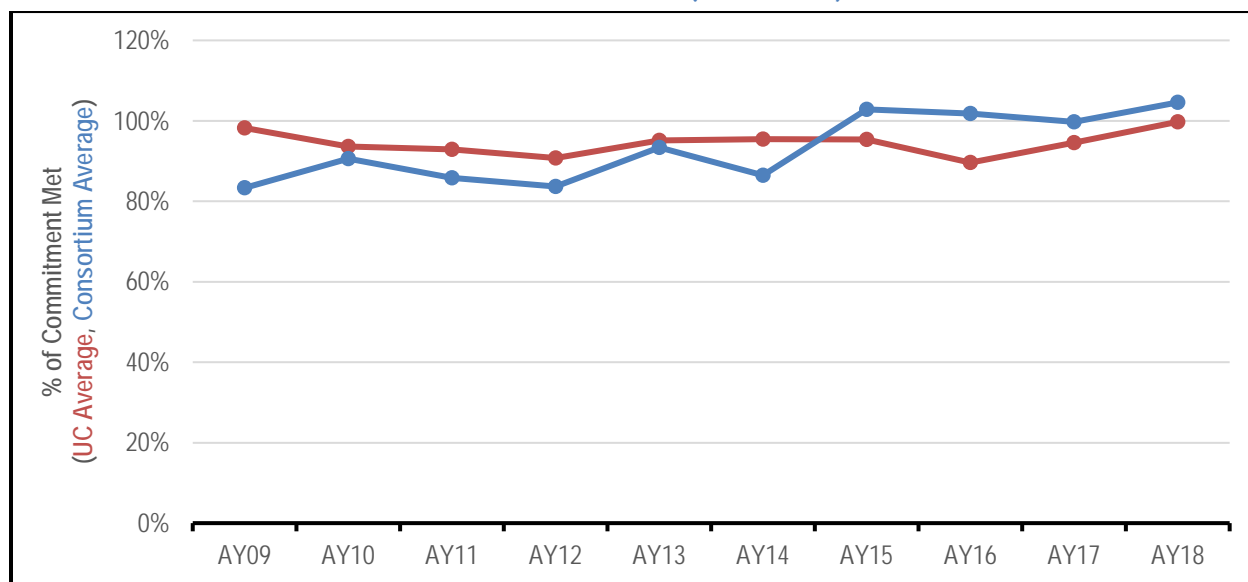
Over the last ten years, the overall percent of commitments met by UC campuses collectively has remained fairly consistent, with an average of 95% met each year. In other words, across all terms and campuses, on average, each year the UC system collectively sent 95% of the number of students they committed to send. Over the same period, the percent of commitments met by consortium institutions has fluctuated more, but remained at an annual average of 93%. In just the last four years, consortium institutions have collectively met or exceeded their total commitments, sending additional students beyond their baseline commitment.

In the terms where campuses do fail to meet their commitments, they are responsible for paying *UCDC* the difference in tuition and housing. To prevent this shortfall, some UC campuses have built requirements to guarantee the commitment of accepted students. The UC Irvine Campus Coordinator, for example, requires students to pay a non-refundable housing fee once they accept their offer of admission. UC Riverside requires students to complete a non-credit preparatory course "to create social commitment" to the program. *UCDC* also uses "bed pooling," which allows shortfall from one campus to be covered by the surplus of another, to account for enrollment shortfalls centrally. This bed-pooling only addresses campus housing commitments, not tuition. Each campus transfers tuition revenue to UCDC based on its quota commitments, regardless of whether they exceed or fail to meet the quota. For example, in Fall 2017, UC Santa Barbara enrolled four less students than its commitment, which was offset by four students that UC Santa Cruz enrolled beyond its baseline commitment. A breakdown of campus commitments by term can be found in *Appendix IV: Undergraduate Enrollment.*

Individual UC campuses have occasionally altered their commitments over the years for a variety of reasons, including the addition or removal of consortium institutions. The entire model was last evaluated and updated in AY14, but as one stakeholder suggested, "the quotas have never made sense from any logical standpoint." In general, stakeholders noted that while the initial campus commitments may have made sense at the time, the current model is not ideal for a number of reasons:

- **Unreasonable Commitments:** One campus stakeholder noted that it requires "more time to manage the quota than is worth the arbitrary rule system." In other words, campuses spend a

great deal of effort trying to meet an enrollment commitment that may not be the most reasonable for their campus.

- **Misguided Enrollment Incentives:** 30% of staff and 40% of Campus Coordinators interviewed suggested that the quota model may perversely incentivize campuses to admit students who are not good candidates for the program. Several stakeholders shared examples of students who were admitted, presumably to meet the campus's quota, and were not adequately prepared academically or socially. An additional misaligned incentive created by the bed pooling arrangement is that quarter campuses who routinely surpass their quota have no incentive to increase it, as they anticipate (usually correctly) that some campuses will fail to meet theirs, thereby freeing up beds. Moreover, these campuses that surpass their quota do not pay any additional tuition for their students.
- **Creation of Campus Tensions:** 30% of staff and 40% of stakeholders interviewed suggested that the quota model creates tension between the Campus Coordinators and campus housing units. The former are responsible for enrolling enough students to meet the campus's commitment, but the latter are responsible for paying *UCDC* the difference if the commitment is not met. One stakeholder noted that campuses meet the quota "with their teeth gritted because it pressures them so much financially."

Admissions and Registration

As a competitive, systemwide academic program, *UCDC* draws students from all nine UC undergraduate campuses. The following section outlines the various processes required to recruit these students for the *UCDC* undergraduate program, enroll them, and register them in the program, which include:

- **Recruitment and Application**: the process through which *UCDC* and the campuses market and recruit students, and the process through which students apply and are selected for the program;
- **Registration:** the process of enrolling in *UCDC* and registering for courses; and
- **Grading:** the process of submitting, finalizing, and sending student grades to their home campuses to be recorded on their transcripts.

Recruitment and Application

Because *UCDC* is not located on a campus, the undergraduate program is heavily reliant on the Campus Coordinators to bring students into the enrollment pipeline. While *UCDC* staff provide marketing giveaways, flyers, and other materials for the campuses, each campus effectively coordinates its own marketing and recruitment process. As one Campus Coordinator noted, *UCDC* gives campuses a deadline for submitting their participants, and campuses are essentially free to plan their own recruitment and application process around that. Campus Coordinators work with faculty and other campus contacts to raise awareness of *UCDC*, build interest, and answer student questions. Coordinators mentioned several ways in which they market to students, including speaking to classes and student organizations, meeting with individual department advisors, posting flyers, and conducting information sessions.

The Recruitment Committee, mentioned previously, convenes monthly to discuss recruitment strategies, share best practices, and act as a forum for collaboration between the program and campus staff. *UCDC* also began awarding $1,200 stipends to campuses to support a Campus Ambassador program. Ambassadors are former *UCDC* students who help market and advertise the program when they return to their home campuses. These students are typically supervised by the Campus Coordinators or a faculty representative.

On four of the nine undergraduate campuses, the *UCDC* Campus Coordinator also serves as a Campus Representative for the *UC Center Sacramento (UCCS)*, a similar systemwide academic program that includes an internship experience and full course of study*.* These shared individuals are responsible for marketing, recruiting, and selecting students for both programs. At UC Irvine, *UCDC* and *UCCS* are collectively administered as the "Capital Internship Program," and are done jointly or in parallel. UC Santa Barbara follows a similar approach. Campus Coordinators occasionally noted that *UCDC*'s quota model may incentivize them to prioritize *UCDC* during marketing and recruitment. One noted that since their campus is "on the hook for filling *UCDC* beds," they feel pressure to devote additional time, energy, or resources to promoting *UCDC*.

The method of applying to *UCDC* also varies by campus. A few years ago, *UCDC* coordinated an effort to centralize this process through a common application hosted on *UCDC*'s Student Information System (SIS). Campuses generally did not find the application and system effective, and in the years since, most have developed their own applications. For example, UC Irvine currently hosts a campus-specific application through Handshake, an online career and internship platform. UC Santa Cruz, on the other hand, still utilizes the central application hosted on *UCDC*'s SIS. Regardless, all applications are collected by Campus Coordinators.

The authority to review applications and offer admission to students rests with the campuses, and like recruitment, each campus handles this differently. At UC Santa Cruz, for example, the Campus Coordinator works with the Campus Director (a member of the Academic Advisory Committee) to rigorously review all applications before making admissions decisions. At UC Santa Barbara, the Campus Coordinator also conducts interviews with applicants before selecting. Once each campus has chosen its cohort of students, the Campus Coordinators send offers of admission and students accept or decline.

Finally, four of the five Campus Coordinators highlighted the great deal of preparatory work they do with accepted students before they leave for Washington, DC. Many of the Coordinators work with their campus faculty to review student resumes, hold mock interviews, meet with students individually, or conduct entire orientation sessions. *UCDC* staff also holds a series of webinars to cover program basics, residence life, and the internship search process.

Registration

Once students have applied and been accepted to *UCDC* by their home campus, the process of enrolling and registering for courses begins. **Notably, the subsequent process requires students to complete two parallel steps: they must enroll and register in both *UCDC*'s system – GoSignMeUp – and their home campus portal.** As this does not often happen, the records in the two system become misaligned and cumbersome, and the process of finalizing *UCDC* enrollment each term involves a series of cross-checks between GoSignMeUp, student-submitted forms, and instructor attendance records. Campuses rely on *UCDC* to provide accurate, final enrollment data, so this process is critical. The figure below outlines these steps.

FIGURE 10: ENROLLMENT AND REGISTRATION PROCESS
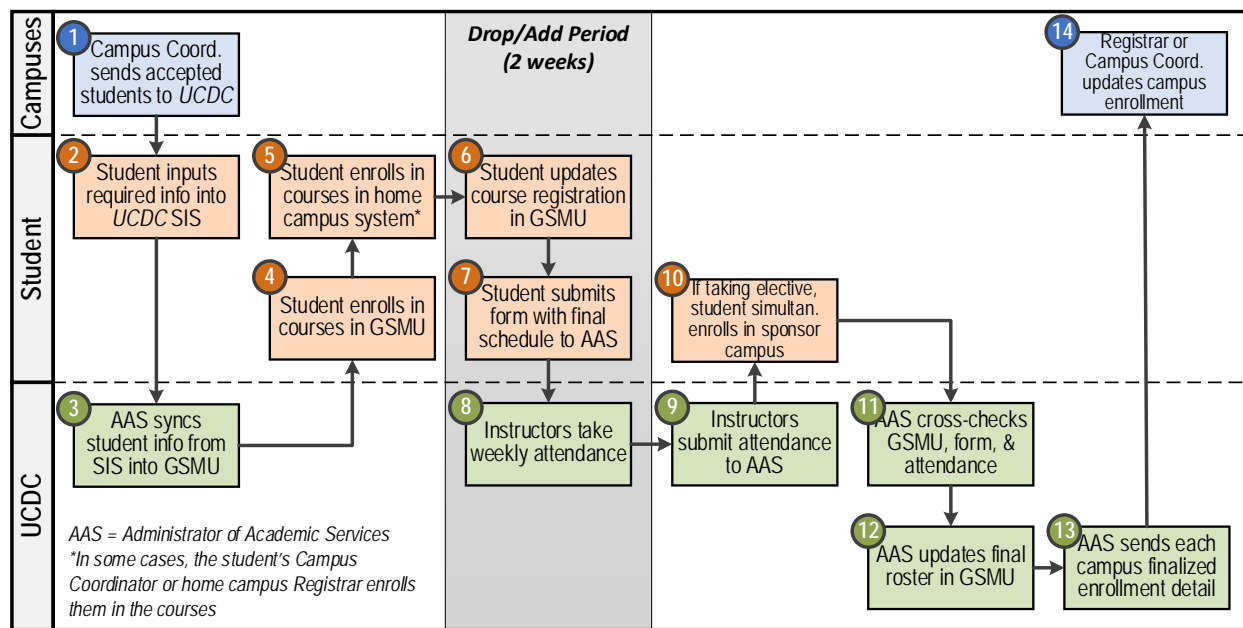
The stakeholders involved in this process underscored its complexity, with one specifically noting that "it's incredibly complicated." In particular, the dual course registration systems threaten the accuracy of enrollment records and create an additional administrative burden. Ideally, during the first two weeks of the term (the drop/add period), students update their course registration in both their home campus system and GoSignMeUp. In reality, students may update only one system – or neither – which results in substantial back-end clean-up for *UCDC* staff. One stakeholder explained how this process requires the Administrator of Academic Services to collect the student-completed schedule forms and the faculty attendance records, and manually cross-check them with the records in GSMU. Any changes are made individually by the Administrator of Academic Services at this time, and the window of time to complete this clean-up and finalize enrollment (steps 8-13) is limited because of campus drop/add deadlines. The steps taken at UCDC eliminate most inaccuracies so that student registration records are ready to receive final course grades. Bringing on a full-time registrar and improving our procedures has also helped.

In addition to enrolling in their home campus system and *UCDC's* GSMU, any student taking an elective course must simultaneously enroll in the campus sponsoring that course.[27] Because *UCDC*'s electives change frequently and are not universally approved across campuses, each course requires one campus to approve and "sponsor" it. At the beginning of each term, *UCDC*'s Administrator of Academic Services visits elective classes to explain the process to students and help them complete the simultaneous enrollment process. This involves the student completing a physical form, *UCDC* staff sharing it with the Registrar of the campus sponsoring the elective, and the Registrar enrolling the student on that campus.

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[27] https://www.registrar.ucla.edu/Registration-Classes/Enrollment-Policies/Special-Program-Enrollment/Simultaneous-UC-Enrollment

Grading

Because *UCDC* is not a campus with a standalone course catalog, it relies on the campuses to sponsor each course. The process of submitting, processing, and posting student grades is entirely dependent on the type of course and sponsoring campus.

- **Research Seminars:** All campuses provide a *"UCDC"* 'placeholder' course ID in their home campus system, in which students enroll. At the end of the term, a designee from each campus receives and inputs the seminar grades for all of their campus's students. Campuses can choose to update the placeholder course on the students' transcripts or leave it in place.
- **Electives:** Either UCLA or the course instructor's home campus approves and sponsors electives, providing course IDs tied to that campus.[28] Any student taking an elective must simultaneously enroll in the sponsoring campus, and elective grades are input by that campus's designee at the end of term. The Registrar from the sponsoring campus must then send a transcript with the elective grade to the student's home campus. The home campus Registrar must then post the final grade on the student's transcript.

The figure below outlines this process and the various stakeholders involved.

FIGURE 11: GRADING PROCESS

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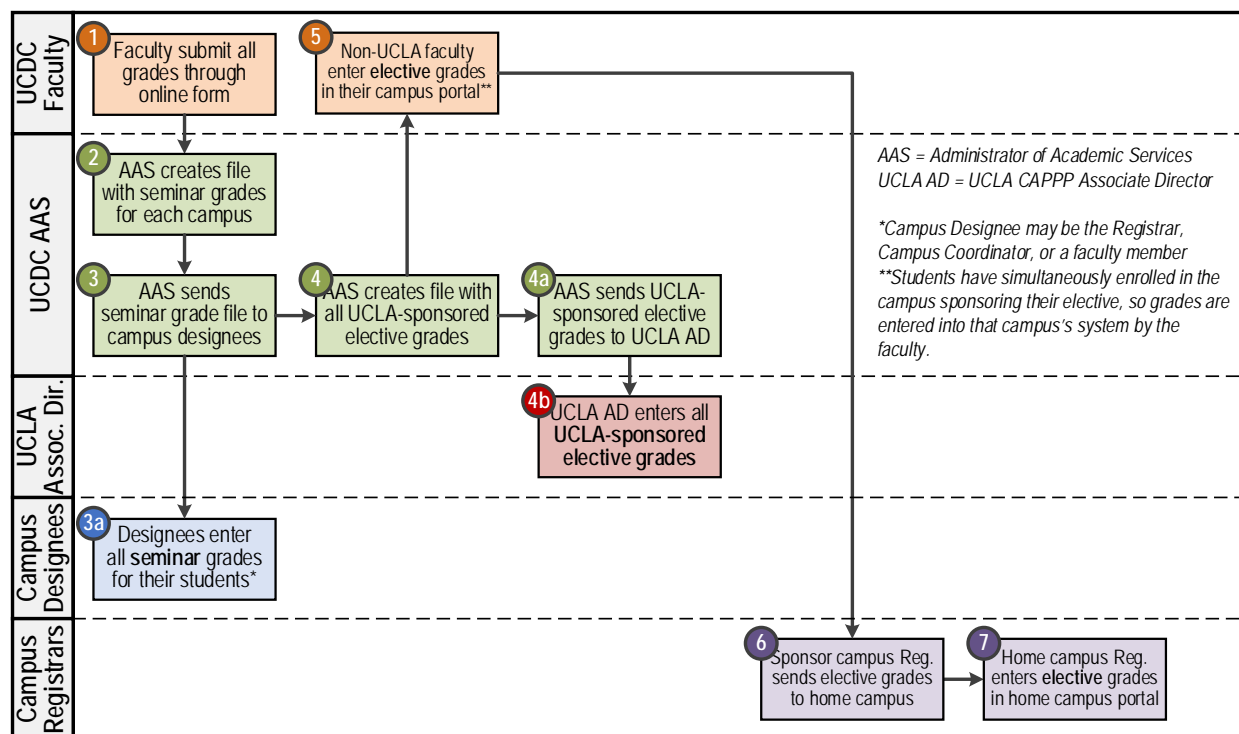
[28] UCLA "Elective" Classes to be Taught at the University of California Washington Center, December 2016

Stakeholders involved with the grading process noted that it is administratively cumbersome, risky, and often stressful for students. They highlighted several issues with this process, including:

- **Myriad Grade Handlers:** A student's grades may be entered on their final transcript by up to three different individuals, and pass between several others in the process. Each campus's designee, which is most often a faculty (i.e. UC Irvine) but can be a Registrar or Campus Coordinator (i.e. UC Merced, UC Santa Cruz), enters students' seminar grades. Elective grades are handled entirely separately and are ultimately entered by a combination of the sponsoring campus and home campus Registrars.
- **Data Security:** Grades are often passed between *UCDC* and campus staff via emailed spreadsheets before they are recorded on a student's transcript. One stakeholder specifically pointed out the concern with securing student data and the risk involved with this process.
- **Untimely Processing:** The extra steps involved in processing elective grades can result in serious delays before they appear on student transcripts, which has been problematic. One stakeholder shared an example of a senior whose *UCDC* grades were not recorded on his transcript in time for graduation because of the complexity of this process.

30% of *UCDC* staff pointed out that student enrollment, registration, and grading processes are complicated and administratively inefficient. This was often attributed to systems like the SIS not meeting *UCDC*'s needs, the lack of a standard approach to course sponsorship, and unclear roles between the campuses and *UCDC* staff. As a comparison, students at the *UC Center Sacramento* transfer to UC Davis for the term (whereas with *UCDC*, students remain enrolled at their home campus), and *UCCS* uses UC Davis's campus systems to enroll students, register them for courses, and collectively finalize grades for all courses at the end of the term. At the end of the term, UC Davis's Registar sends the course enrollments and grades to the eight other campus registrars in a similar process to the Intercampus Visitor Program. Several stakeholders familiar with both *UCDC* and *UCCS* commented that *UCCS*'s procesess were much smoother and simpler. It should be noted that UCDC offers many more courses than UCCS. One Campus Senior Administrator added that, "I hear about [*UCDC]* from the Registrar, Financial Aid office, students, and academic advisors… [*UCDC*] clearly presents more complications."

Courses

UCDC requires students to complete enough credits to maintain full-time status. Students fulfill this requirement by completing for-credit internships and taking courses at UCDC. As a systemwide academic program, these courses are a cornerstone of the student experience. 30% of *UCDC* staff, however, noted that the academic curriculum is secondary to the program's internship component. They described that from the students' perspective, *UCDC* is an experiential program focused primarily on internships, which are supplemented by the academic coursework.

The following sections will outline:
- *UCDC*'s **Course of Study**, which includes the types of courses offered each term; and
- The **Course Articulation** proces through which students receive academic credit.

Course of Study

UCDC's course of study has evolved over the years, but its purpose has remained the same. The program seeks to offer courses that give students a rigorous academic experience, integrate with their internships, and foster their interest in public service and policy. Members of *UCDC*'s Academic Services team work with Executive Director Shapiro to select courses that meet each of these goals. Course

offerings are finalized by Winter term for the following academic year, which helps campus recruiting efforts by allowing applicants to see course offerings and fit *UCDC* into their course of study.

All *UCDC* students take at least 12 credits each term – the minimum to still be considered full-time. *UCDC*'s course of study consists of two types of courses:

- **Research Seminars**: All students complete a seminar, which are topical courses focused on a specific public policy area. Students are encouraged to choose seminars that align most closely with their internships, and the coursework intentionally integrates with the internship experience. Students learn research methods, design research projects, and write papers on a variety of public policy issues. All students are required to complete a seminar, and quarter and semester students mix in the same set of seminars.
- **Electives:** Electives focus on more specific policy or political topics based on instructor interest and expertise, and are typically less writing-intensive than seminars. Semester students are required to take an elective. Quarter students are not required to take an elective, though they sometimes do. *UCDC* offers separate electives for quarter and semester students

In the last two years, *UCDC* has developed a term structure that accommodates students from both quarter and semester campuses and their different credit requirements. The figure below outlines this structure at a high level for Fall 2018.

FIGURE 12: TERM SCHEDULE (FALL 2018)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fall 2018	8/27-8/31	9/3-9/7	9/10-9/14	9/17-9/21	9/24-9/28	10/1-10/5	10/8-10/12	10/15-10/19	10/22-10/26	10/29-11/2	11/5-11/9	11/12-11/16	11/19-11/23	11/26-11/30	12/3-12/7
Courses					Quarter Students Only (10 weeks) — Elective										
	Semester Students Only (4 weeks) — Module				Semester & Quarter Students Together (10 weeks) — Seminar										
	Semester Students Only (14 weeks) — Elective														

In the Fall term, semester students arrive four weeks before quarter students and complete a full program orientation. During these four weeks, semester students complete a pre-seminar "module" that includes a handful of assignments and class meetings. The module is designed to prepare them for their seminar and ensure they complete a full term's worth of credits. When the quarterly students arrive (during the semester students' week five), they complete a separate orientation session. At this point, all students begin the same 10-week seminars, which are completed as a cohort. Elective courses remain bifurcated, with semester students taking separate electives from quarter students.

In the winter, quarter and semester semester students complete a single orientation session, and semester students remain in Washington, DC four weeks after the quarter students to complete the module. During the Spring term, all quarter students arrive together and complete a single orientation session. Several stakeholders noted that this structure, which is in its second year, creates a consistent, unified experience for the students. As one noted, "When you're here you're UC and we don't care which campus you're from." To further enhance this sentiment, all courses are held in UCDC to promote the collective nature of the *UCDC* program.

While most students follow this standard course of study, UCLA students participating in *UCDC* follow a slightly different course of study. Each term, UCLA enrolls a maximum of 30 students who take a separate seminar from the other *UCDC* students. As part of this seminar, students complete several weeks of pre-work before arriving in Washington, DC. UCLA students who choose to take an elective enroll in the same electives as the rest of the *UCDC* students.

In a given term, *UCDC* typically offers eight seminars and three-five electives for students to choose from. The specific course offerings change each term based on instructor interest and capacity, and the full catalog of courses is substantial. The table below describes the set of courses that were offered during Fall 2018, which is reflective of a typical term. A full list of *UCDC* courses offered in the last 17 terms can be found in *Appendix V: Undergraduate Courses.*

TABLE 19: COURSE DETAIL (FALL 2018; IN QUARTER UNITS)

Course Title	Course Type	Instructor Title	Instructor From	Credits	Grading
Semester Students Only					
American Political Journalism	Elective	Outlook Editor (Visiting Faculty)	The Washington Post (Notre Dame)	4	Graded, P/F
Campaigns and Elections	Elective	Faculty Director, USF in DC	University of San Francisco	4	Graded, P/F
Economics of Public Policy	Elective	Senior Vice President	Committee for a Responsible Federal Budget	4	Graded, P/F
Lobbying, Money, and Influence in Washington, DC	Elective	Director, Legislative Affairs Master's program	University of Notre Dame	4	Graded, P/F
Race & Ethnic Politics in a Post-Obama Presidency	Elective	Vice President of Policy Analysis & Research	Congressional Black Caucus Foundation	4	Graded, P/F
US Foreign Policy Towards the Middle East	Elective	Esther K. Wagner Fellow (Visiting Faculty)	The Washington Institute (University of Michigan)	4	Graded, P/F
Youth, Social Media, and Development	Elective	Visiting Faculty	*UCDC*	4	Graded, P/F
Quarter Students Only					
Advocacy and the Politics of Change in Washington	Elective	Congressional Liaison	Organization of American States	4	Graded, P/F
Money, Message & Media	Elective	Senior Executive Producer	C-SPAN	4	Graded, P/F
Religion and Public Policy	Elective	Faculty	UCLA	4	Graded, P/F
US Foreign Policy	Elective	Vice President for Defense and Foreign Policy Studies	Cato Institute	4	Graded, P/F
Washington Focus	Seminar	Faculty	*UCDC*	4	Graded, P/F
Semester & Quarter Students					
Congress and Politics in Washington, DC	Seminar	Chief of Staff	Former Chief of Staff to Nancy Pelosi	4	Graded
General Research	Seminar	Associate Director, UCLA CAPPP	*UCDC*	4	Graded
International Development	Seminar	Visiting Faculty	*UCDC*	4	Graded
International Policy	Seminar	Consultant	Dexis Consulting Group	4	Graded
Judicial Process and Politics	Seminar	Faculty	*UCDC*	4	Graded
The American Presidency and Executive Power	Seminar	Electoral Data Manager	Center for Community Change	4	Graded
The United States Supreme Court	Seminar	Reporter	The Associated Press	4	Graded
Washington Media	Seminar	Faculty	*UCDC*	4	Graded
UCLA Students Only					
General Research	Seminar	Associate Director, UCLA CAPPP	UCLA	8	Graded

In any given term, *UCDC* students – both quarter and semester – have a fair amount of choice in their course of study. As noted earlier, *UCDC* stakeholders generally spoke highly of the composition of instructors in the academic program. The table above highlights that in Fall 2018, many of the visiting instructors were Directors, Vice Presidents, or Senior Executives in their respective organizations.

As part of their course of study, *UCDC* students are able to choose from a wide variety of topics and instructors. All courses and syllabi are designed to link back to UCDC's mission of providing a public policy-focused education that supplements students' practical internship experiences. One stakeholder described the academic program as "encouraging the students to take courses…which directly speak to their experiences with our national government, public policy, and with their internships."

Course Articulation

The process of articulating *UCDC* course credits to students' home campus transcripts is entirely decentralized. With the exception of UCSC, and UCLA, all quarter students receive 4 units for seminars and electives; UCSC students receive 5 for each and UCLA students receive 8 for their seminar. Most students also receive 8 units for their internships (7 for UCSC, 4 for UCLA), so that they have the minimum required to be full-time students.. It is the student's responsibility to determine the type of credit they will receive. Students work with their home campus departments and advisors to substitute *UCDC* courses for in-major, general education, or unit credit. As noted previously, *UCDC* seminars remain fairly consistent year-to-year, and have been approved by each campus. Generally, students can get the same level of credit for these courses across campuses.

Articulation of elective credits is slightly more complicated. Per the 2016 MOU, UCLA sponsors most electives, but this does not guarantee the type of credit a student will receive for them on their home campus. Electives are not universally approved by the campuses like seminars, and the elective offerings vary year-to-year. As such, *UCDC*'s "Lobbying, Money, and Influence in Washington, DC" elective may count differently for a UC San Diego Political Science student and a UC Davis Economics student, and each must work with their home department to determine the appropriate credit.

44% of Campus Senior Administrators noted that one of *UCDC*'s greatest challenges is the lack of standardization in this process. For example, all UC Merced students can receive general education credit for their internships, but such agreements are not universal across other campuses. One Campus Coordinator also explained that "many students don't get the credit [they expected] because they don't understand the process or the courses don't line up with the courses on campus." Another noted that course articulation is often particularly problematic for students outside of Political Science and Public Policy majors, and seniors who don't receive the credit they expected and needed for graduation.

Several Campus Coordinators mentioned working as intermediaries between students and faculty to resolve these issues; students also frequently approach *UCDC*'s Administrator of Academic Services with questions about course equivalencies. One campus stakeholder noted that the proces is "labor-intensive," but the biggest concern is "the anxiety it creates for the students." None of the individuals who support students in this process have broad authority or ownership over the course articulation process, which may contribute to these challenges.

Enrollment

In the last five years alone, *UCDC* has enrolled over 3,300 students in its academic program, including approximately 2,600 UC students. This equates to an average of 669 students (529 UC

students) per year across the three academic terms (Fall, Winter, and Spring). Stakeholders frequently noted that *UCDC*'s overall enrollment has remained strong and consistent. The following sections will explore the program's enrollment, specifically:
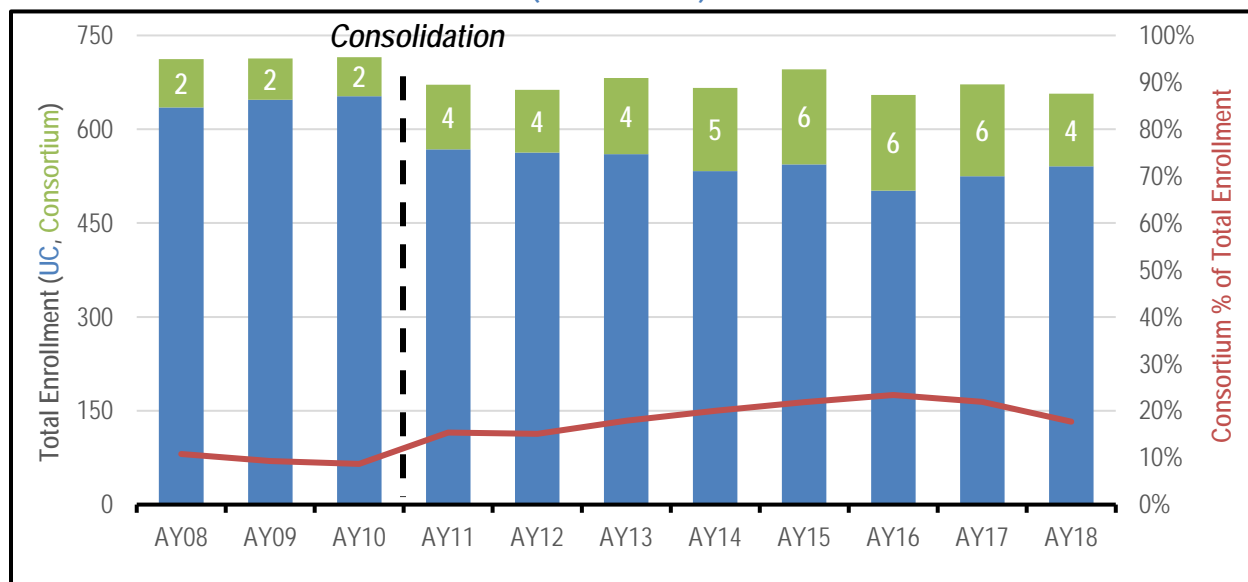
- **Trends** in actual enrollment over the last several years, and
- **Projections** for *UCDC*'s future enrollment.

Note that because this section focuses on enrollment in *UCDC*'s undergraduate academic program, each of the following figures include data from Fall, Winter, and Spring only – the terms in which the *UCDC* academic program is hosted. Some of *UCDC*'s published enrollment and bed count numbers include summer students, and may not match these metrics perfectly given.

Trends

The 2010 consolidation of the distinct campus programs, updates to the quota model, and changes in the consortium's membership all have notable bearing on *UCDC*'s enrollment. As such, a long historical view of the program's enrollment is helpful. The figure below displays total enrollment in the *UCDC* academic program for the last 11 years, broken into two categories: UC campuses and consortium institutions. White numbers represent the number of consortium institutions who enrolled students in the academic program each year.

FIGURE 13: *UCDC* TOTAL ENROLLMENT (AY08 – AY18)


Despite mild fluctuations, *UCDC* has maintained relatively stable total enrollment over the last several years. Notably, however, after the 2010 *UCDC* program consolidation, *UCDC*'s enrollment changed in several key ways:

- **Overall Enrollment Decrease:** Total annual enrollment decreased by roughly 7% between AY10 and AY11, and has not since recovered to pre-consolidation levels.

- **Addition of Consortium Institutions:** In order to maintain adequate enrollment levels, *UCDC* increased the number of institutions in the consortium. Since AY11, UCDC has maintained partnerships with at least four institutions each year.
- **Decreased UC Representation:** In AY11, the number of consortium students as a percentage of total enrollment grew, and continued to increase gradually for several years. As the percentage of total enrollment represented by UC students decreased, *UCDC* increased its reliance on consortium institutions for enrollment.

Despite these important changes, the vast majority of *UCDC*'s annual enrollment each year has remained UC students. The figure below highlights UC enrollment only for the same period, broken down by campus.

FIGURE 14: *UCDC* ENROLLMENT BY UC CAMPUS (AY08 – AY18)
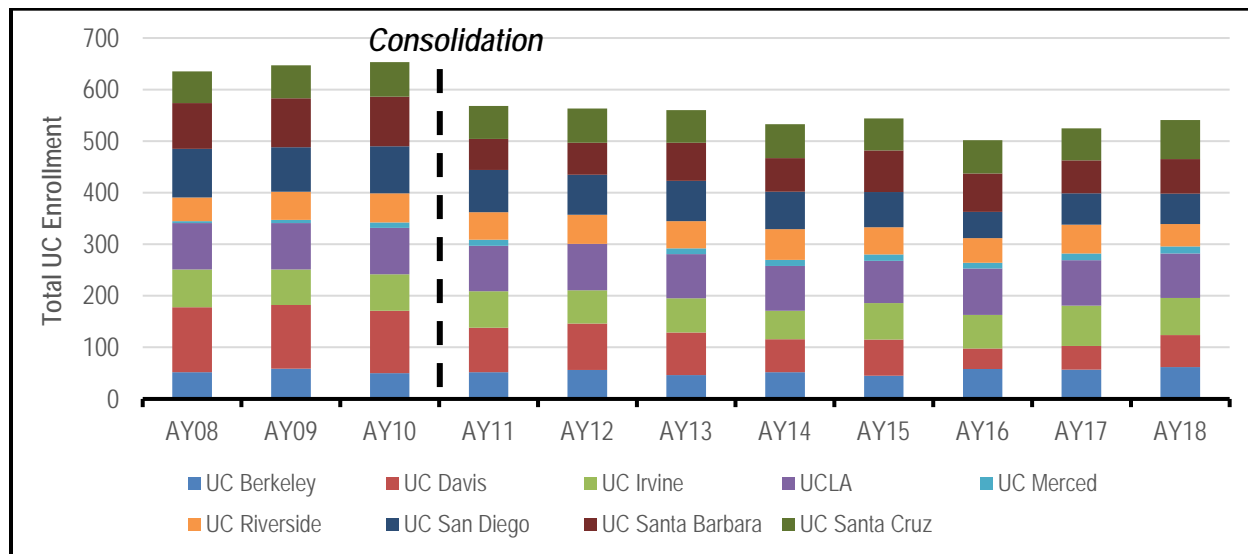
As noted above, total UC enrollment dropped by 15% between AY10 and AY11, and has remained relatively flat in the years since. Since AY11, average UC enrollment has been 542 students. In terms of UC campus representation, total UC enrollment has remained fairly diverse over the last 11 years. With the exception of UC Merced, the program has enrolled a fairly even distribution of students from the nine undergraduate campuses.[29] **This suggests that the *UCDC* academic program effectively enrolls students from across the entire UC system, and does not cater toward a single campus.**

The following table breaks down annual enrollment from the consortium institutions only for the same period of time. Again, note that this includes only students enrolled in the academic program (i.e., Fall, Winter, and Spring of each year).

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[29] UC Merced's participation – a maximum of 14 students during any given academic year – has been substantially less than the other UC campuses. Given that UC Merced and UC Berkeley are the only two semester campuses, this means that UC Berkeley students comprise the bulk of *UCDC*'s semester students.

TABLE 20: CONSORTIUM INSTITUTION ENROLLMENT (AY08 – AY18)

Name	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Carnegie Mellon University	0	0	0	0	0	0	0	20	20	10	0
University of Michigan	44	46	41	47	49	51	48	45	48	46	42
University of Notre Dame	0	0	0	0	0	0	29	26	26	30	31
University of Pennsylvania	33	20	21	20	23	18	13	22	24	24	24
University of San Francisco	0	0	0	0	0	0	0	19	12	14	19
University of Sydney	0	0	0	19	20	20	25	20	23	23	0
Total	77	66	62	86	92	89	115	152	153	147	116
% of Total Enroll.	11%	9%	9%	12%	13%	13%	16%	22%	23%	22%	18%

Over the last 11 years, the number of consortium institutions and students enrolled by each has fluctuated. In the aggregate, consortium institutions enrolled an average of 112 students during this period. As noted earlier, the number of consortium institutions, as well as their annual enrollment, increased dramatically after the 2010 consolidation. **In three recent years, for example, consortium institutions represented nearly a quarter of total *UCDC* annual enrollment** (in FY15, FY16, and FY17). This may be due to a variety of factors, but it underscores that while the vast majority of *UCDC* participants have been UC students, consortium institutions are a significant part of UCDC's enrollment.

Several stakeholders suggested comparing *UCDC*'s actual historical enrollment growth to the growth rate of the UC system as a whole. The figure below compares *UCDC*'s actual UC enrollment for the last eight years to a hypothetical scenario in which the enrollment of UC students at *UCDC* followed the annual undergraduate enrollment growth rates of the UC system writ-large.

FIGURE 15: ACTUAL AND HYPOTHETICAL UC ENROLLMENT (AY11 – AY18)
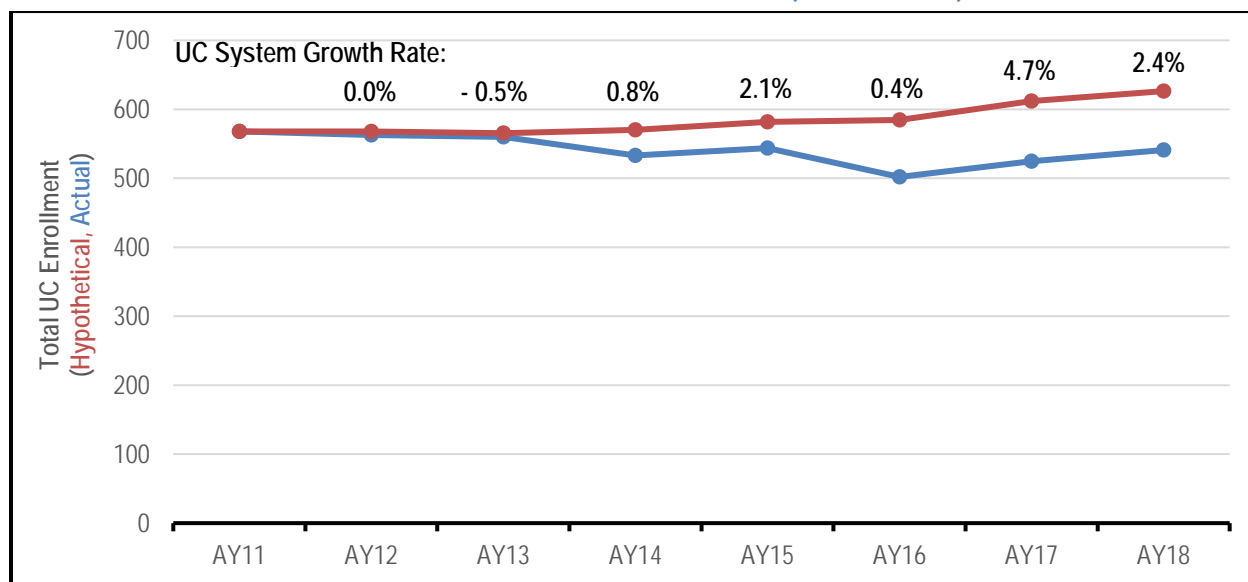
Beginning in academic year 2010-11, had *UCDC*'s UC annual enrollment at *UCDC* grown in parallel with UC systemwide enrollment, it would have reached 626 students total each year. This represents 15% more UC students than *UCDC* actually enrolled in academic year 2017-18. **The data highlights that as the UC system's annual enrollment grew in recent years, *UCDC*'s actual UC enrollment fluctuated, with a net decrease over this period.**

Projections

Several enrollment projections can be posed to illustrate UC enrollment at *UCDC* and highlight how UCDC*'s* student body could evolve based on historical trends. Notably, however, *UCDC*'s enrollment growth is limited by its physical facility. At most, UCDC*'s* residential space can accommodate 276 students at a time. The following three future projections each cap total enrollment at *UCDC* (including UC and consortium students) at 276 students per term (828 students across the three academic terms), with the assumption that UCDC*'s* capacity would not change and that all enrolled students would continue to be housed in the building.

The figure below highlights historical UC undergraduate enrollment at *UCDC* and three projections for UC student enrollment at UCDC in the future.

FIGURE 16: ACTUAL AND PROJECTED ANNUAL ENROLLMENT (AY11 – AY27)
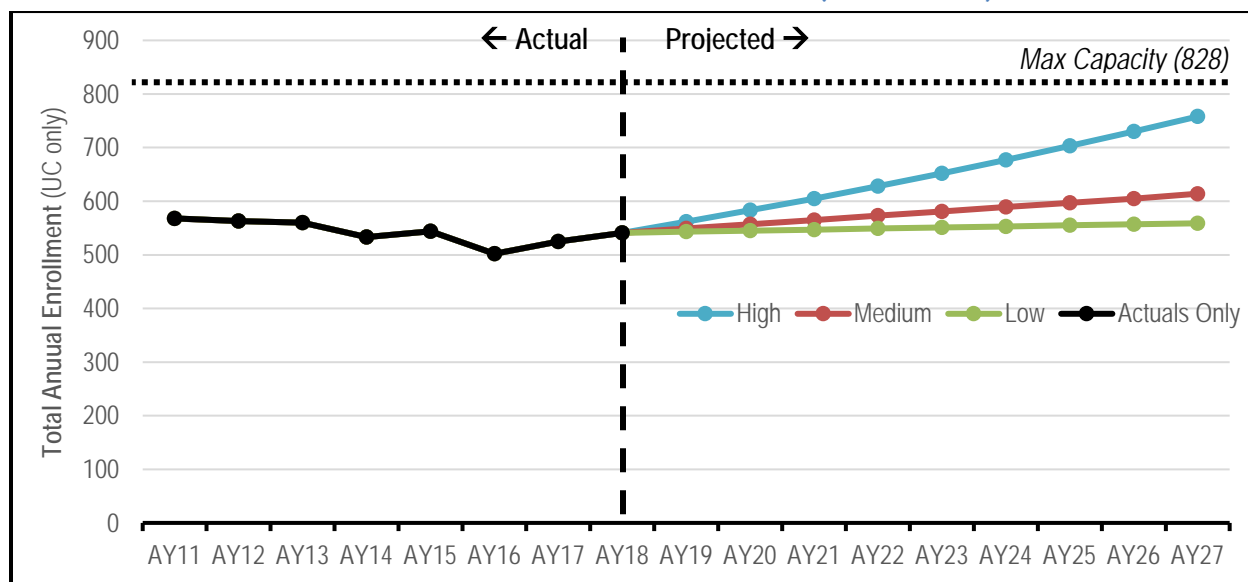
This figure highlights three possible enrollment growth scenarios – a high, medium, and low projection – based on trends from the most recent eight years of enrollment. In the lowest projection, based on the 0.4% growth rate UCDC has experienced in the last five years, total annual enrollment would reach 559 by academic year 2027-28. In the medium projection, based on the 1.4% annual growth rate of the UC system writ-large for the last eight years, total *UCDC* enrollment would reach 614 by academic year 2027-28. **Based on the 3.8% growth rate UCDC has experienced in the last three years, the highest projection is the most viable option for filling nearly all the beds in UCDC with UC students** (total annual enrollment would reach 758 by academic year 2027-28).

The table below provides additional detail on these three enrollment projections. A complete breakdown of actual and projected enrollment can be found in *Appendix IV: Undergraduate Enrollment.*

TABLE 21: ENROLLMENT PROJECTIONS

Projection	Assumption	Rationale	AY27 Enrollment
High *UCDC 3-Yr Growth Rate*	Compounded Annual Growth Rate (CAGR) of 3.8% per year	*UCDC* enrollment has grown at a 3.8% CAGR for the last three years.[30]	758
Medium *UC Undergrad Growth*	Compounded Annual Growth Rate (CAGR) of 1.4% per year	Total UC undergraduate enrollment has grown an average of 1.4% each year for the last eight.[31]	614
Low *UCDC 5-Yr Growth Rate*	Compounded Annual Growth Rate (CAGR) of 0.4% per year	*UCDC* enrollment has grown at a 0.4% CAGR for the last five years.[32]	559

While none of the above growth scenarios would result in *UCDC* filling all of its beds (828 per year, 276 per term) with only UC students by AY27, it is assumed that *UCDC* would continue to supplement any

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[30] Three years was chosen given the fact that *UCDC* enrollment has trended steadily and more positively for this time period.
[31] By comparison, *UCDC*'s average annual enrollment growth rate for the last eight years is -0.6%; excludes international students.
[32] Five years was chosen as a wider time frame, though *UCDC* enrollment fluctuated, growing at a much slower annual rate.

shortfall with consortium student enrollment. However, all three of these scenarios would eventually result in UC students occupying 100% of *UCDC* at some point in the future.

Internships

In addition to completing a full course of study, *UCDC* students complete part-time internships related to public policy in the Washington, DC community. These internships are the primary manifestation of *UCDC*'s mission of educating students through hands-on experience in the nation's capital. They are paramount to the *UCDC* experience. **In fact, multiple stakeholders expressed that *UCDC* is first and foremost an internship program, and that the courses are supplementary.** Many suggested that students primarily view *UCDC* as an internship program as well.

UCDC students are responsible for securing positions with a local organization and working 24-32 hours on-site with the organization each week. Generally, students spread these hours across three-four days of the week, leaving at least one day entirely open for classes. Internships begin the day after orientation each term and end during the students' last week in Washington, DC (week 14 for semester students and week 10 for quarter students).

Although the full *UCDC* academic program is not offered during the Summer term, many UC students choose to intern in Washington, DC during the summer. These students can choose to earn academic units for their internship through *UCDC*'s agreement with UCLA or UC Santa Barbara. They pay a *UCDC* fee to utilize the *UCDC* Internship Team's services, and are included in *UCDC*'s internship data.

Stakeholders frequently praised the internship component of *UCDC* for the robust professional experience it affords students. **67% of Governing Council members specifically identified the internship experience as one of *UCDC*'s strengths.**

Placement Process

Several months before each term begins, Campus Coordinators send the roster of accepted students to *UCDC*'s Internship Coordinators, which launches the internship placement process. During this process, the onus of responsibility is largely placed on the students. Several stakeholders explained the importance of having students drive their own search, application, and interview process because of the professional experience it provides them. One staff member noted that *UCDC* prioritizes "having the students go through the process themselves, because it's so much more helpful in the long-term career-wise."

The figure below outlines the steps of this process and the involved stakeholders.

FIGURE 17: INTERNSHIP PLACEMENT PROCESS
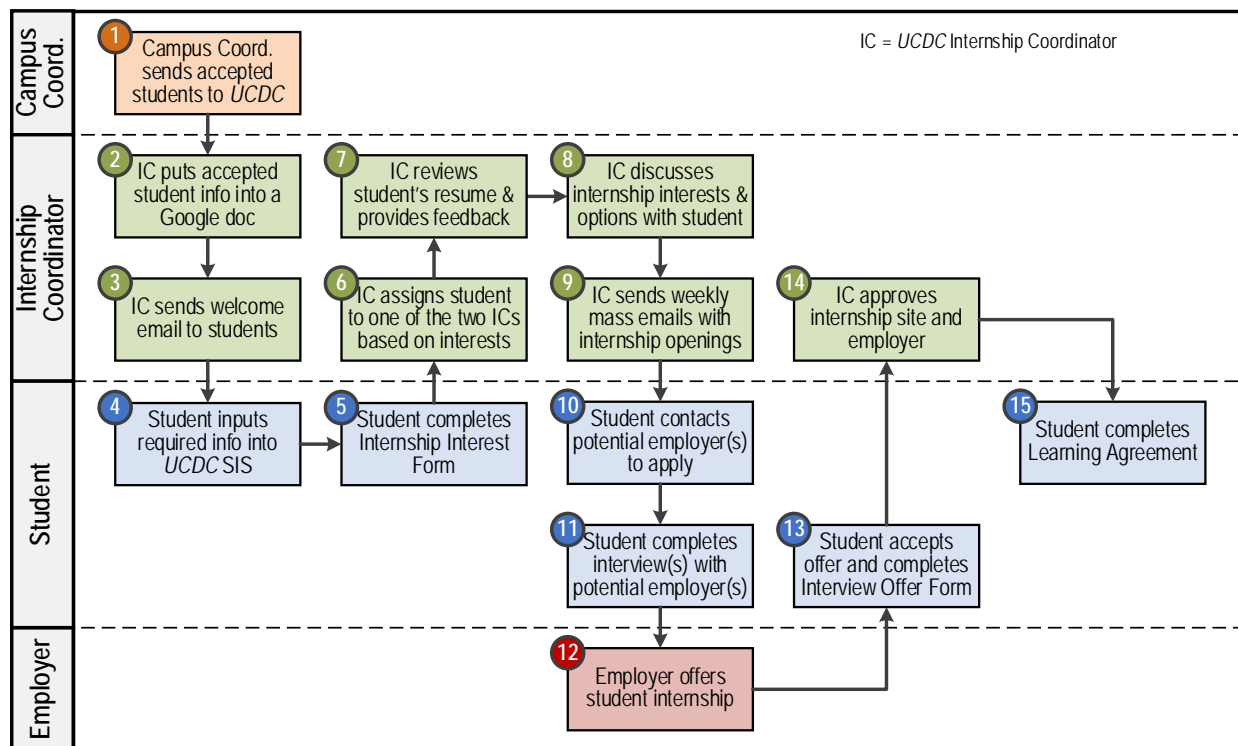
While students have significant responsibility in this process, they work regularly with *UCDC*'s Internship Coordinators. These staff act primarily as advisors in this process, learning students' interests, recommending specific sites, and reviewing student resumes. Internship Coordinators source potential internship opportunities from a variety of places, including previous employers, *UCDC* alumni, third-party referrals, and word of mouth. A significant part of the Internship Coordinator role is to initiate, manage, and maintain the program's relationships with internship host organizations. *UCDC* staff are currently developing a Symplicity database to track previous and potential host sites, as well as centralize the student application process.

Once students have secured an internship, they complete a learning agreement that details responsibilities, work hours, employment dates, and expectations. Internship Coordinators use this agreement to meet with students and hold them accountable throughout the term. At the end of each term, students and internship supervisors complete final evaluations to provide feedback on the experience.

Because *UCDC* provides internship search support during all four terms, the placement process is essentially in progress year-round. For example, *UCDC* staff receive Winter student names in October and work with them through December to place them before they arrive in January. For the Spring term, which begins in mid-March, the Internship Coordinators work through January and February to place students. Ideally, the entire process is completed by the time students arrive in Washington, DC each term. Occasionally, students do arrive in DC without secured internships. In these cases, Internship Coordinators and Campus Coordinators invest additional time to place students quickly. Several stakeholders noted that "when students go to DC without internships, it hurts the brand and recruitment

becomes more difficult." Another noted that "it becomes a giant panic process" to place these students last-minute. This was a common concern among campus stakeholders, who have to address student skepticism or rumors about the internship search process firsthand.

Stakeholders raised several concerns with how the internship placement process works in practice. **All five Campus Coordinators noted that there is not a clear point at which they pass students to the Internship Coordinators, which can be confusing for students.** Furthermore, campus stakeholders and *UCDC* staff offered varying perspectives on whether this handoff point should exist at all, and to what extent campuses should be involved in the internship placement process.

Several Campus Coordinators noted that they feel a duty to be involved because they recruited the students and are accountable for their success. Others highlighted the heavy workload of *UCDC*'s Internship Coordinators, noting that they stay involved to ensure adequate support for their students. As one explained, the common goal is to serve the students, so "the more people involved in helping them find internships," the better. Other stakeholders disputed this sentiment, noting that it confuses students and creates gaps in communication when too many individuals are involved. **Despite varying opinions, stakeholders across all groups underscored the need to more clearly – and collaboratively – articulate a division of responsibilities in this process.**

While the internship placement process can be challenging administratively, several stakeholders noted that it is rare for students to be unhappy or unsuccessful in their internships. One specifically explained that, "it's remarkable how well-matched most students are." Another noted that despite the hardships for staff, "the students don't know the difference."

Current Internships

Over the last 11 terms (just over two full years, including Summer), 529 individual organizations have hosted 1,505 *UCDC* interns. The figure below highlights the types of organizations in which students interned and groups the organizations based on the number of interns they hosted. Additional detail on internship categories can be found in *Appendix VI: Undergraduate Internships*.
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FIGURE 18: INTERNSHIP BY HOST CATEGORY AND FREQUENCY (SPRING 2016 – FALL 2018)
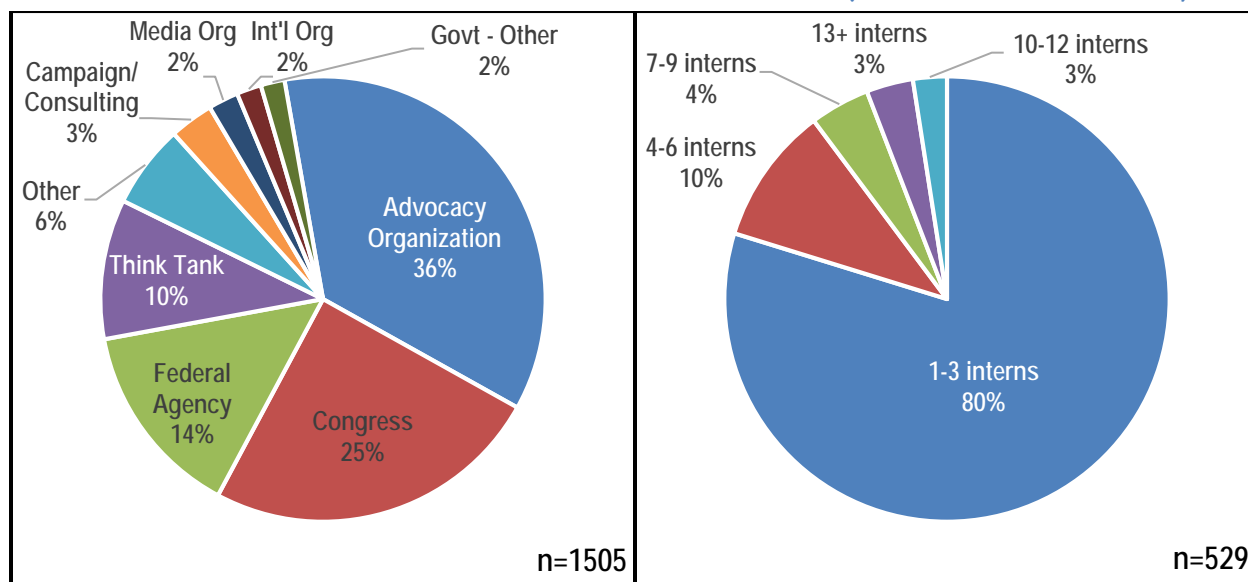
Of the 720 students who interned between Spring 2016 and Fall 2018, the largest percentage (36%) worked in advocacy organizations, such as the Institute for Education Leadership and the National Fair Housing Alliance. Federal government organizations, including agencies and congressional offices, represented another 39%. The remaing 25% of *UCDC* students worked with a variety of organizations, from think tanks to media organizations and international organizations. **This suggests that while *UCDC* students intern in a diverse variety of organizations, the vast majority (75%) are interested in organizations involved directly with policymaking, government, or the political process.**

Of the 529 organizations that hosted interns between Spring 2016 and Fall 2018, the vast majority (80%) hosted only 1-3 interns. This suggests that *UCDC* students generally pursue positions with a wide variety of organizations and do not necessarily gravitate toward prior hosts. That being said, stakeholders frequently praised the internship program for the strong relationships it has built with intern hosts. **UCDC has built an extensive network of intern host organizations, and could consider further bolstering these relationships to increase their participation.**

Internship Market

As the undergraduate experiential program with the largest enrollment in DC, *UCDC*'s network of internship hosts extends to all corners of the DC community. Given Washington, DC's role as the nation's capital and political hub, the market for interns is wide and diverse. DC is home to a seemingly endless number of think tanks, advocacy groups, government organizations, and other potential intern hosts. Stakeholders frequently mentioned *UCDC*'s strong presence, noting that employers in the DC market know and respect the program. Many credited that to the work of the Internship Coordinators.

Solidifying *UCDC*'s position in this market has been challenging, however. The most commonly identified obstacle was the *UCDC* academic calendar. **Several *UCDC* staff, Academic Advisory Committee members, and Campus Senior Administrators mentioned that the quarter academic calendar followed by the majority of UC campuses can make securing internships difficult.** One stakeholder speculated that approximately 90% of the organizations seeking interns operate on semester timelines,

requiring interns to work for at least 14 weeks. Many are not willing to conduct a full application and interview process to hire students for only ten weeks. Internship Coordinators noted that this has been the case in the past with high-profile, in-demand organizations like the Department of Justice, The Cato Institute, and The Brookings Institution. Stakeholders noted that *UCDC* students have occasionally been placed with these organizations because of the relationships built by the Internship Coordinators, but that they remain incredibly challenging.

As one stakeholder noted, securing host participation is often the most challenging part because once the term begins, the quality of the students' work "speaks for itself." *UCDC* staff have worked to address these challenges by negotiating with internship hosts and occasionally allowing quarter students to arrive early or stay late. Internship Coordinators maintain steady contact with internship hosts once their participation is established, and they occasionally intervene to help students and their supervisors determine start and end dates. Despite these ad hoc fixes, the larger difficulties with the academic calendar persist. **Several staff and campus stakeholders suggested evaluating the academic calendar for *UCDC* (not the academic calendars for the seven UC campuses on the quarter system), as it may be limiting the internship program's impact in the competitive DC market.**

Housing

As the various UC campuses launched their respective DC programs throughout the 1990s, none owned a central housing facility. Students in these programs were responsible for securing their own short-term housing in DC each term. As UC leadership began to envision the future *UC Washington Center*, it became clear that a guaranteed housing option was necessary and that such a facility could serve that purpose.

The plans for the *UC Washington Center* included eight floors dedicated to housing – enough to accommodate every student participating in the *UCDC* program. The residential floors consist of 82 units: 70 2-bedroom apartments, six 1-bedroom apartments, and six efficiencies. When the building was opened in 2001, these units were distributed to the discrete campus programs throughout the academic year as needed. With the 2010 program consolidation, student housing became a centralized operation, with *UCDC* staff overseeing the placement of students.

Today, the building's residential space is filled with UC and consortium students in the *UCDC* academic program, visiting UC faculty who teach in the program, students participating in summer internships, and visitors to UCDC.

Facility

The residential portion of the *UC Washington Center* functions much like a traditional campus residential facility. The majority of the building's 82 residential units are utilized year-round, with 276 beds reserved for students in the academic program. These beds are filled by a combination of UC and consortium students each term, and the remainder of the units serve as guest housing or are kept on reserve for ad hoc needs.

The Manager of Building and Housing Services, in parternship with the Student Services staff and CBS, oversees the management of the building's eight residential floors. These staff work to prepare the facility for move-in and move-out days, perform regular and scheduled maintenance, and turn over the residential units between terms.

Each *UCDC* student unit comes fully furnished with bedroom and living room furniture, a bathroom, and fully stocked kitchen. As part of the student residential experience, students also have access to a variety of facility amenities, including the Avenue C student mini-market on the fourth floor, coin- and credit card-operated laundry machines on three floors, and a fitness room on the fourth floor. In addition to student units, guest units are available to UC alumni, staff, faculty, and other guests, who can stay in the building as short or long-term visitors.

The figure below provides examples of one of *UCDC*'s guest suites.

FIGURE 19: *UCDC* GUEST SUITE

Guest Suite Living Room

Guest suites are reserved for visiting faculty, UC affiliates, and other visitors to the *Center*. Student rooms are also suite-style and come similarly furnished.

Guest Suite Bedroom
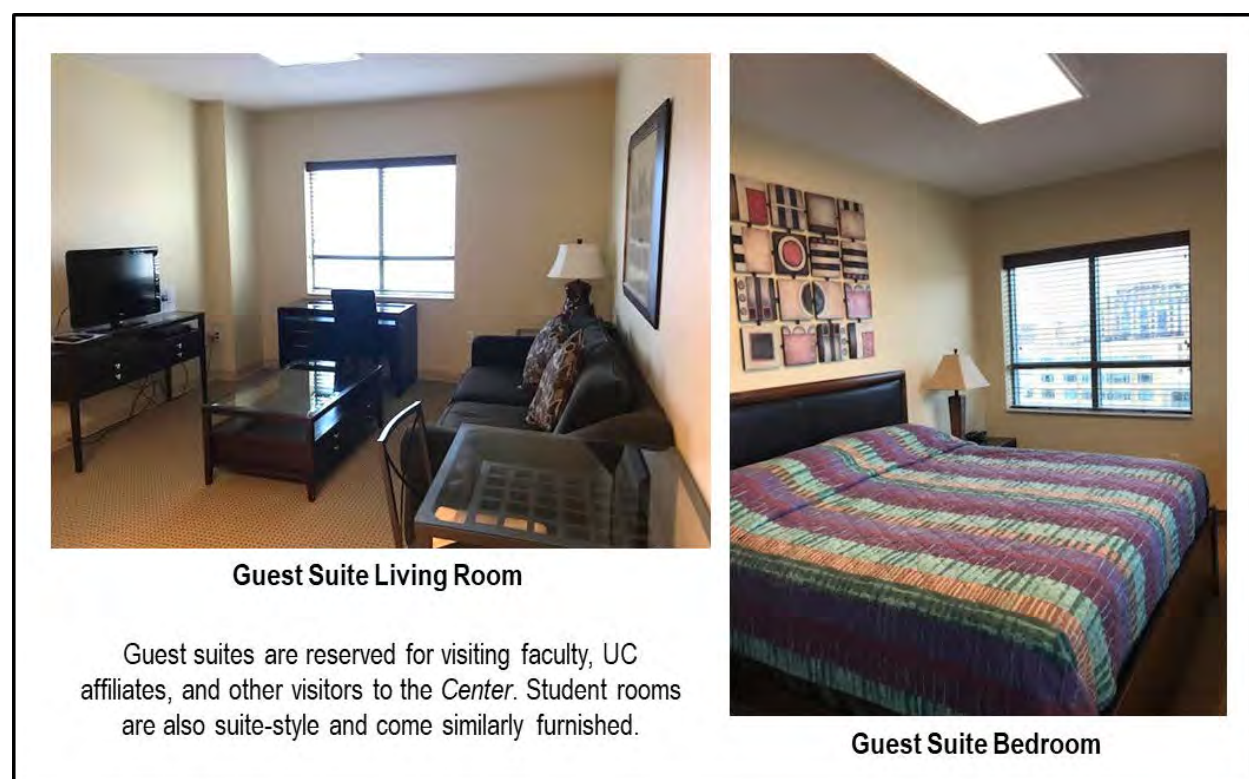
The residential facility is a critical piece of *UCDC*'s business model, as **housing income from these groups represents one of *UCDC*'s largest revenue streams.** To help cover the facility's substantial management, oversight, and upkeep costs, *UCDC* collects housing payments from all the building's residential occupants. The table below outlines the historical housing rates for each of the unit types.

TABLE 22: MONTHLY HOUSING RATES (FY13 – FY18)

Unit	Bedrooms	FY13	FY14	FY15	FY16	FY17	FY18
Student Apartment (UC)	2	$1,139	$1,167	$1,202	$1,238	$1,288	$1,333
Student Apartment (non-UC)	2	$1,220	$1,251	$1,289	$1,328	$1,381	$1,429
Deluxe Studio Efficiency	Studio	$1,353	$1,387	$1,429	$1,472	$1,531	$1,585
Faculty Apartment	1	$1,853	$1,899	$1,956	$2,015	$2,095	$2,168
Faculty Apartment	2	$2,565	$2,629	$2,708	$2,789	$2,901	$3,003
Director's Suite	1	$3,277	$3,359	$3,460	$3,564	$3,706	$3,836
Rate Increase		3%	2.5%	3%	3%	4%	3.5%

Students in the academic program, as well as faculty and other guests, pay monthly rent to live in the facility and use residential services. *UCDC* staff use the quota model to reliably predict occupancy rates, facility maintenance needs, and housing income. **UCDC has increased housing rates an average of 3% each year for the last six years.** This income is necessary to support the operation of the residential facility and the *UC Washington Center* at-large. Additional information on *UCDC*'s housing income is provided in subsequent sections.

Staff and Services

A Resident Manager was hired in 2001 and a Head Community Assistant and two Community Assistants reported to that person.With the arrival of the current Director of Student Services in 2012, this staff expanded to a five-person team, which currently consists of three Coordinators of Student Development, an Associate Director of Student Services, and the Director. All five of these staff live in the building.

In recent years, *UCDC* has invested significantly in its residential operations by increasing the services provided by its staff, assessing its structure, and developing a mission statement. The current mission of *UCDC*'s residential life operation is as follows:

> *"The Residential Life Office supports the University of California's mission by fostering co-curricular opportunities and providing quality facilities and services that enhance student growth and development in a residential living/learning environment."[33]*

The five Student Services staff promote this mission by facilitating the move-in and move-out processes, orientation, co-curricular programming, residential unit turnover, guest services, and a variety of student services. Residential unit turnover is managed by the Building Manager in coordination with CBS, not by student services staff. Guest services are overseen by the Coordinator of Auxiliary Services. The Student Services team also rotates duty shifts supervising the residential portion of the building, much like a campus residential staff.

Several stakeholders noted that given the expansion of the residential portfolio in recent years, the staff may be at or nearing capacity. In addition to facilitating the entire housing process from assignment to move-out day, they oversee student services like student conduct and Title IX (which will be detailed in a subsequent section). The live-in nature of their positions also means that they are often the first staff contacts for student questions or crises – both during and after hours. In Fall 2015, a UC campus-led Residential Services Review of *UCDC* also highlighted potential staff burnout.[34] The review suggested that *UCDC* partner with systemwide Residential Education and Housing Director groups to

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[33] http://www.*UCDC*.edu/residential-life
[34] *UCDC* Residential Services Review, 2015

leverage campus resources and increase staff service capabilities. *UCDC* may benefit from working more closely with these groups and using the existing housing infrastructure in place on the campuses.

Student Experience

Over the years, *UCDC* staff have developed a relatively smooth and effective housing process. As part of the welcome email that *UCDC* students receive once accepted, they are instructed to create accounts in *UCDC*'s SIS. This gives them access to the *UCDC* housing contract, which they complete along with a roommate survey. Before each term, *UCDC*'s Director of Student Services uses this survey to assign roommate pairings. The Director downloads the full student roster from the SIS and manually assigns students in a series of Excel spreadsheets. Students from all campuses – both UC and consortium – are mixed in their housing placements. **Several stakeholders noted that this intermingling is critical to ensuring a robust and diverse student experience, and that it helps students create a broader *UCDC* identity.**

Each term, students move in to the building on the weekend before the academic program begins. Throughout the term, they participate in a variety of co-curricular programs and events designed to give them a fully immersive living-learning experience. Paramount to this experience is the fact that all students live, take classes, and experience DC in the *UC Washington Center* facility.

Stakeholders frequently noted that the guaranteed housing in the *UC Washington Center* contributes significantly to the positive and robust student experience. Many explained that the cost of living in DC is substantially higher for many UC students, the housing market is competitive, and students' time in DC is too short to secure housing with many rental companies. As such, guaranteeing housing for all student participants removes a major stressor in an already overwhelming process. *UCDC's* housing arrangement is also a unique asset compared to other UC systemwide programs, such as the *UC Center Sacramento (UCCS)*, which does not own a housing facility or guarantee housing for all students.

Cost of Attendance

Students enrolled in *UCDC* pay a full term's worth of costs as they would on their home campus. These costs include tuition and fees, housing and living expenses, transportation, books and supplies, assorted personal expenses, and optional health insurance. **Notably, however, *UCDC* students typically incur several additional costs, including airfare to Washington, DC, professional clothing for internships, and on-site transportation costs**. *UCDC* collects data from students annually to estimate the total cost of these expenses. The table below uses this data to outline the estimated cost of attendance for Winter, Spring, and Fall *UCDC* students in academic year 2017-18.

TABLE 23: ESTIMATED AVERAGE COST OF ATTENDANCE FOR QUARTER STUDENTS, IN DOLLARS (AY18)

	Tuition & Fees	Housing	Airfare	Professional Clothing	Commute	Course Materials	Misc. Expenses [35]	Health Insurance [36]	Total
Average Cost	4,633	3,421	533	276	223	36	1,195	792	**11,109**

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[35] Miscellaneous expenses include food, entertainment, and other incidental costs
[36] Health Insurance is optional for students but is included in the cost of attendance given that many students choose to purchase it. Health insurance was calculated as the average per-term cost of the nine undergraduate campuses.

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For academic year 2017-18, *UCDC* students reported an average cost of attendance of $11,079, including health insurance. Tuition and fees, which represent the largest portion of student costs, have remained relatively flat since 2012. *UCDC* has increased housing costs, which represent the second largest expense, by an average of 3% each year for the last six years. Miscellaneous expenses, which include food, entertainment, and incidentals, also comprise a substantial portion of student costs.

Stakeholders regularly mentioned the financial burden of the incidental costs associated with *UCDC* participation, including flights to Washington, DC, transportation and commuting costs in the city, food, and clothing. In particular, they noted that professional clothing – especially for Winter term students – is a substantial costs for many students. One stakeholder shared an anecdote of a student walking three miles to their internship site or staying late because of the cost of day-time public transportation. In academic year 2017-18, students also self-reported entertainment costs of over $300 and food costs of nearly $800 per term, reflecting the generally higher cost of living in DC Over the last three years, an average of 61% of students also reported "loss of work-study or other employment income" due to participating in *UCDC*.[37] **These costs are some of the most prohibitive factors for students interested in *UCDC*, and may be hurting recruitment.** As one explained, "the costs of the program can make it difficult for the type of students they hope to enroll."

Cost Comparison

Because the cost of attending the UC varies by campus, it is helpful to compare the *UCDC* costs listed in the table above to the cost of attendance at each UC campus. The figure below compares estimated cost of attendance for each of the UC undergraduate campuses to *UCDC*.

FIGURE 20: COST OF ATTENDANCE BY CAMPUS (PER TERM)[38]
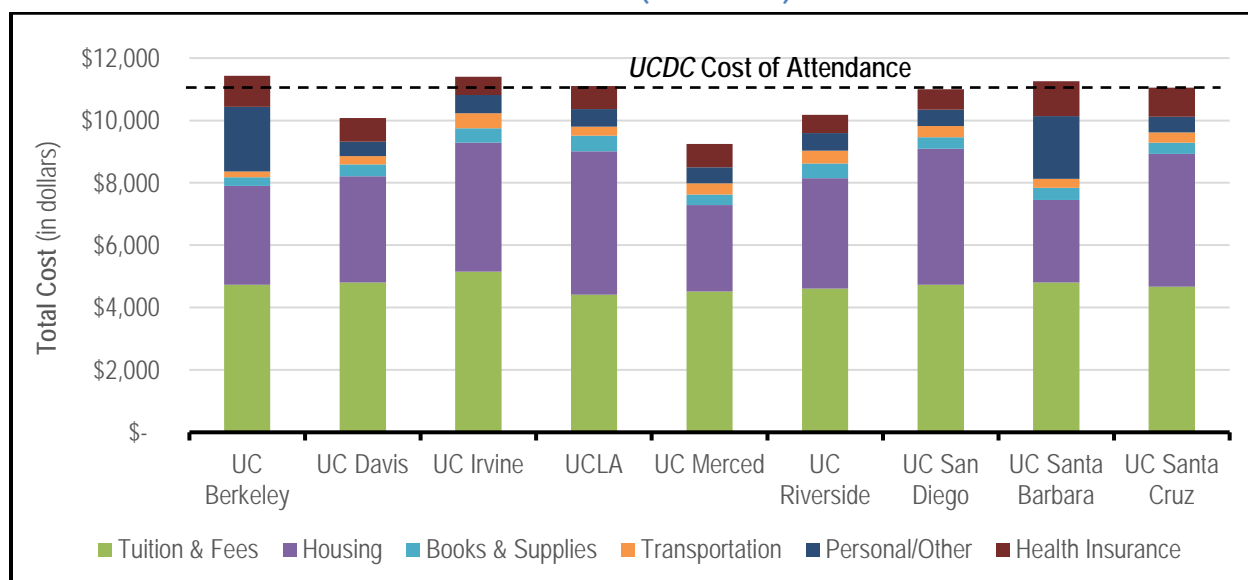
For the most part, *UCDC*'s **cost of attendance is on par with campus cost of attendance.** The per-term cost of attendance at six of the nine campuses is essentially the same as *UCDC* (within $324 of the *UCDC* cost of attendance)*.* Students from the remaining three campuses, however, actually pay more – between $900 and $1,900 – to attend *UCDC* than they would to remain at their home campus for the term. While *UCDC* is comparable in cost for most campuses, the differential for UC Davis, UC Merced, and UC Riverside students is not inconsequential. Because financial equity and opportunity are top priorities for the *UCDC* academic program, it may be worth exploring opportunities to ameliorate these cost discrepancies.

Tuition and Fees

During the terms in which the *UCDC* academic program is offered (Fall, Winter, Spring), *UCDC* receives tuition and fees less 30% return-to-aid (RTA) for each UC student participating in the program. *UCDC* bills campuses this amount for the number of students they have committed under the quota model.

Summer tuition and fees are notably different. During the Summer term, many UC students intern in Washington, DC, but the way they enroll and the charges they pay varies:
- **Aid-Eligible, Unit-Bearing:** Students wishing to earn unit credits for their internships enroll in a 4- or 8-unit internship course through UCLA or UC Santa Barbara Summer Sessions. They must enroll in the appropriate units to maintain financial aid eligibility. These students pay $281 per unit to UCLA or UC Santa Barbara Summer Sessions, but receive internship support from *UCDC* staff. Through agreements with UCLA (established in 2012) and UC Santa Barbara (established in 2014), *UCDC* receives approximately 50% of each student's fees.[39]
- **Unit-Bearing Only:** Students may also earn Summer internship units through their home campuses without enrolling in Summer Sessions courses (thus losing their financial aid eligibility). These students still receive support from *UCDC*'s internship team. In 2016, *UCDC* began charging a $350 fee to these students to cover internship and administrative support.
- **Non-Unit-Bearing:** The majority of UC students interning in DC for the Summer term do not seek academic units for their internships and do not pay tuition. *UCDC* does not provide internship support for these students or charge them any fee.

Consortium students pay an IT Fee and a Mental Health Services Fee during the academic year terms (Fall, Winter, Spring) as well as the Summer. Students from institutions who do not contribute faculty or courses to the *UCDC* academic program pay an additional Education Fee during the academic year. *UCDC* does not otherwise collect tuition from consortium students.

The table below summarizes the per-term tuition and fees paid by UC and consortium students.

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[39] Specifics of the revenue-sharing agreements can be found in UCSB Summer 2018 MOU" and MOU 2018 UCLA-*UCDC* Final"

TABLE 24: TUITION AND FEE INCOME PER STUDENT[40]

Term	UC Students	Consortium Students
Fall, Winter, Spring	UC Tuition + Student Services Fees - 30% RTA (~$2,933)	IT Fee ($215) + Mental Health Services Fee ($48) + Education Fee (~$4,850)[41]
Summer	50% of Fees ($281/unit – UCLA and UC Santa Barbara Summer Session students) **Or** *UCDC* Fee ($350 – all other students)	IT Fee ($215) + Mental Health Services Fee ($48)

Tuition and fee income represents one of *UCDC*'s largest sources of revenue. Between 2012 and 2017, the UC-wide tuition freeze kept student tuition and fees relatively flat for all UC students. Consequently, it also limited *UCDC*'s revenue growth. As such, **maintaining steady enrollment and ensuring the additional fee income from Summer term and students consortium institutions has been critical for *UCDC* in recent years.**

Financial Aid

Because *UCDC* students remain enrolled on their home campuses, their financial aid is managed and processed by the home campuses as it normally would be. As such, students participating in *UCDC* often come to the program with a variety of existing grants, scholarships, and loans. When the consolidated *UCDC* program began in 2010, the UC Office of the President also offered scholarship funds for *UCDC* students. A few years later, these scholarships were eliminated. Today, *UCDC* offers two recurring scholarships, which are detailed in the table below.

TABLE 25: *UCDC* SCHOLARSHIPS

Name	Amount	Terms Offered	# Offered per Term	Awarding Entity	Source
Presidential Fellowship	$ 2,500	Fall	9 Total (1 per undergrad campus)	Student's home campus	UC Office of the President
Robert T. Matsui Congressional Fellowship	$ 1,500 – $ 2,000	Fall, Winter, Spring	~6 Total	*UCDC*	California Endowment grant

The **Robert T. Matsui Fellowship** was established in 2007 to honor the late Robert T. Matsui, a UC Berkeley graduate who served in the US House of Representative for more than 25 years. The awards are funded by the Robert T. Matsui Foundation and is available only to *UCDC* students pursuing internships with congressional offices. *UCDC* jointly administered the fellowships with the Matsui Foundation until 2013, when *UCDC* assumed full responsibility. Fellowships, which are awarded as stipends, are given in the amount of $1,500 for quarter students and $2,000 for semester students. In academic year 2015-16 alone, a total of $25,000 was awarded to 17 students through this fellowship. To date, $250,000 has been given to over 150 *UCDC* students. This fellowship is not intended to be permanent and the funding will expire after the current winter 2019 cohort.

The relatively new **Presidential Fellowship** is an annual award offered to UC students participating in experiential programs, including *UCDC*. Students apply for this award as part of their *UCDC* application,

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[40] Does not include the UC Office of the President Experiential Learning Assessment, which is transferred separately to *UCDC* by the UC Office of the President.
[41] Per-student fees vary slightly for consortium institutions based on their most recent contract amendment. Institutions not contributing faculty or courses to the *UCDC* academic program also pay a per-student Education Fee.

and Campus Coordinators recommend recipients to *UCDC* staff. Presidential Fellowships are "last-dollar" scholarships, awarded in addition to the student's existing aid package. Their impact depends on this existing aid, however, and they are not necessarily additive. If a student's initial aid package is greater than $2,500, the Presidential Fellowship simply replaces $2,500 of their existing aid; the student pays the same amount of tuition as they would without the Fellowship. If the student's initial aid package is less than $2,500, the Fellowship replaces their existing aid and then some, up to $2,500. Multiple stakeholders pointed out that for most students, the Presidential Fellowship award simply replaces existing loans. **Thus, for *UCDC*'s many aid-dependent students, this award may not be providing as much assistance as desired.**

The figure below highlights the Presidential Fellowship's structure and its impact on student aid.

FIGURE 21: PRESIDENTIAL FELLOWSHIP STRUCTURE
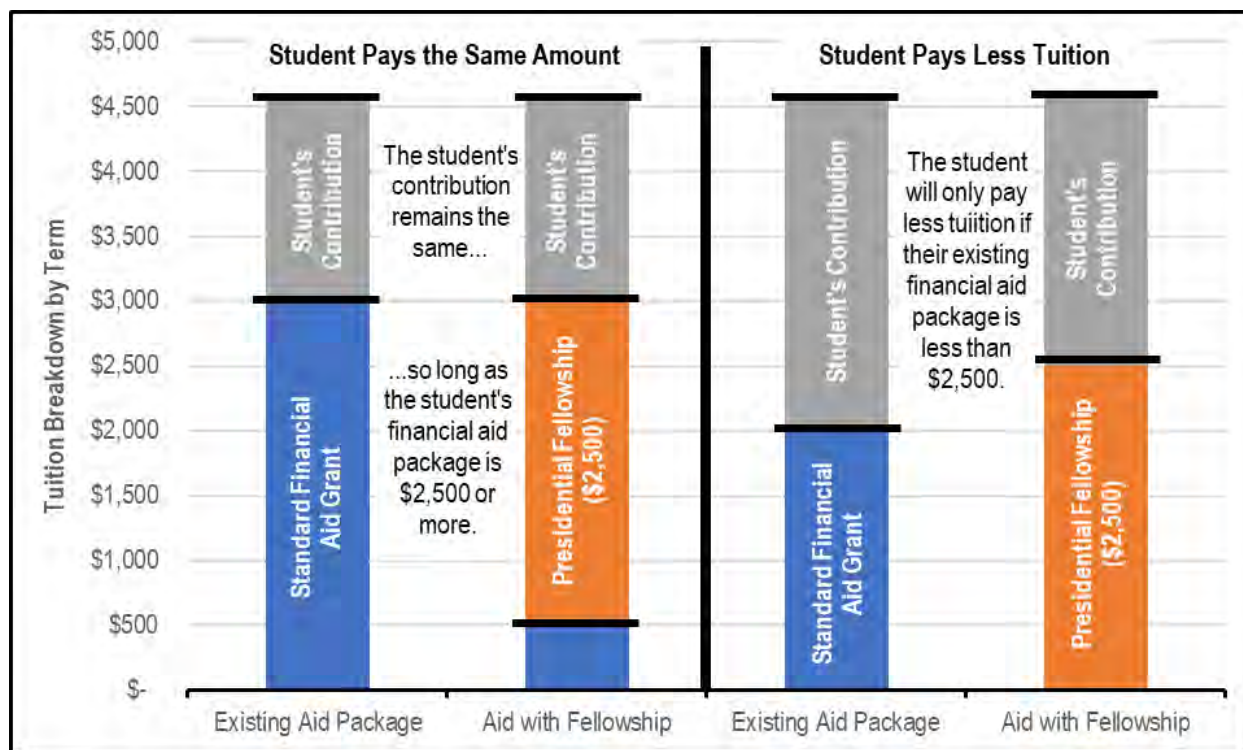
While these two scholarships have greatly benefited the students who receive them, they represent a fairly small percentage of all *UCDC* students. In academic year 2017-18, for example, Matsui Fellowships were awarded to only a few *UC* students enrolled that year, and Presidential Fellowships were only awarded to 3% of the UC students enrolled in the fall (only 1% of all UC students that year).

One of the most common sentiments across every stakeholder group was the need for additional financial aid. **86% of Academic Advisory Committee members, 60% of staff, 56% of Campus Senior Administrators, and 33% of Governing Council members felt that the program needs to provide additional financial aid in order to increase access and opportunity**. Several campus stakeholders noted that they often lose students once they realize they will not receive financial support.

UCDC's Executive Director has made securing additional financial aid a top priority, working with campuses and local alumni to explore opportunities. Individual campuses have also worked hard to secure funding for their students. Stakeholders frequently praised Matt Beckmann, the Academic Advisory Committee and Governing Council member from UC Irvine, for his substantial fundraising efforts. He, and several other campus stakeholders, have worked with individual departments or donors to secure additional aid however possible. UC Merced, for example, now maintains an emergency fund to purchase department store gift cards for students to buy professional clothing. **While these efforts have been helpful, they are inconsistent campus-to-campus, and there is no universal approach to securing financial aid.**

Student Services

Many stakeholders noted that by administering an academic program and housing students, *UCDC* operates like a quasi-campus. As such, it also requires a variety of student services as a campus would. Before the individual campus programs were consolidated, each campus provided a program director and faculty to facilitate the student experience in Washington, DC. The consolidation resulted in additional, central program staff who took on more program responsibilities, including centralized student services. After the arrival of Executive Director Shapiro in 2013, *UCDC* began to build out its student service capabilities.

Today, the five live-in staff who oversee *UCDC*'s residential operation also oversee most of these services. In addition to running the residential program, these staff also manage:
- **Psychological and Counseling Services**, which are provided by Parkhurst and Associates Psychological Services and managed by the Director of Student Services;
- **Title IX and Clery Act Enforcement,** which is primarily handled by the Director of Student Services in consultation with the UC Office of the President Systemwide Title IX Office;
- **Student Conduct,** which is managed by the Director of Student Services and the live-in residential staff;
- **Disability Services,** which are coordinated by the Director of Student Services;
- **Student Experience Assessments,** which are administered by the residential staff; and
- **Co-Curricular and Extracurricular Programming**, which is planned and executed by staff in several of *UCDC*'s teams.

Each of these services are standard for students on a traditional residential campus, and *UCDC* has built its capacity to provide most of them internally. With the exception of psychological and counseling services, the *UCDC* staff has developed formal policies and procedures around each of these service areas. Given that UCDC does not employ formal, standalone units for each of these services, several staff also noted that the residential team has had to build their competencies in these areas over the years. In some cases, such as student conduct, *UCDC* has also invested in its own instances of technical systems to support their unique processes.

Student services have become an integral part of the *UCDC* student experience. **100% of Governing Council members, 86% of Academic Advisory Committee members, and 80% of staff felt that overall, *UCDC* provides an exceptional student experience focused on student success.** Many credited this to the robust, campus-like environment that is created by offering residence life and student services.

While stakeholders from all groups frequently praised *UCDC*'s dedication to the student experience, many also raised concerns with the current structure of UCDC's student services. The primary concerns included:

- **Staff Capacity:** As *UCDC* has expanded the offerings above, the five-person residence life team has effectively had to act as student affairs generalists, or "jacks of all trades." One stakeholder noted that traditionally, these services are provided by staff in a variety of distinct student affairs units on a campus. The 2015 Residential Services Review recommended realigning *UCDC*'s organizational structure around these student affairs areas.
- **Lack of Infrastructure:** Campuses generally have systems and processes in place to monitor students of concern, manage crises, and administer basic services like housing assignments and student conduct. Without this infrastructure, *UCDC* staff had to independently develop processes, policies, and systems to provide these services. One stakeholder asserted that as a result, *UCDC* today is far behind where most campuses were several years ago in terms of structure, responsiveness, and quality of student services.
- **Risk:** The current structure of student services may introduce individual and institutional risk. Some stakeholders mentioned that while *UCDC* staff are dedicated and hard-working, they are not always equipped to address certain issues. One shared an anecdote of a student mental health situation, noting the risk that was introduced when *UCDC* staff and the student's home campus had to jointly manage the situation. Another stakeholder explained that *UCDC* staff consult with the UC Office of the President Systemwide Title IX Office, but this office is not structured to handle student issues given that the UC Office of the President does not enroll students other than at *UCDC.* This adds risk to an already sensitive process.

Many of *UCDC*'s services and their respective processes and infrastructure were developed in-house by *UCDC*'s staff over the last several years. **UCDC is unique in this regard, as it represents the only case in which the UC Office of the President directly manages and administers student services to UC students.** While UCDC has operated under this arrangement for many years, several staff and campus stakeholders felt it should be evaluated to provide the most robust and effective student experience possible. The table below lists the primary student services offered by *UCDC* and their parent units on each of the UC campuses.

- **Nationwide:** focusing on Washington, DC-based programs offered by the largest university systems in the United States (or their campuses).

Across all levels, the team documented **26 experiential programs in Washington, DC, most of which center around undergraduate internships**. The Washington Internship Consortium, in which we participate, lists almost 100 organizations. Not all are residential internship programs, but there are definitely many more than 26. Further detail on each of the programs mentioned below can be found in *Appendix VII: Comparisons*.

University of California

While *UCDC* consolidated the distinct campus programs in 2010, some individual campus programs remain. Currently, two UC campuses offer individual Washington, DC-based undergraduate internship programs in addition to their participation in *UCDC*. These programs are:

- **UC Berkeley's *Cal in the Capital***, which allow students of all academic years to hold internships in the capital. The program is offered only in the summer and does not include for-credit coursework.
- **UCLA's *DC Fellows Summer in Washington Program*** also offers Washington, DC internships for students of all academic years during the summer term. Similar to UC Berkeley's program, UCLA's program does not include a course of study.

Both the UC Berkeley and UCLA programs house their students in the UC Washington Center. While they are only offered during the summer and are smaller in scope, **both programs were mentioned by stakeholders as potential competitors with *UCDC* for undergraduate participants.** The table below provides additional detail for these two programs.

TABLE 27: UC EXPERIENTIAL PROGRAMS IN WASHINGTON, DC

Entity	Program Name	Program Size	Administrative Home	Terms Offered	Student Eligibility	Undergrad Courses	Undergrad Internships
UC Berkeley 1965	*Cal in the Capital*	75 students	Public Service Center	Summer	• Freshman • Sophomore • Junior • Senior	No	Yes
UCLA 1966	*DC Fellows Summer in Washington Program*	20 students	Career Center	Summer	• Freshman • Sophomore • Junior • Senior	No	Yes

State of California

While *UCDC* is exemplary in many ways, UC's California peers are also active in the Washington, DC market. In total, there are eight other undergraduate experiential programs in Washington, DC hosted by other California institutions. They include:

- **Stanford University's *Bing Stanford in Washington Program***, which enrolls juniors and seniors in an internship-based academic program. Students live, eat, and take classes in the Bass Center, which Stanford purchased in 1988. Program staff support students with internship searches, and seminars are taught by a combination of Stanford faculty and Washington, DC-based practitioners, similar to *UCDC.*

- **University of Southern California (USC)'s** *Dornsife DC Program*, which offers an internship-based academic program in Washington, DC for sophomores, juniors, and seniors. The program is offered in the spring term only but includes both internships and a course of study. USC partners with an independent residential facility to provide student housing. USC's program rents academic classroom space at UCDC.
- **Claremont McKenna's** *Washington Program* offers an undergraduate academic program that includes coursework and an internship. The program is open to students from all of the Claremont Consortium member institutions and is administered in a rented office building near the *UC Washington Center*.
- Five programs offered by the **California State University (CSU)** system and its campuses, which vary in format and services offered. Four of these programs offer undergraduate internships, and three include an undergraduate course of study. One of these programs offers internships for post-graduates, and one offers a summer internship option to students from all CSU campuses.

The table below provides additional detail for each of these eight programs.

TABLE 28: STATE OF CALIFORNIA EXPERIENTIAL PROGRAMS IN WASHINGTON, DC

Entity	Program Name	Program Size	Admin Home	Terms Offered	Student Eligibility	Undergrad Courses	Undergrad Internships
CSU Northridge	*CSUN in DC*	50 students per year average	Department of Political Sciences	• Spring • Summer	• Junior • Senior	Yes	Yes
CSU Fresno	*Maddy Institute Legislative Intern Scholarship Program*	8 students per year average	The Maddy Institute	Summer	• Junior • Senior • Graduate • All CSU undergrads	No	Yes
CSU Fullerton 2006	*Cal State DC Scholars*	24 students per year average	College of Humanities and Social Sciences	• Spring • Summer	• Junior • Senior • Graduate • All CSU undergrads (summer)	Yes	Yes
CSU Sacramento	*Capital Fellows DC Fellowship*	1 student per year average	Center for California Studies	Fall	Current Capital Fellows (post-grads)	No	Yes *Graduate-level*
CSU System 1998	*Panetta Institute Congressional Internship Program*	25 students per year average	CSU Monterey Bay	Fall	• Junior • Senior	Yes	Yes
Claremont McKenna College	*Washington Program*	36 students per year average	Center for Global Education	• Fall • Spring	• Sophomore • Junior • Senior • All consortia undergrads	Yes	Yes
Stanford University 1988	*Bing Stanford in Washington (BSIW) Program*	60 students per year average	• Stanford campus • Washington, DC	• Fall • Winter • Spring	• Junior • Senior	Yes	Yes
University of Southern California 2015	*Dornsife DC Program*	15 students per year average	College of Letters, Arts and Sciences	Spring	• Sophomore • Junior • Senior	Yes	Yes

Stanford University is the only one of these institutions that owns a facility in Washington, DC to support its program. Stanford's model is similar to *UCDC*'s, offering housing, instruction, and experiential programming for student interns in its Washington, DC building. Seminars are taught by a combination of Stanford faculty and Washington, DC practitioners, and program staff support students with internship searches. While similar to *UCDC* in many regards, Stanford's *Bing Stanford in Washington Program* is significantly smaller in terms of annual enrollment.

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With these eight other Washington, DC programs offered by California institutions, seven of which include undergraduate internships[42], an analysis was conducted to understand the percent of the California market that *UCDC* holds in Washington, DC. The figure below breaks down the total number of California undergraduate interns in Washington, DC during a given academic year or summer term.

FIGURE 22: CALIFORNIA INTERN MARKET IN WASHINGTON, DC (ACADEMIC YEAR & SUMMER)
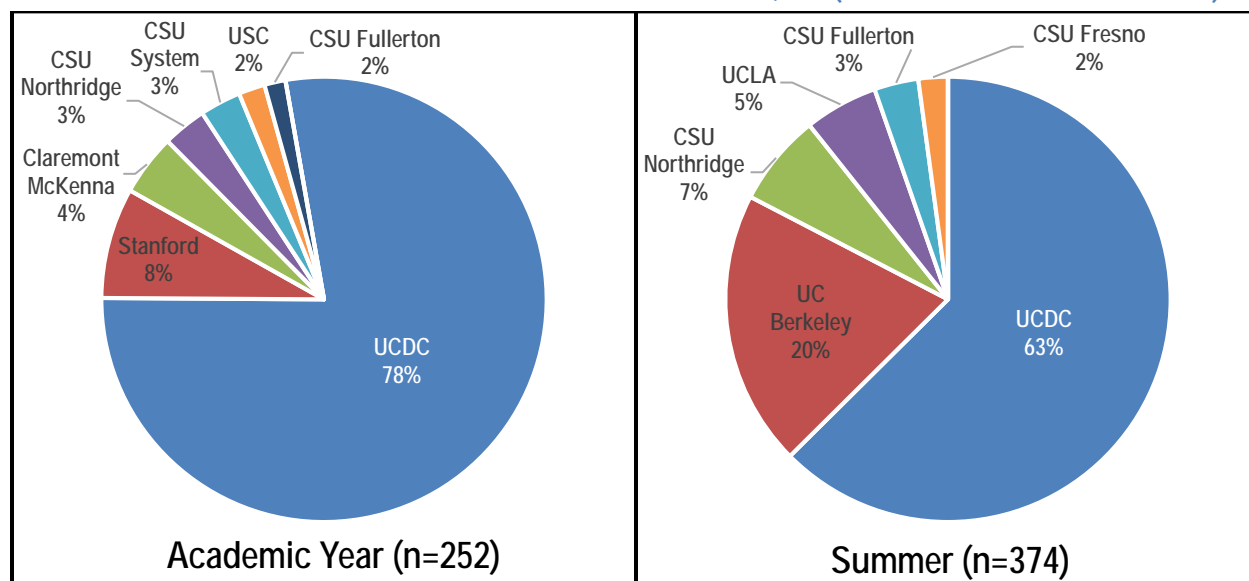
Across the three academic-year terms (Fall, Winter, and Spring), there are an average of roughly 252 interns from California institutions in Washington, DC in any given term. *UCDC* constitutes 78% of this group – the largest of any California institution. During the summer, students interning as "*UCDC* students" through the program's agreements with UCLA and UC Santa Barbara constitute 63% of the roughly 374 California undergraduate interns in DC. Notably, students in UC Berkeley's *Cal in the Capital* program – which is distinct from *UCDC* – make up another 20% of summer interns. **While other California institutions are indeed active in the Washington, DC intern market, *UCDC* owns a substantial portion of the overall market.**

Nationwide

Institutions of all types across the higher education industry offer a variety of Washington, DC-based experiential programs, and the nation's capital is widely recognized as a hub for undergraduate internships. The University of California is the largest university system in the country in terms of overall operating expenses and headcount, and one of the largest in terms of general enrollment. **All twelve of the next largest university systems – or their individual campuses – offer experiential learning programs similar to *UCDC*.[43]** Across these systems, 15 programs were documented. A full list of these programs can be found in *Appendix VII: Comparisons.* The following are particularly noteworthy:
- The **University of Texas (UT) System** offers two internship-based, systemwide academic programs – one for undergraduates and one for graduate students. Students from any UT system

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[42] While CSU Sacramento's program follows a similar model to *UCDC,* it is offered for current Capital Fellows, which are post-graduates who hold full-time positions and are not technically considered interns.
[43] Excludes California State University (CSU) system, which is included in the *State of California* section above

campus are elligible for both programs, and they are hosted and coordinated out of the UT System's Washington, DC campus – *The Archer Center.* In terms of structure and scope, the UT System's programs are the most comparable to *UCDC.*

- The University of Georgia within the **University System of Georgia (UGA)** offers the *Washington Semester Program,* which allows UGA undergraduates to intern and complete a full semester of study. Each semester, roughly 30 students live and take classes in UGA's Delta Hall, a three-story residential facility purchased by the university in 2013 with a $5M grant from the Delta Air Lines Foundation. The program and building serve to advance the university's presence in DC and encourage undergraduate public policy education, much like *UCDC.*
- The College at Brockport, one of the **State University of New York (SUNY)** campuses, offers an experiential academic program that allows both undergraduates and graduate students from any SUNY campus to intern and complete courses for a term in Washington, DC.

While each of the documented programs includes components of the *UCDC* undergraduate program, none of them exactly replicates *UCDC*. The majority are hosted by individual campuses – typically the flagship – and enroll only that campus's students. Only two of the programs provide housing in a university facility, while the remainder partner with external providers or put this responsibility on the students. Notably, six of the 15 programs include courses and/or internships for graduate and professional students, which sets them apart from *UCDC.*

The figure below, which includes a sampling of the California and other institution experiential programs, displays the number of students participating in the program as a percentage of total undergraduate enrollment at the campus or the university system.

FIGURE 23: PROGRAM ENROLLMENT AS A PERCENT OF INSTITUTIONAL ENROLLMENT
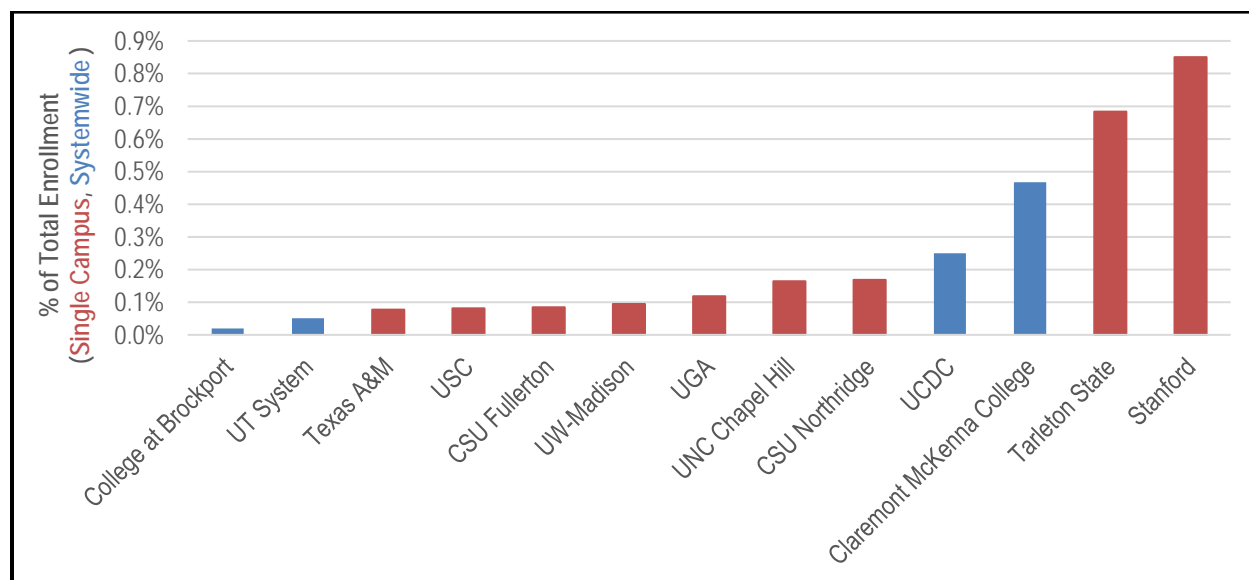
While *UCDC* is the fourth largest of these programs in percent of students participating, the top three institutions enroll a fraction of the UC system's total enrollment. For example, Claremont McKenna College's program is open to all undergraduates from the Claremont Consortium, but this system's total undergraduate enrollment is roughly 7,700 compared to UC's 217,000. Tarleton State University (a Texas

A&M campus) and Stanford University are open only to students from those campuses, whose undergraduate enrollments are roughly 8,800 and 7,100, respectively. **Given the size of the UC system, the percentage of total eligible students who participate in *UCDC* is fairly high especially compared to other universities across the country.**

In addition to programs offered by university systems or their individual campuses, **The Washington Center (TWC)**, a for profit organization founded in 1975, offers a multi-campus experiential program similar to *UCDC*'s model. As an independent organization, TWC partners with higher education institutions across the country, enrolling their students in a series of summer and semester internship programs. Students in TWC's *Academic Internship Program*, for example, complete an internship, seminar, and colloquium, and must secure academic credit from their home campus to participate. TWC provides housing in their Washington, DC facility, advisors to support the internship search process, and a full suite of student services similar to a campus. As of Fall 2018, TWC employs over 90 full-time staff and partners with over 350 US higher education institutions. Several of UC's fellow California institutions, including three CSU campuses, participate in TWC's internship program.

50% of staff and 57% of Academic Advisory Committee members suggested that despite such a dense, competitive market, *UCDC* is the premier program of its kind in Washington, DC. They frequently pointed to *UCDC*'s systemwide nature, its large annual enrollment, and its guarantee of housing for all program participants as exemplary features that distinguish the program from these others. *UCDC* staff correspond frequently with the directors of many of these programs, and stakeholders regularly mentioned that these programs see *UCDC* as preeminent and exemplary.

Future Suggestions

Across the board, stakeholders generally felt that the *UCDC* undergraduate program was successful, beneficial, and transformational for students. As one explained, "the program provides an extraordinary experience for the students who go." Another noted that, "the idea of going to Washington, having a residence, engaging in internships, and being part of some kind of civic engagement is enormously beneficial." Numerous individuals offered similar sentiments.

That being said, stakeholders also offered a number of suggestions for the future of the undergraduate program. The table below identifies the significant suggestions, with anticipated costs identified where applicable. The suggestions denoted with asterisks are included in the *Proposal for the Future State* section at the end of this report.

TABLE 29: FUTURE SUGGESTIONS FOR *UCDC*'S UNDERGRADUATE PROGRAM

ID	Name	Description	Costs
9	Fill the Building with UC Students Entirely	Several stakeholders expressed a desire to fill *UCDC* entirely with UC students. As one noted, "we have nine campuses with 200,000 students and we can't come up with [enough] students per year to fill the building." While many acknowledged that the academic program benefits in a number of ways from the consortium institutions, stakeholders in every group expressed a desire for *UCDC* to fill all the beds in the building with UC students.	Increased Staff & Campus Effort
10	Restructure Student Services	*UCDC* should consider restructuring its student services by leveraging the existing services of an individual campus. One stakeholder suggested that, "it makes sense for a campus to take the lead when it comes to student services. OP doesn't have that capacity." One-third of Campus Senior Administrators echoed this sentiment, suggesting two possible models: 1. **Partner with a single UC campus:** This might allow *UCDC* to expand the resources available during the program, and save money on duplicative systems that are already in place on campuses. 2. **Partner with a local DC university:** *UCDC* could partner with one of Washington, DC's local institutions, such as American University or Georgetown University, to provide student services. *UCDC* already partners with a third-party organization to provide mental health services, and a similar arrangement could benefit the quality of other services. This would also address some stakeholders' concern with not having on-the-ground service proximate to UCDC. Either arrangement would allow *UCDC* to leverage a campus's existing infrastructure, lighten the load of the five-person student services staff, and mitigate the risk associated with in-house handling of student issues.	None or Negligible, with Potential for Savings OR Some Costs for Partnering with a Non-UC Institution
11	Secure Additional Student Funding	86% of Academic Advisory Committee members, 60% of staff, 56% of Campus Senior Administrators, and 33% of Governing Council members felt that *UCDC* students need additional financial aid. They suggested that one of two groups should spearhead this effort: 1. **Campuses:** Many Academic Advisory Committee or Governing Council representatives already work independently to raise funds for their students, and individual campus departments may be more willing to contribute funding if they know it specifically supports students from their campus. On the other hand, this approach could exacerbate inequities between campuses and disadvantaged students from campuses with smaller fundraising efforts. 2. ***UCDC***: Some felt that *UCDC* leadership, which has increasingly focused on alumni and development, should drive future fundraising efforts. Leveraging its systemwide identity and "the power of ten," the broader *UCDC* program may have greater clout with potential donors and could leverage these connections to establish an endowment or foundation. Some stakeholders, however, expressed concerns about *UCDC* stepping on the toes of campus development offices.	To Be Determined
12	Develop Internship Extension Option	*UCDC* should develop a formal option for quarter students to extend their internships. Stakeholders across all groups raised the concern that these students' internship options are frequently limited because many Washington, DC organizations expect interns to work a full semester (14 weeks). Some will not accept quarter students at all. Traditionally, *UCDC* quarter students have had to work with internship supervisors to arrange internship extensions. Since the majority of *UCDC* students come from quarter campuses, *UCDC* should formalize an option to help them do so.	Increased Staff Effort

Additional Financial Aid

Stakeholders also offered mixed suggestions on the type of aid that should be provided. Many encouraged the addition of additional grants and scholarships that could be counted directly in students' existing aid packages and cover academic expenses. Others suggested that additional funding should not be packaged as financial aid at all, as it may replace a student's existing aid. Instead, the program should provide separate funds dedicated to alleviating incidental costs of the program, such as flights or professional clothing. One campus stakeholder suggested this could be as simple as a discounted card for the DC public transportation system, and another suggested a small stipend to cover food.

Student funding opportunities also impact *UCDC* student diversity. **30% of staff and 29% of Academic Advisory Committee members noted that a key role of *UCDC* is to provide access to educational opportunities for students who may not otherwise possess the social capital or financial resources to secure them.** As one explained, "we throw students into a world that has historically been reserved for the most connected, well-resourced people." Additionally, 40% of staff and 57% of Academic Advisory Council members noted that *UCDC* has historically enrolled a diverse population that reflects the diversity of the UC system writ-large. For these to remain true, however, *UCDC* needs to invest in additional student funding opportunities that increase the program's accessibility.

PUBLIC ENGAGEMENT

The original business plan for the *UC Washington Center* proposed seven related but distinct components:
- Undergraduate Programs;
- Graduate Programs;
- Research;
- Technology-based "Distance Learning" with other UC Campuses;
- Residential Live/Learn Environment;
- Federal Government Relations; and
- Public Service Activities.

The seventh component – Public Service Activities – was intended to promote an expanded UC presence in Washington, DC by engaging the federal government and policy communities. The majority of the work under this umbrella was to be conducted by the UC Office of the President Federal Governmental Relations (FGR) department. FGR, a tenant in the facility, was charged with engaging the California Congressional delegation, responding to legislation impacting the UC system, advocating on behalf of the university, and fostering alumni relationships in the nation's capital.

Today, UCDC's public engagement efforts operate under a similar structure, with FGR conducting most of this work as a part of its lobbying efforts. **The *UCDC* experiential academic program, however, does not engage in public service activities aside from the undergraduate internships.** Several stakeholders from both the staff and campuses noted the importance of this distinction.

In general, most stakeholders did not show interest in or suggest demand for more robust public engagement. Several noted that UCDC's staff are at full capacity supporting existing operations, and additional resources would be needed to support such activity. Many also noted that *UCDC* is one player in a highly saturated market that includes think tanks, advocacy organizations, nonprofits, and other entities that specialize in public engagement. Several of these entities will be explored in the following section.

Comparisons

Stakeholders frequently noted that *UCDC*'s location in the heart of the nation's capital is one of its greatest assets. As one explained, this enhances the student experience in the undergraduate program, but also creates unique potential for UCDC to engage the capital community. While the UC system uses UCDC to maintain its footprint in the capital, it is not the only institution doing so. There are a number of other institutions, both higher education and nonprofit, with physical presences in Washington, DC that conduct public engagement efforts. They include:
- **Higher Education Institutions**: other California institutions of higher education, and the twelve next largest US university systems; and
- **Think Tanks:** policy-focused non-profits, think tanks, and research centers.

Higher Education Institutions

There are several other higher education systems and/or individual institutions with physical presences in Washington, DC, some of which are used to engage the capital community. These include:

- **UC Comparison Institutions:** The previously described undergraduate program analysis documented experiential programs hosted by state of California institutions and the twelve next largest university systems. Five of the institutions included in this analysis also own a physical facility in Washington, DC similar to *UCDC,* some of which are used for public engagement activities. One additional institution was also included. [44]
- **Local Institutions:** There are primarily three research universities located in Washington, DC that conduct substantial public engagement work and are generally recognized as major players in the federal policy space.

Each of these institutions or their facility is located within a roughly four-mile radius of downtown Washington, DC, similar to *UCDC.* The table below provides an overview of the six university facilities. Additional information can be found in *Appendix VII: Comparisons.*

TABLE 30: HIGHER EDUCATION INSTITUTIONS WITH DC FACILITIES

Institution	Facility	Size	Opened	Uses	Public Engagement
Arizona State University	Barrett & O'Connor Washington Center	32,000 sq. ft. 8 stories	2018	- Academic Programs - Center for Gender Equity - School of Journalism and Mass Communication - School of Global Management - McCain Institute for International Leadership	Yes
New York University	Constance Milstein and Family Academic Center	75,000 sq. ft. 12 stories	2012	- Academic Program - Student Housing - John Brademas Center for the Study of Congress - Brennan Center for Justice - Government Relations	Yes
Stanford University	Anne T. and Robert M. Bass Center	~16,000 sq. ft. 4 stories	1988	- Academic Program - Student Housing	No
University of Georgia	Delta House	20,000 sq. ft. 3 stories	2013	Academic Program	No
University of Texas System	The Archer Center	~3,000 sq. ft. 1 story	2001	Academic Programs	No
University of Texas-Austin	Lyndon B. Johnson Washington Center	~3,000 sq. ft. 1 story	2016	- LBJ School of Public Affairs – Academic Program - Panels and speaker events	Yes

Three of the six institutions use their facility for more than an academic experiential program. Arizona State University (ASU)'s recently opened facility, for example, houses a number of university institutes and research units, like *UCDC,* but has an explicitly public engagement-focused mission. Similarly, New York University (NYU)'s building, located just a few blocks from *UCDC* and based loosely off of UCDC, includes housing for students in the academic program, as well as space for several university

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[44] New York University is not part of the next twelve largest university systems, but was included upon request of *UCDC* staff, who noted the significant similarities between NYU's center and *UCDC.*

departments and centers. Like ASU, NYU uses its facility to establish a presence for the university in the nation's capital and engage capital stakeholders regularly. The façades of these buildings are branded with their respective university logos similar to the *UC Washington Center*, and they market themselves as hubs of activity for their campuses in Washington, DC.

The figures below show images of three of the facilities and a map of all six in relation to *UCDC*.

FIGURE 24: COMPARISON CENTERS IN WASHINGTON, DC

**ASU's Barrett & O'Connor
Washington Center**

**UT-Austin's LBJ
Washington Center**

**NYU's Constance
Milstein and Family
Academic Center**

FIGURE 25: *UC WASHINGTON CENTER* IN RELATION TO COMPARISON FACILITIES
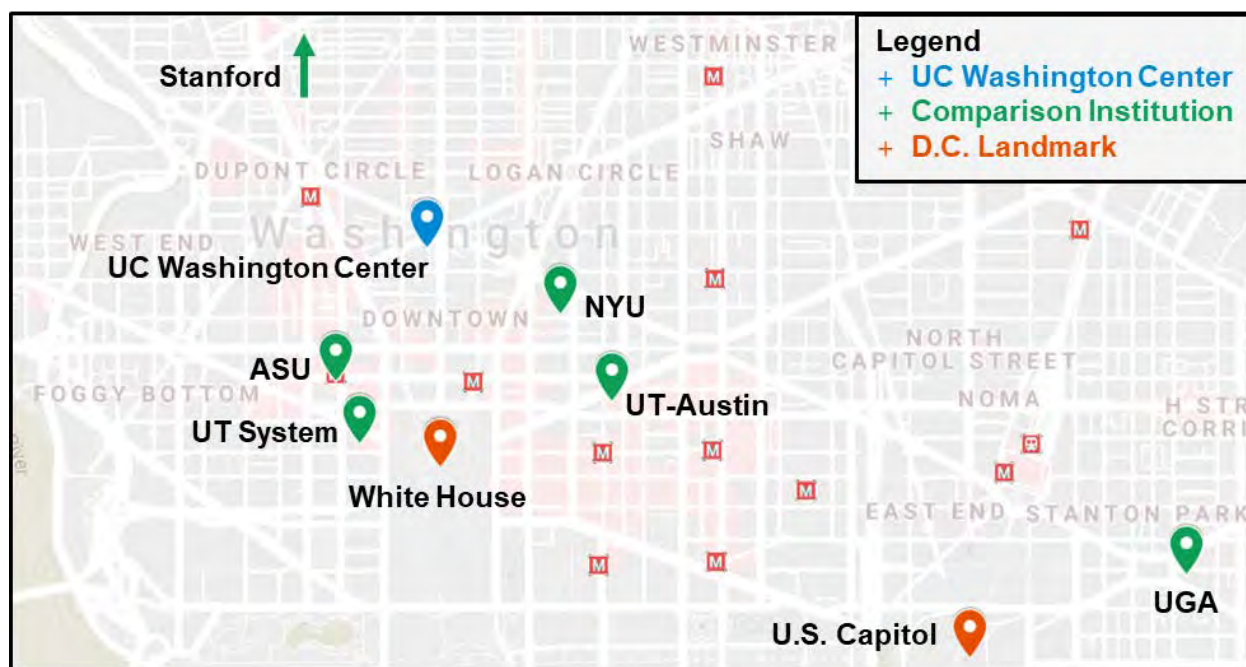
In addition to the above universities that lease or own space in Washington, DC for public engagement, there are several major research universities within a four-mile radius of the nation's capital. Three of these in particular have leveraged their locations to build brand recognition as major players in the Washington, DC community. The following profiles highlight the strong presence that each of these universities has established.

Founded as a "national university in the nation's capital" with the express charge of training public servants, **American University (AU)** imbues its entire mission with the goals of public engagement and service.[45] Ranked the #69 Best National University by US News & World Report in 2018, AU prides itself on its Washington, DC location and integration with the federal community. AU's School of Public Affairs operates 13 research centers focused on government, policy, justice, law, and politics. The following recent developments reflect AU's continued commitment to meaningfully engaging the Washington, DC community:

- In Fall 2018, AU created the new Sine Institute of Policy and Politics, "a laboratory for university-wide collaboration and an incubator for policy innovations. Capitalizing on AU's prime location in DC, the new institute "will convene leaders from the public, private, and nonprofit sectors and journalism to foster an exchange of ideas and engage in research around the complex drivers shaping policy and political discourse."[46]
- In Fall 2018, Betsy Fischer Martin – Emmy-winning journalist and former executive producer of "Meet the Press" – was named the head of AU's Women and Politics Institute.
- Beginning in Fall 2019, AU will launch an undergraduate major in International Affairs Policy and Analysis.

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[45] https://www.american.edu/about/history.cfm
[46] https://www.american.edu/media/news/detail.cfm?newsID=5506425E-C1E6-7904-C8299BCA91A2B1F3

Ranked as the #56 Best National University **George Washington University (GW)** prides itself on a student experience informed by its prime location in the nation's capital. With three campuses in the northern Virginia and metro DC area, GW's mission underscores that, "…the University, through its students, faculty, staff, and alumni, contributes talent and knowledge to improve the quality of life in metropolitan Washington, DC"[47] With world-renowned colleges of Public Policy and Public Administration, Law, Media and Public Affairs, and Political Management, GW focuses on producing policy-relevant knowledge and meaningful informal national policy conversations. The following highlights reflect this mission:

- In December 2018, the White House announced plans to nominate GW alumnus William Barr, J.D. as the next US Attorney General. GW alumnus Heather Nauert will be nominated as the next US Ambassador to the United Nations.[48] Seven GW alumni also won US Congressional seats in the 2018 midterm election.[49]
- In 2013, GW founded the Knowledge in Action Center Internship Fund (KACIF) to support undergraduates and graduate students in traditionally unpaid internships. Since 2013, over 650 students have received over $755,000 in KACIF grants.[50] Many of these students intern in Washington, DC with advocacy organizations or think tanks, serving as university ambassadors to the DC community.
- In November 2018, *The Washington Monthly* ranked GW as one of the top institutions for encouraging student voting and civic engagement. [51]

Founded in 1789, **Georgetown University** is the nation's oldest Catholic and Jesuit university. Located just northwest of downtown DC, Georgetown was ranked as the #20 Best National University and one of the top three universities in the greater DC area. The university has been continually recognized as an academic exemplar in the nation's capital, and has a long history of engagement with the Washington, DC community. The following recent stories highlight this engagement:

- Lucile Adams-Campbell, Associate Director for Minority Health and Health Disparities in Georgetown's Lombardi Comprehensive Cancer Center, was named a 2018 Washingtonian of the Year by *Washingtonian* magazine. The honor is awarded annually to DC leaders who make substantial contributions to the Washington, DC community.
- GU's Institute of Politics and Public Service recently announced its Spring 2019 Fellows Class, which includes the former Director of the White House Office of Public Engagement, the former Chair of the House Foreign Affairs Committee, and an opinion writer for *The Washington Post.*
- 27 Georgetown alumni were elected to the US Congress in the 2018 elections, reflecting the university's long-time commitment of "alumni serving the public."[52]

UC campuses are frequently ranked alongside these universities nationally, and there may be potential for UC to build a similar presence in the nation's capital. **In the competitive DC market, however, this will require substantial investment in building the UC's footprint, network, and public engagement strategy to compete with long-established local institutions.** *UCDC* could be a key player in this work, but few UC stakeholders expressed an interest in such an investment considering other funding priorities.

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[47] https://president.gwu.edu/university-mission-statement
[48] https://gwtoday.gwu.edu/president-trump-nominate-two-gw-alumni-top-posts
[49] https://gwtoday.gwu.edu/alumnus-gil-cisneros-declared-winner-house-race
[50] https://gwtoday.gwu.edu/students-discuss-impact-kacif-grant
[51] https://washingtonmonthly.com/2018/11/01/which-colleges-encourage-their-students-to-vote/
[52] https://www.georgetown.edu/news/experts-speak-on-elections

Think Tanks

Beyond the variety of active colleges and universities, Washington, DC is also home to some of the world's leading think tanks, research groups, and advocacy organizations. Many of these organizations fill roles similar to those proposed by *UCDC* stakeholders for UCDC. One stakeholder noted that, "there are associations with a much bigger brand presence than UC in Washington, DC," which makes it challenging for the university to establish a strong presence.

Several stakeholders suggested that *UCDC* is one player in a highly competitive, crowded market of entities attempting to influence the federal agenda and broader policy conversations. Many felt that for this reason, it may not be worthwhile for *UCDC* to try to expand its presence in this market.

The University of Pennsylvania's Think Tanks and Civil Societies Program (TTCSP) provides a helpful comparison. TTCSP maintains a Global Think Tanks Database, which is updated each year to produce an annual report. The organization defines think tanks as "public-policy research analysis and engagement organizations that generate policy-oriented research, analysis, and advice on domestic and international issues."[53] Think tanks may be independent nongovernmental organizations, or affiliated with interest groups, political parties, government, or private corporations.

Each year, TTCSP uses a rigorous review process to rank think tanks worldwide on a variety of criteria. The organization reports that as of 2017, one-quarter of the world's think tanks are in North America, with 1,872 located in the United States. Of these, 397 are located in Washington, DC. Each year, TTCSP ranks the top think tanks in several categories. The 2017 rankings highlight the fact that 10 of the top 25 are in the US, and all 10 are headquartered or have offices in Washington, DC. [54]

These rankings underscore the suggestion of several *UCDC* stakeholders that **Washington, DC is indeed a highly competitive, prestigious, and well-resourced market for public policy research and engagement.** While this does not preclude *UCDC* and the UC system more broadly from entering the market, it does suggest that UCDC's resources could have a greater impact elsewhere – in the academic program, for example.

Future Suggestions

In 2010, Academic Programs, Planning, and Coordination (APPC) and FGR leadership drafted a proposal for a formalized organization that would connect UC faculty, research, and expertise with federal agencies and policymakers. The proposal suggested a coordinated approach that would allow the UC to "integrate themselves into relevant policy discussions" and leverage the location of the *UC Washington Center* in the capital.[55] A series of interviews were conducted with FGR and *UCDC* leadership, as well as UC faculty, to explore the potential for such expanded research, policy, and public engagement efforts. The resulting proposal outlined a program with two primary foci:
- Bringing UC faculty and research to Washington, DC to proactively drive policy conversations, and
- Responding to the needs and requests of Washington, DC policymakers, government officials, and thought leaders by connecting them with relevant UC faculty.

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[53] TTCSP 2017 Global Think Tank Index
[54] Complete lists of TTCSP's Top 25 rankings can be found in

Appendix VII: Comparisons.
[55] Public Engagement Proposal, 2010

No immediate action was taken to operationalize this proposal. While stakeholders generally agreed that the academic program is and should be *UCDC*'s priority, one noted that UCDC's potential for robust public engagement is "an underutilized, underappreciated, underdeveloped, missed opportunity." The table below identifies the few suggestions for public engagement, with anticipated costs identified where applicable.

TABLE 31: FUTURE SUGGESTIONS FOR *UCDC*'S PUBLIC ENGAGEMENT

ID	Name	Description	Costs
13	Establish a Standalone Program	*UCDC* could support the establishment of a new program or institute dedicated specifically to engaging the Washington, DC community in a nonpartisan way. One stakeholder suggested that the ideal unit "shouldn't be influenced by [FGR's] federal agenda, the day-to-day operations of the building, or the academic needs of *UCDC*." This could provide a good opportunity for *UCDC* and FGR to partner and provide joint leadership.	To Be Determined
14	Clarify the Partnership Between *UCDC* and FGR	Most stakeholders viewed it as FGR's responsibility to represent the UC system in Washington, DC, but acknowledged that the *UC Washington Center* should play a role. *UCDC* and FGR should clearly outline their ideal relationship, including ways to consistently integrate *UCDC* students and faculty with FGR's ongoing efforts. As one stakeholder explained, the two units "could certainly be complimentary and there could be some real synergism."	Increased Staff Effort
15	Connect *UCDC* Student with their Elected Officials	*UCDC* should establish a formal program or mechanism through which students are introduced to their California Senator or Representative each term. The benefits could be twofold, building the networks of the students in the academic program, and increasing the UC's direct connections with the legislature.	Increased Staff Effort
16	Establish New Programming	*UCDC* should leverage its facility for a series of recurring public engagement events with Washington, DC stakeholders. One individual suggested holding regular panels featuring a mix of community leaders and UC faculty, focused on relevant policy issues. Another suggested bringing UC faculty to UCDC to provide policy briefings for legislators and share research, noting that this would "go a long way to raising the national profile of the UC."	To Be Determined Based on Program Type & Frequency
17	Establish Employer Partnerships	*UCDC* could establish agreements with its most common internship host sites to create a hiring pipeline. One stakeholder offered UC Merced's Yosemite Leadership Program as a comparison: through this program, UC Merced partners with the National Park Service (NPS) to enroll undergraduates in a leadership development internship; in turn, NPS often directly hires these students into full-time positions. *UCDC* could benefit from similar partnerships with organizations like the Smithsonian in Washington, DC.	Increased Staff Effort

It should be noted, again, that most stakeholders did not support a significant investment in advancing public service activities at *UCDC* given the crowded marketplace amongst other universities and think tanks. However, some of the suggestions identified in the table above would not require an investment of funds and could be conisdered if desired by UC stakeholders.

GRADUATE PROGRAM

UCDCs current academic program is focused exclusively on undergraduate students, and there is not a corollary academic focus for graduate students. More broadly, *UCDC* does not engage graduate students in any formal way.

The original vision for *UCDC* outlined in the 1999 business plan included opportunities for students from UC's doctoral, masters, and professional schools to complete two types of positions:
- **Research Fellowships**, in which students would conduct individual research projects; and
- **Teaching Assistant (TA)** assignments in the undergraduate program.[56]

These activities were intended to be a direct manifestation of UCDC's research and teaching missions by supporting graduate research and engaging a wider population of students in the academic program. As outlined in the 1999 business plan, the UC Office of the President began providing $150,000 for graduate students in 2010-11 for *UCDC* to employ a TA from each campus, but that funding did not continue. As several stakeholders noted, funding and resources for graduate activities tapered off, and long-term graduate student opportunities did not materialize as originally envisioned. Stakeholders also noted that *UCDC*'s current funding, staffing, and resource levels are at capacity in support of the undergraduate program, which may have limited UCDC's ability to pursue consistent graduate student opportunities.

Comparisons

As noted in the *Undergraduate Program Comparisons* section, six of the institutions that offer comparable academic experiential programs in Washington, DC include opportunities for graduate students. The following are particularly noteworthy:
- The **University of Texas System** hosts the *Graduate Program in Public Policy* in its Archer Center in Washington, DC. Through this program, graduate and medical students from any of the UT system campuses spend the summer working and completing policy-related coursework.
- **SUNY's College at Brockport** hosts the *SUNY Brockport Washington Program*, which is open to both undergraduates and graduate students from any SUNY campus. The program is offered in the Fall, Spring, and Summer terms and includes both internships and coursework for graduate students.
- **CUNY's Baruch College** offers *The Washington Semester* program for M.P.A., M.I.A., and M.S.Ed. students exclusively. The program includes a term-long internship and academic coursework and is specifically tailored to professional students in these subjects with interests in public policy.

A full list of comparison programs, including those that offer graduate student opportunities, can be found in *Appendix VII: Comparisons*. These programs represent multiple approaches to graduate experiential education, with some jointly enrolling undergraduate and graduate students in a single program, and others supporting graduate-specific programs. Of the six programs that offer graduate opportunities, two are targeted toward students in specific professional schools. **This suggests that there is some level of demand for graduate-level experiential programs in Washington, DC. There may be a market for graduate student work (albeit small, as only 6 of the 15 programs enrolled graduate students), which *UCDC* could tap in the future.**

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[56] *UCDC* Draft Business Plan, October 1999

Future Suggestions

Most stakeholders emphasized the value and quality of *UCDC*'s undergraduate program, and the desire for a graduate program was not a widespread sentiment. However, a handful of stakeholders from the staff, Academic Advisory Committee, Governing Council, and Campus Coordinators recommended that *UCDC* should start providing opportunities for graduate and professional students. In general, they expressed that engaging graduate students would allow *UCDC* to more fully embrace its role as a resource for all members of the UC community. It is important to note, however, that such opportuntiies would need to be funded and structured so that they do not adversely impact the undergraduate program.

The table below identifies specific suggestions, with anticipated costs identified where applicable.

TABLE 32: FUTURE SUGGESTIONS FOR *UCDC*'S UNDERGRADUATE PROGRAM

ID	Name	Description	Costs
18	Establish Teaching Assistantships	*UCDC* could benefit from hiring UC graduate students as TAs in the undergraduate program. Graduate TAs could lighten the load of instructors and provide support for *UCDC*'s external practitioners who teach in the program but may not have prior instructional experience. The students would benefit from TA experience that allows them to work with undergraduates from several campuses in a unique academic model. Notably, the *UC Center Sacramento* employs two graduate TAs for its undergraduate courses and could serve as a model should *UCDC* decide to pursue this suggestion in the future.	~$76,000 for 3 full-time TAs per year
19	Establish Residential Assistantships	*UCDC* could also hire graduate students as part-time staff in the residential program. This recommendation was also offered in the 2015 Residential Services Review, which suggested that *UCDC* hire students in Higher Education Masters programs for summer internships through the Association of College and University Housing Officers (ACUHO).	~$71,000 for 3 RAs per year
20	Establish Graduate Fellowships	*UCDC* could launch a graduate and professional student "in-residence" program, allowing students to study at UCDC and research in the nation's capital. One stakeholder noted that a structured, single-term or year-long fellowship would give graduate students "access to people and organizations that are helpful to their research."	~$155,000 for 3 Fellows per year

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FINANCIALS

This section provides a general overview of *UCDC*'s financials over the past several years, with an independent projection for UCDC's financial position in the next few years if current trends continue. *UCDC*'s financial activity is unique from other similar programs, primarily as a result of facility-related revenues and expenses being included in UCDC's finances at-large. The following sub-sections break down *UCDC*'s financial activity and provide additional context on *UCDC's*:

- **Budget,** which is prepared annually and submitted to the UC Office of the President;
- **Accounting Taxonomy,** which is the structure of the UCLA general ledger in which *UCDC* tracks its revenues and expenses;
- **Revenues,** which UCDC receives from student tuition and fees, housing, the UC Office of the President, and several miscellaneous sources; and
- **Expenses,** which include a series of costs related to the administration of the academic program and *UC Washington Center* facility;
- **Debt Service,** which is divided into a residential and non-residential component*;
- **Historical Actuals**, which represent UCDC's financial activity for the most recent six years;
- **Projections**, which use trends in *UCDC's* historical actuals to project its future state; and
- **Future Suggestions,** which stem from the above financial analysis and stakeholder input.

Budget

UCDC's financial activity is tracked against its annual budget, which is overseen by Executive Director Shapiro and the Manager of Business and Information Services. Each year, they submit a proposed budget to the *UCDC* Governing Council, who provides general oversight and guidance. Ultimately, however, the UC Office of the President has formal approval authority over *UCDC*'s annual budget. The figure below provides a high-level view of the budget that is submitted to the Governing Council annually.

FIGURE 26: SAMPLE BUDGET FOR GOVERNING COUNCIL (FY18)

UC WASHINGTON CENTER (UCDC)
FY 2017-18 to 2022-23
Simplified View

	2017-18 Actuals	2018-19 Actual/Projected	2019-20 Projected	2020-21 Projected	2021-22 Projected	2022-23 Projected	CAGR
REVENUES							
ACTIVITY REVENUE	6,611,119	6,501,884	6,784,895	6,920,596	7,060,398	7,204,281	2.6% [1]
EXTERNAL CONTRIBUTIONS	1,614,944	1,615,069	1,612,365	1,574,961	1,574,857	1,573,270	-0.7%
TOTAL REVENUES	8,226,063	8,116,952	8,397,260	8,495,557	8,635,255	8,777,551	2.0%
EXPENSES							
OPERATING EXPENSES	5,170,716	5,564,314	5,893,220	6,067,111	6,259,990	6,669,244	4.6%
DEBT SERVICE	1,748,857	1,747,254	1,743,028	1,707,241	1,706,131	1,705,587	-0.6%
USE OF RESERVES	182,150	1,144,627	507,691	1,005,053	2,489,673	588,718	-15.3% [2]
TOTAL EXPENSES	7,101,724	8,456,196	8,143,939	8,779,405	10,455,793	8,963,549	1.5%
SURPLUS/(DEFICIT)	1,124,339	(339,243)	253,320	(283,847)	(1,820,538)	(185,998)	
OPENING BALANCE	6,357,404	7,299,593	6,960,350	7,213,670	6,929,823	5,109,285	[3]
ENDING BALANCE	7,481,743	6,960,350	7,213,670	6,929,823	5,109,285	4,923,287	[4]
DEBT SERVICE REQUIREMENT (25%)	437,214	436,814	435,757	426,810	426,533	426,397	

Having consulted with the Governing Council, *UCDC* staff submit the budget to the UC Office of the President Budget Office for formal approval, like all other UC Office of the President departments. Once approved by the Budget & Finance Department, *UCDC* tracks its financial activity, which will be described in the sections below, against this budget. As a department within the UC Office of the President, *UCDC*'s financial transactions are recorded and processed on UCLA's general ledger, and *UCDC* staff have standard access to this system to track financial activity.

The following sections provide additional detail for *UCDC's* accounting structure, revenues, expenses, debt service, historical actuals, and a projection of where UCDC*'s* financials could be trending in the future. Additional detail on *UCDC's* financials are provided in *Appendix VIII: Financial Analysis*.

Accounting Taxonomy

UCDC uses a fairly complex accounting structure to categorize its revenues and expenses and track financial activity like gifts and donations. UCDC tracks this activity in a combination of codes, which consist of two fields in the financial system:

- **Account Codes**, which are typically used to track the organization or activity that originated an expense, and which roll up in the organizational hierarchy to Departments (e.g., *UCDC*), Sub-Divisions (e.g., Academic Personnel and Programs), and Divisions (e.g., Academic Affairs); and
- **Fund Codes,** which are typically used to track the source of funding used for expenses (e.g., tuition, grants, gifts).

In FY18, *UCDC* used 17 unique Account Codes and 23 unique Fund Codes to track its financial activity, and 37 unique combinations of the two. These combinations, referred to as financial accounting units (FAUs) can be sorted into four groups based on the financial activity they are used to track:

- **Revenue FAUs,** which are used to track *UCDC*'s revenues;
- **Expenditure FAUs,** which are primarily used to track *UCDC*'s expenses, but some of which also track revenues;
- **Reserve FAUs,** which are used to track reserve balances that help cover building maintenance, equipment, and technology maintenance and renewals;
- **Gift FAUs,** which are used to track donations and gifts to *UCDC* or its fellowship funds, such as the Matsui Fellowship.

In some cases, *UCDC's* Accounts follow the standard convention noted above, with titles that reflect the entity incurring the expense (i.e. 408010 – WASHINGTON ACAD. CTR (*UCDC*), which is the *UCDC* academic program). When combined with a Fund Code that reflects the source of the funds (i.e. 40031 – R.T. MATSUI UC CONGRESSIONAL FELLOW PROGR, or the Matsui Fellowship program) financial entries are easily discernible. In this case, FAU 408010:40031 represents a *UCDC* academic program expense funded by the Matsui Fellowship.

In several cases, however, *UCDC's* Account Codes reflect a funding source. When combined with a Fund Code that also reflects a source, discerning the purpose of expense entries becomes difficult. For example, Account 408013 – UC WASHINGTON CTR-STUDENT FEES and Fund 20095 – EDUCATIONAL FEE combines to form FAU 408013:20095. Revenues in this FAU represent student tuition payments (identifiable from the Fund title). Expenses in this FAU, however, are not clear based on the Account title, which also suggests a source ("student fees").

Further complicating *UCDC*'s financial activity is the fact that *UCDC's* eight Revenue FAUs are each "linked" to one of its Expenditure FAUs. These linked Expenditure FAUs are used to track not only

expenses to their respective Account, but also some revenues and internal recharges that offset entries in the linked Revenue FAUs. This added complexity can make it difficult to understand *UCDC*'s true sources of revenue and the nature of its expenses, which will be highlighted in subsequent sections.

Revenues

Prior to the 2010 consolidation, *UCDC*'s academic operations were funded by two appropriations from the UC Office of the President. These appropriations were gradually reduced in the years leading to 2010, and with the consolidation, *UCDC* updated its financial structure. Under this new model, UC Office of the President appropriations were supplemented with tuition and Student Service Fee transfers from each campus based on the students they enrolled. Today, *UCDC's* revenues can be grouped into four main categories, which will be further detailed below:

- **Tuition and Fees** includes tuition and student service fees from students enrolled in the academic program, as well as summer fees from students using *UCDC*'s services.
- **Housing Income** includes payments from students, visitors, or other guests living in the building.
- **UC Office of the President Funding** includes annual appropriations for operations and academic building expenses, internet, tuition buyouts, and an experiential learning assessment.
- **Miscellaneous Income** includes auxiliary revenue from parking operations and events hosted in UCDC, as well as lease payments from the building's various tenants and several other smaller income sources.

UCDC's "Miscellaneous Income," much of which comes from non-UC entities, flows directly into *UCDC*'s available funds. Tuition, fees, and housing income, which are by far the largest portion of *UCDC's* annual revenue, are slightly different. The figure below outlines the flow of funds for *UCDC*'s campus-based and UC Office of the President revenue.

FIGURE 27: *UCDC* FUNDS FLOW (CAMPUS AND UC OFFICE OF THE PRESIDENT REVENUE)
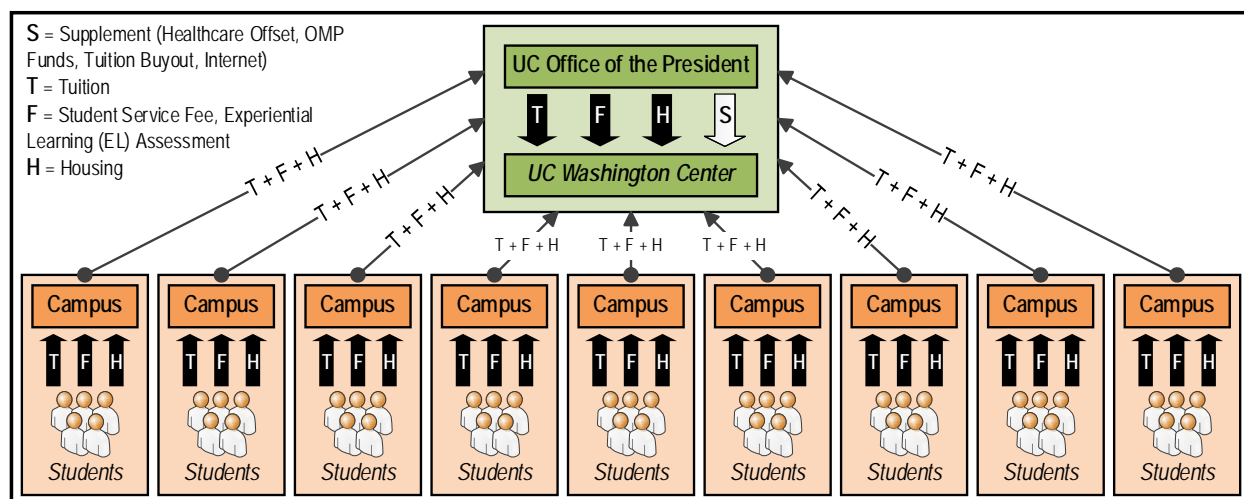
Under the current model, *UCDC* students pay tuition, fees, and housing to their home campuses. Campuses send the money to the UC Office of the President, and it is distributed to *UCDC*'s funds along with the UC Office of the President funding. **Stakeholders mentioned complications with this process**

and there may be opportunities to simplify the sheer number and frequency of fund transfers. The sections below provide additional detail about each of *UCDC*'s revenue sources.

Tuition and Fees

Tuition and fees from students participating in the *UCDC* academic program and/or living in the *UC Washington Center* represents the second largest portion of *UCDC*'s revenue each year. This income includes:

- **Academic Year Tuition and Fees:** During the academic year (Fall, Winter, and Spring terms), UC students pay tuition and fees as they would on their home campus. *UCDC* receives student tuition and Student Service Fee income, less one-third for return-to-aid, for each enrolled student.[57] It is important to recognize that non-resident tuition does not come to UCDC.
- **Summer Fees:** During the Summer term, *UCDC* collects fee income from UC students who participate in for-credit DC internships and utilize *UCDC*'s internship team. Because the *UCDC* academic program is not offered during the Summer, full tuition is not collected.

Over the last six years, on average, just over one-third of *UCDC's* annual revenue came from tuition and fees. This percentage has remained fairly consistent due to the UC systemwide tuition freeze between fiscal year 2011-12 and 2016-17, and UCDC's efforts to ensure consistent enrollment. *UCDC* relies on tuition and fees, among other revenues, to cover costs like operating expenses and building maintenance. Because tuition and fee revenue has remained essentially flat, UCDC offset this by cutting administrative costs, increasing the number of tuition paying students, and increasing student housing costs. **This underscores that while critical for *UCDC*, tuition and fees alone are not enough to sustain the academic program or UCDC as a whole.**

Housing Income

All UC students participating in the academic program live in the building and pay housing fees. Consortium institutions also pay *UCDC* a per-student housing rate for each participating student. During the Summer term, although the academic program is not offered, UC campuses and consortium institutions both pay to house students in the building. Additionally, throughout the year, an assortment of UC and non-UC guests stay in the building's guest rooms and pay variable rates; this is included in UCDC*'s* housing income.

Income from the residential operation represents the largest single revenue category for *UCDC* each year*.* Over the last six years, an average of 62% of UCDC's annual revenue has come from housing. With approval from the UC Office of the President, *UCDC* has increased its housing rate an average of 3% each year for the last six years to offset flat tuition and cover the building's residential debt service. Staff estimate continuing this annual increase for the foreseeable future to maintain adequate income. **This income UCDC receives from filling the residential portion of the building is absolutely critical to paying the residential debt service and supporting UCDC's operations.**

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[57] Consortium institutions pay a set of per-student fees based on their enrollment during the academic year and the number of students they send to the building in the Summer. These fees are not included here and are distributed across other revenue categories.

UC Office of the President Funding

The UC Office of the President contributes an annual appropriation to *UCDC*. This support has been in place since UCDC's opening in 2001, though it has varied in type, purpose, and amount. Today, this annual appropriation includes four primary components:

- **Tuition Buyout:** In 2013, the UC Office of the President began providing *UCDC* a share of UC's state tuition buyout. This has equated to $60,000 per year since 2013. It is important to note that this amount was the tuition buy-out for a single year, although it has become a permanent part of the budget, as it has been for the campuses. UCDC did not get an equivalent increment for any of the other years in which the state allocation was raised in lieu of tuition.
- **OMP Funding:** In 2001, $354,611 in Operations and Maintenance of Plant (OMP) funds were introduced to support *UCDC*'s facility operations. This funding is primarily used by the *UCDC* academic program to cover its portion of building and IT operating costs.
- **EL Assessment:** The most recent change to the UC Office of the President's contribution was the 2015 addition of an experiential learning fee. Starting in academic year 2014-15, the UC Council of Vice Chancellors (COVC) recommended and the President approved a systemwide experiential learning (EL) assessment of a total of $363,700 to support experiential programs like *UCDC*.
- **Healthcare and Internet:** *UCDC* receives an annual healthcare offset for eligible staff ($21,000 in FY 17-18 per an agreement with the UC Office of the President Systemwide Human Resources department. The Information Technology Services department also contributes $144,000 in annual funds to cover the cost of the building's high-speed internet.

UCDC also receives significant in-kind support from the UC Office of the President Operations subdivision. Departments like Human Resources, the Building and Administrative Service Center, and the Budget Office frequently consult with *UCDC,* advise on UCDC's operations, and serve on the OMAC. These services are provided without additional cost to *UCDC*.

Notably, *UCDC* also receives an annual appropriation from the UC Office of the President for the non-residential debt service on the *UC Washington Center* facility. This appropriation is not technically considered a revenue and the payment of the debt service is not considered a direct expense for *UCDC*. For the purpose of this analysis, the non-residential debt service is not included in UCDC*'s* UC Office of the President revenues and will be discussed in the *Debt Service* section below.

UC Office of the President funding increased significantly in fiscal year 2015-16 with the approval of the UC-wide experiential learning assessment. Since that time, *UCDC's* annual UC Office of the President funding has averaged roughly $909,000. **While this funding represents only the third largest revenue source for UCDC, it is a critical supplement to student housing, tuition, and fee income, and helps UCDC cover many of its operational costs like internet and facilities expenses.** If these costs rise in the coming years as *UCDC* staff predict, additional UC Office of the President funding may be necessary.

Miscellaneous Income

The *UC Washington Center* is home to a number of other UC and non-UC entities in addition to the *UCDC* academic program. As noted previously, income from students participating in the program is not sufficient to cover the costs of supporting these other units and the building at-large. As such, *UCDC* relies on several other income sources that are used to cover facilities, administrative, and operational costs. These include:

- **Parking**: Students, staff, faculty, and visitors can purchase parking in one of the building's 45 spaces, typically at a rate of $5 per day or $150 per month.
- **Building Leases:** The various multi-campus research units (MRUs) and other organizations that lease space in the *UC Washington Center* make rent payments directly to UCDC.
- **Events and Facility Rentals:** *UCDC* rents space in the building to organizations, groups, and other entities – both UC and non-UC – for lectures, receptions, conferences, and other events. Revenue from these event rentals represents auxiliary income for *UCDC.*
- **Technology Services:** *UCDC* collects nominal revenue each year for the provision of information technology services to building renters and special events.
- **Student Trips:** As part of the academic program, *UCDC* hosts a series of optional trips, events, and programs for enrolled students. Students pay *UCDC* directly to participate in these activities.
- **Other:** *UCDC* occasionally receives small ad hoc income from a variety of miscellaneous sources, such as payments for copying services.

As the primary managers of the *UC Washington Center* facility, *UCDC* staff are responsible for any rentals, leases, or other revenue-generating activities in the building. Revenue from these miscellaneous activities supplement UC Office of the President appropriations and tuition, fee, and housing income; they help *UCDC* cover the costs of operating the 11-story facility.

Expenses

In contrast to other systemwide programs like the *UC Center Sacramento, UCDC* is responsible for the financial activity related to its facility. Because *UCDC* manages and operates the physical facility in which it resides, operating expenses and utilities related to the building are included in *UCDC*'s total annual expenses. For clarity of analysis, these expenses were grouped into six natural classifications: Salary and Benefits, Supplies and Equipment, Utilities and Facilities, Operations, Miscellaneous, and, Recharges.

Distributed across these expense categories are the operating costs of *UCDC*'s Building Services and Information Technology teams. These two teams provide building management and IT services for the facility's residents and various stakeholders, including the *UCDC* academic program, FGR, and other lessees. **In 2002, *UCDC* leadership developed a methodology – the facilities matrix – through which the core operating costs of these two teams are distributed to the tenants who use them.** These costs include staff salary and benefits, supplies and equipment, and maintenance costs for the two teams, and are divided into the five categories outlined below.[58]

TABLE 33: FACILITIES MATRIX COST CATEGORIES

Cost Category	Cost Components	Recharge Methodology
Building Management	• Operating costs of *UCDC* Building Management unit • Contract with Complete Building Services (CBS) third-party maintenance and custodial provider	Assignable Square Feet
Security Systems & Physical Security	24-hour on-site security officers	Assignable Square Feet plus modification based on utilization
Technology	Operating costs of *UCDC* Information Technology unit	Time/Motion Studies
Cable/Satellite	Television (e.g. cable and/or satellite access)	Percentage of TV Outlets
Utilities	Electric, gas, and water/sewer	Assignable Square Feet plus modification based on utilization

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[58] Facilities Matrix Primer, November 2015

The figure below breaks out these five categories for the last eight years.

FIGURE 28: FACILITIES MATRIX COSTS (FY11 - FY18)
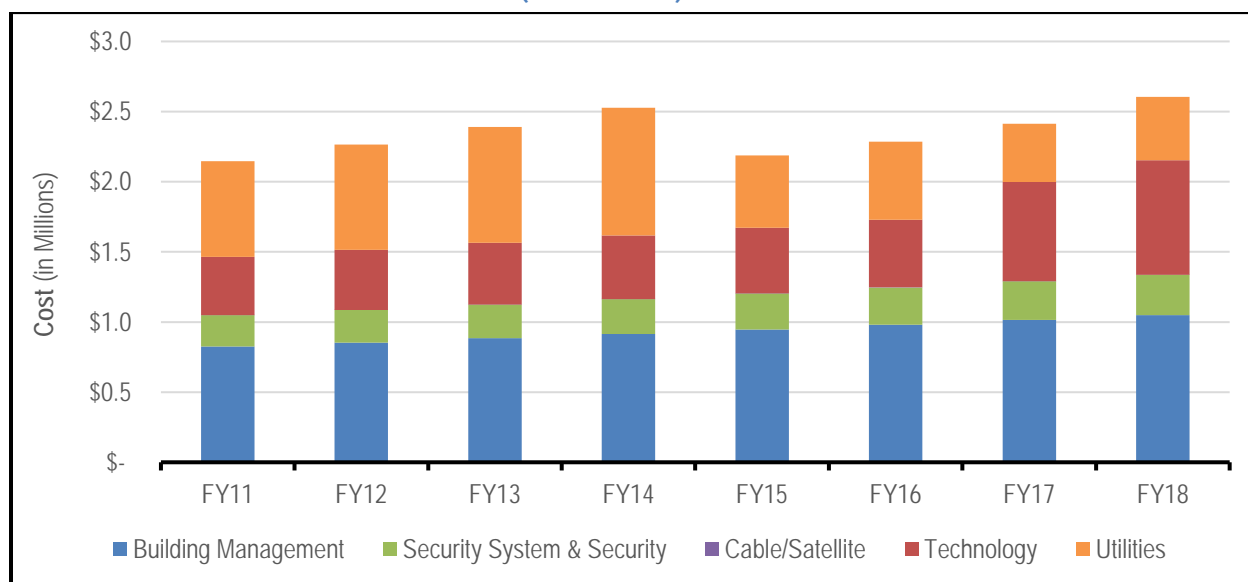
With the exception of a dip in fiscal year 2014-15, *UCDC*'s building and IT service costs have generally increased over the last eight years. **While building management has consistently remained the largest cost, technology service costs have spiked in just the last two years, increasing by 70% since fiscal year 2015-16.** In the most recent year, total costs passed $2.6M, with building management and technology representing the largest percentages (40% and 31%, respectively). **The services of *UCDC*'s Building Services and IT teams are critical to UCDC's operation but are also the most expensive.**

The services in these five cost categories are provided by the Building Services and IT teams to all of the *UC Washington Center*'s stakeholders. The facilities matrix is used to fairly allocate these costs across the facility's five main users, which are:

- **Academic Program:** The classroom, event, and office space on floors one through three that are utilized by the *UCDC* academic program;
- **Residential Services**: The residential portion of the building, including the Residence Life staff and the eight floors of student residential units;
- **Department of Federal Governmental Relations:** The second-floor office space occupied by the UC Department of Federal Governmental Relations.
- **Leases:** The office and classroom space on floors two and three that are leased by various UC and non-UC entities; and
- **Parking:** The parking garage located in the basement of the building.

As highlighted in the previous table, the five matrix cost categories are distributed across these five users based on specific recharge methodologies. Utilities, for example, are distributed to each user based on the amount of physical space they occupy in the building and the amount of each utility they use. Utilities are recharged monthly to each user, while other operating expenses are paid in the form of annual

transfer of funds from each user. Each year, the recharge methodology for the five users is reviewed by *UCDC*'s OMAC and approved by the Governing Council. While total costs have generally risen, the distribution of costs across UCDC*'s* five users has not changed in the last eight years.

UCDC maintains two primary reserves to support its operational expenses when necessary. *UCDC* occasionally used the **academic and residential reserves** to cover their respective portions of the facilities matrix costs. The residential portion of the facility was general self-sustaining, covering its portion of the matrix costs and contributing to the reserves via annual housing increases. The academic program, however, has struggled over the years to cover its building and IT expenses with student income. As a result of a 2016 budget review, the UC Office of the President authorized *UCDC* to combine the two reserves and collectively cover the academic and residential portions of the facilities matrix. Reserves are used for capital renewal and replacement only. The academic program had been unable to meet its expected contributions to reserves. In Summer 2018, *UCDC* leadership estimated that UCDC will need to spend $5.0M of reserve funds on "urgent facilities and IT renewal projects" in the next five years.[59] **As of fiscal year 2017-18, *UCDC*'s total reserve balance was $4,682,604, and *UCDC* leadership noted the importance of replenishing these reserves.**

Debt Service

The *UC Washington Center* facility is owned by the UC Regents. When it was first constructed in 2001, the total debt service was determined to be $27,835,000. At the time, the UC Office of the President and *UCDC* agreed to split the building's annual debt service payments. Each year, the UC Office of the President pays *UCDC* for the non-residential portion of the facility's debt service (the first three floors of the building; 34% of the total). The remaining 66% of the debt service (the residential floors, four through 11), is covered by housing income from *UCDC's* residential operation. The figure below highlights the breakdown of payments for the last eight years.

FIGURE 29: DEBT SERVICE PAYMENTS (FY11 – FY18)[60]

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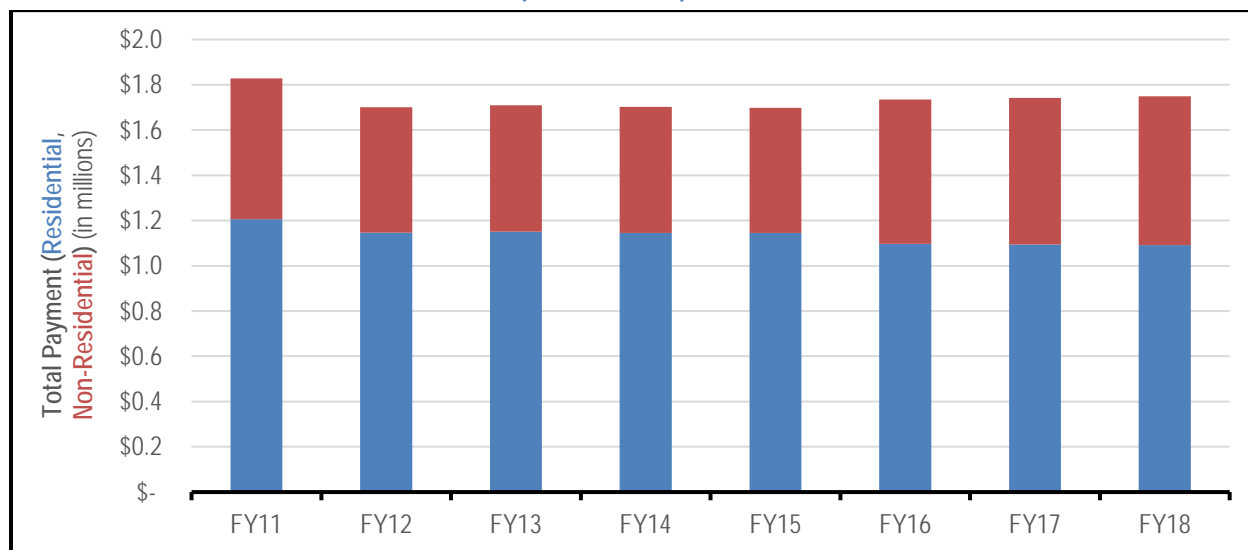
[59] Analysis of New *UCDC* Funding Model, June 2018
[60] FY17 calculated based on FY16 and FY18

Between fiscal year 2010-11 and 2017-18, *UCDC's* total annual debt service payment averaged $1.7M, with the UC Office of the President consistently contributing 34% annually. This funding has historically come from the President's Endowment Fund (PEF) and is budgeted to *UCDC* each year. As noted previously, this contribution from the UC Office of the President is not technically considered a revenue for *UCDC*, and the payment of the debt service is not tracked as an expense. **Because *UCDC's* various revenue sources are not sufficient to cover the entire annual debt service payment, it is critical that the UC Office of the President continues this support until the building is paid off.**

Historical Actuals

The tracking and presentation of *UCDC*'s actuals has varied substantially over the last several years. In Summer 2010, the *UCDC* Governing Council approved a methodology in which both revenues and expenses were recorded in UCLA's general ledger "in the final location of activity."[61] At the time, *UCDC* also began presenting its annual financials in a traditional profits and losses (P&L) format, organized primarily by revenues and expenses.

Beginning in Spring 2015, upon recommendation of *UCDC*'s OMAC, this approach was revised to more clearly highlight *UCDC*'s reserves and any expenses related to facility maintenance. Notably, this is a departure from the traditional cost accounting methodology used by other UC Office of the President units, due in large part to the inclusion of the facility and its financial activity in *UCDC*'s financial model.

In Spring 2016, a UC Provost-appointed committee proposed another modification to *UCDC*'s methodology for tracking and presenting actuals. Under this new model, *UCDC* began recording entries in the financial system to the initial – as opposed to the final – location of activity. This model, which has been in place since, more clearly distinguishes UC Office of the President revenues from *UCDC*'s other revenues and presents UCDC's debt service payments and reserve balances as distinct line items.

UCDC's Manager of Business and Information Services underscored the complexity of UCDC*'s* financial model that has resulted from these historical changes. **Combined with the complex accounting structure highlighted previously, these shifts in *UCDC's* accounting practices make it incredibly difficult to analyze UCDC*'s* historical financial activity.**

As part of this current state assessment, a team supporting UC Provost Brown was tasked with performing an independent analysis of *UCDC*'s historical finances to understand its net position and project its future state. The team developed a model using revenue and budget data from the UC Office of the President's Budget Development System (BDS) and expense data from the UCLA general ledger, attempting to true-up actual revenues and expenses with those provided in *UCDC*'s Annual Reports for the most recent six years.[62]

This process required substantial effort and analysis from the Provost's team, *UCDC's* Manager of Business and Information Services, and the UC Office of the President Budget & Finance Department. Similar analyses of other UC Office of the President departments, such as *UC Mexus*, the *UC-Mexico Initiative,* and the *UC Center Sacramento,* used similar datasets and were comparatively much clearer. In these cases, the analysis closely mirrored the programs' self-reported financials, which was not the case for *UCDC.* **By comparison, the independent financial analysis of *UCDC* was substantially more**

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[61] *UCDC* Annual Report 2012-2013
[62] This analysis attempted to isolate true revenues and expenses and does not include use of reserves or debt service payments.

complicated, underscoring the complexity of a financial structure that has resulted from UCDC's many historical evolutions and unique facilities component.

The figures below highlight *UCDC*'s actual revenue and expenses as calculated in this analysis, and as calculated using self-reported amounts in *UCDC's* Annual Reports.[63]

FIGURE 30: *UCDC* FINANCIALS – CALCULATED (FY14 – FY18)
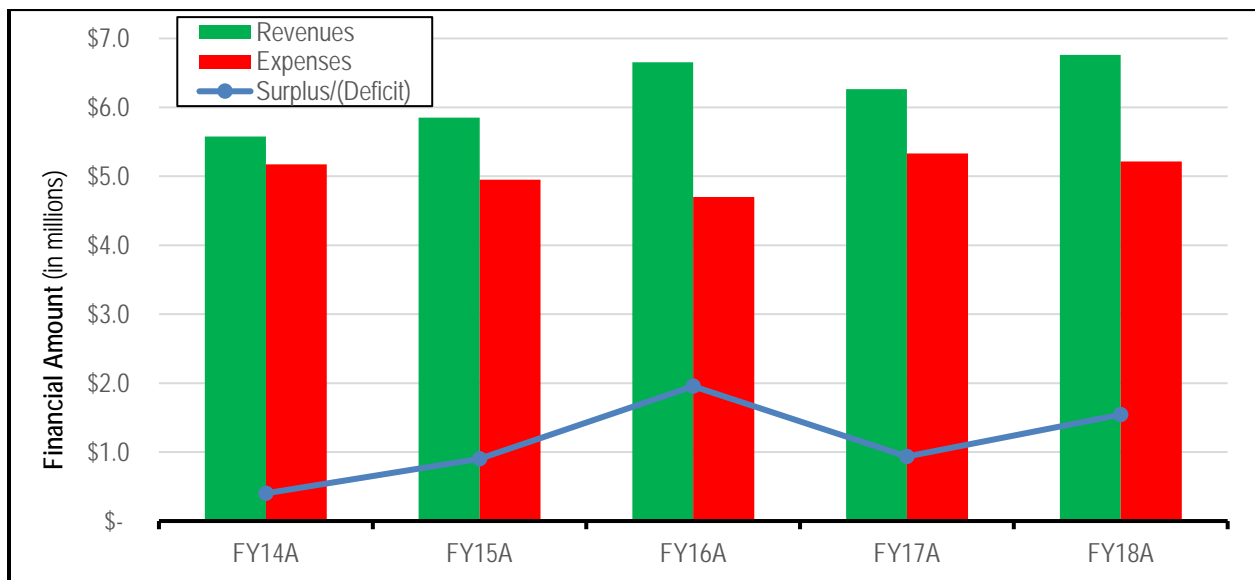
FIGURE 31: *UCDC* FINANCIALS – SELF-REPORTED (FY14 – FY18)

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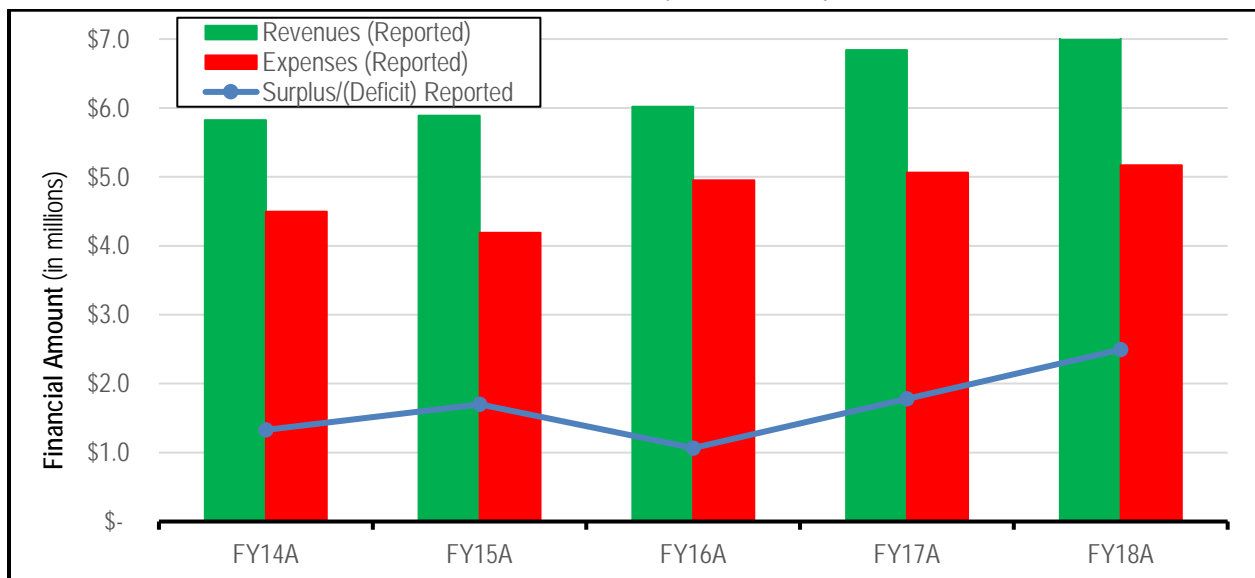
[63] Annual Reports provided from FY13 to FY16; *UCDC's* FY18 Proposed Financial Model used for FY18 data

The totals in this independent analysis differ – sometimes slightly and sometimes substantially – from *UCDC*'s self-reported totals. Attempts were made to true them up where possible and account for changes in *UCDC's* accounting practices over the years. **Directionally, both analyses suggest growth in *UCDC's* operating surplus due to growing revenues, albeit at different rates and absolute amounts.** In four of the last five years, *UCDC* self-reported data suggests higher total revenue and lower total expenses than the independent analysis, with a difference in surplus of $800,000 or more between the two analyses in some years. **While it is difficult to draw strong conclusions from this data, both analyses suggest that as of FY18, *UCDC* appears to be in a fairly secure financial position,** with building reserves of at least $1.0M.

Projections

Stakeholders frequently underscored the importance of ensuring a stable funding structure for *UCDC*, which is reflected in Executive Director Shapiro's ongoing conversations with the Governing Council and UC Office of the President. As part of this assessment, an independent analysis was also performed to project how *UCDC* would fare in the future if current assumptions and trends continued. It is important to note that this analysis did not assume that any additional changes would be made to *UCDC*, including suggestions offered elsewhere in this report.

While many elements of *UCDC's* financial model are not enrollment-dependent, tuition and fee revenue are entirely contingent on the number of students in the academic program. In the ***Enrollment*** section of this report, three different projections for *UCDC*'s future undergraduate enrollment were offered. The following financial projections – where applicable – are based off of the high enrollment projection, which assumes a 3.8% annual growth rate based on the last three years of *UCDC* enrollment growth.

Revenues

Several assumptions were made to predict *UCDC's* future revenues, based primarily on historic trends and an understanding of the current state of decision-making within the UC system:
- **The UC Office of the President's aggregate appropriation will continue** (i.e., the total of Tuition Buyout Funds, OMP Funding, EL Assessment Funds, healthcare offset, and internet).
- ***UCDC's* housing rate will continue to increase at 3% each year** based on 3% annual increases each of the last six years.
- **Housing income will continue to grow,** assuming *UCDC* maintains its current 100% building occupancy in the coming years.
- **Tuition will remain flat** at the fiscal year 2018-19 rate ($3,814) given the UC system's decision to limit the growth of tuition in future years. [64]

Expenses

UCDC's expenses were projected based on variable rates of increase and several additional assumptions:
- **Utilities and facilities (i.e., building expenses) will continue to increase at the current rate.** Importantly, this assumption is based solely on current trends and does not account for the significant building maintenance and technology upgrades that *UCDC* staff anticipate in the coming years.
- **Staffing costs will increase by a standard 5% per year** traditional salary and benefits increase.

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[64] https://www.ucop.edu/operating-budget/_files/fees/201819/documents/2018-19.pdf

- **Some expenses like supplies and equipment, and operations, will increase at 2% per year** based on the assumed rate of inflation.

Net Position

Given these assumptions, and based solely on revenue and expense projections, *UCDC*'s future financial health looks quite stable. The figure below illustrates projected overall revenues and expenses for *UCDC* and highlights the resulting annual surplus.

FIGURE 32: *UCDC* PROJECTED NET POSITION (FY19 – FY27)
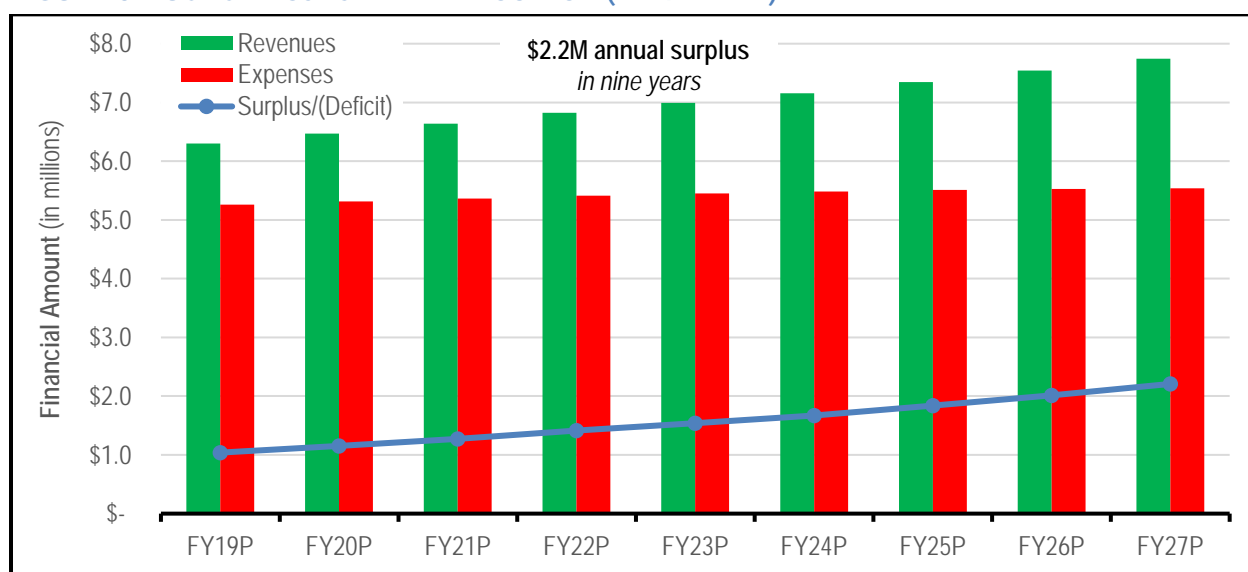
Based on the current trends in revenues and expenses, revenue growth is projected to outpace expense growth for the next nine years, resulting in a $2.2M surplus by FY27. However, as noted previously, it is critical to consider that **these projections do not assume any change in activity**. Realistically, however, there are several different factors that will affect this bottom line. The following additional considerations are not included in the projection above but represent predicted activity that would critically offset the $2.2M operating surplus:

- **Debt Service Payments:** *UCDC* makes an average annual debt service payment of $1.7M, which includes roughly $600,000 from the UC Office of the President and roughly $1.1M from housing income. These payments will continue in the coming years and are not represented in the projections above; these future payments would offset most, if not all, of the above surplus.
- **Facility Costs:** The 2016 *UCDC* Building and IT Support Review estimated nearly $5M in facility costs for UCDC between 2016 and 2021. These costs include deferred maintenance, equipment replacements, and technology enhancements beyond UCDC's existing expenses. As such, the moderate expense growth highlighted in the above projection is likely to become much more substantial in the coming years. These costs are primarily expected to be paid from *UCDC's* reserves, which were self-reported to be $4.7M as of Fall 2018[65] and may be further depleted if not replenished.

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[65] *UCDC* Financial Projection from Rodger Rak, FY18-FY23

Given these anticipated costs, *UCDC*'s future financial situation is likely somewhat more precarious than the revenue and expense projections alone suggest. Throughout the assessment, stakeholders frequently shared concerns about *UCDC's* financial position moving forward, and the need for a more stable funding model was one of the most common themes. **Future projections and the above considerations underscore the need for a stable, sustainable funding model if *UCDC* is to remain financially viable in its current state.**

Future Suggestions

As noted previously, stakeholders frequently expressed concerns with *UCDC*'s current financial situation and the challenges facing UCDC. They recognized the substantial amount of work undertaken by Executive Director Shapiro and the *UCDC* staff to stabilize UCDC*'s* finances, and acknowledged that this work must continue. Suggestions for the future included:

- **Updating** *UCDC*'s funding model;
- **Securing** additional revenues;
- **Developing** an alternative to the facilities matrix;
- **Eliminating** all recharges from the current financial model, including those used to pay facilities matrix costs; and
- **Simplifying** UCDC's accounting structure and taxonomy.

The following table outlines these suggestions in greater detail.

TABLE 34: FUTURE SUGGESTIONS FOR *UCDC*'S FINANCIALS

ID	Name	Description	Costs
*** 21 ***	Update Funding Model	57% of Academic Advisory Committee members and 100% of Governing Council members felt that it is imperative that *UCDC* develops a more sustainable and reliable funding model. In recent years, the need for an updated model became apparent: *UCDC's* residential and auxiliary operations typically had operating surplus, while funding sources for the academic program's rising building and IT costs remained static. These circumstances threaten the financial stability of UCDC moving forward.	Increased Staff Effort
22	Secure Additional Revenues	In addition to overhauling *UCDC's* entire funding model, some stakeholders suggested that securing new revenue streams could help stabilize UCDC financially. Because minor changes to existing revenue sources, such as an increase in UC tuition, are unlikely and would not be sufficient to support the entire *Center*, two new revenue sources were suggested: 1. **Alumni Donations:** 30% of staff felt that *UCDC* should continue expanding its alumni and development efforts not only to raise additional student scholarships, but also as a source of revenue. During her tenure, Executive Director Shapiro has prioritized building *UCDC's* alumni network; these efforts could be directed toward the creation of a *UCDC* foundation or endowment. 2. **State Funding:** In 2016, *UCDC* and UC Office of the President leadership suggested "rebenching" UCDC to make it eligible for state funds that it is not currently. Several stakeholders expressed support for this option but recognized that it may not be probable. A full study was conducted about rebenching. It showed that UCDC does not have the scale to make rebenching a financially beneficial option.	Increased Staff & Governing Council Effort
23	Replace Facilities Matrix	Stakeholders frequently underscored the need for an alternative to the facilities matrix. The matrix was initially intended to fund daily facilities operating costs but has expanded to cover more substantial IT and building infrastructure projects. A May 2016 review acknowledged the shortcomings of the matrix, including its inability to meet these rising costs and the inequity of the model's cost allocation methodology. This review proposed three new models for funding building and IT support; two of these included ending the matrix. *UCDC* leadership should develop an alternative to the matrix as part of the discussions about UCDC*'s* funding model.	Increased Staff & Governing Council Effort
24	Eliminate Recharges	Related to but distinct from replacing the facilities matrix is the need to eliminate all recharges. Currently, the building's five stakeholders (academic program, residential services, FGR, lessees, and parking) pay their portion of the matrix via internal recharges. These recharges complicate *UCDC*'s accounting and are administratively cumbersome to track.	Increased Staff Effort
25	Simplify Accounting Structure	*UCDC* should reevaluate its existing accounting structure, working with the UC Office of the President Budget & Finance Department to simplify where possible. Currently, *UCDC* tracks its financial activity in a series of more than 30 financial accounting units (FAUs). The variety of accounts and funds used to track this activity is complex, especially when paired with the facilities matrix and recharge model used by *UCDC*.	Increased Staff Effort

PROPOSAL FOR THE FUTURE STATE

UCDC was widely recognized by stakeholders as an asset to the UC system and an exemplary organization across the industry. Looking to the future, UCDC has great potential to capitalize on its existing strengths and develop further in several key areas. Based on feedback from stakeholders, input from UC Provost Brown, and conversations with Executive Director Shapiro, the Academic Affairs division has developed the following high-level proposal for the future of the *UC Washington Center*. This proposal includes a general vision and set of goals for *UCDC*, followed by a series of overarching recommendations for changes to UCDC. There are also two options presented for how *UCDC* could be funded and structured in the future.

This proposal should be considered a draft and open for revisions. There are undoubtedly many more details that need to be determined, but this proposal was developed to facilitate conversations with members of the community and help interested stakeholders determine any additional considerations.

Vision & Goals

Based on findings from the current state assessment and suggestions from *UCDC* stakeholders, a cohesive and strategic vision was developed for *UCDC,* along with a series of goals designed to advance UCDC in accordance with that vision.

Vision Statement

A handful of stakeholders felt that while *UCDC* is a valuable program with talented and passionate stakeholders, they are not united around a cohesive vision. Although UCDC summarizes its work through annual reports and other documents, it does not have a formal vision statement, which has resulted in varying conceptions about UCDC and its role. Campus stakeholders, for example, generally conceptualized *UCDC* as the undergraduate program exclusively. Staff in the building, on the other hand, often emphasized their roles as part of the larger *UC Washington Center.* Stakeholders who have worked with UCDC since its early years emphasized its original mission as a public engagement hub.

Moving forward, UCDC should formalize a vision to unify stakeholders' understanding and focus its future efforts. The following mission statement was developed for *UCDC* based on feedback and suggestions from stakeholders across the UC system:

> **Vision:**
>
> *The University of California Washington Center (UCDC) will be the University of California's footprint in the nation's capital, furthering this world-leading public university's presence in the national public policy community and providing a world-class academic environment in which University of California students, in a uniquely residential setting, learn from the nation's public servants how to be trustworthy and effective civic servants.*

A handful of stakeholders noted that *UCDC* also does not have a concrete mission statement, which contributes to the various conceptions about UCDC's goals and objectives. **Looking ahead, *UCDC* leadership should also use this vision to develop a mission statement that charts a course for the future of UCDC.**

Goals

In support of this vision, consultations with *UCDC* leadership appeared to surface the following five goals to guide UCDC's strategy and support its vision moving forward:

TABLE 35: FUTURE GOALS FOR *UCDC*

ID	Topic	Goal
1	Student Participation	Fill the 276 available student beds with UC students each term.
2	Funding Model	Adopt a funding model that provides sustainable, reliable revenue that will allow the program to grow and scale in the future.
3	Administration & Operations	Simplify administrative processes, structures, and operations, both within UCDC and with UCOP.
4	Student Services	Streamline student processes like enrollment, registration, and grading to ensure a more consistent, cohesive student experience.
5	Student Experience	Maximize the student experience wherever possible by ensuring that students have the capacity and means to enroll in *UCDC* and enjoy its experiential learning opportunity

Student Participation: *UCDC* benefits greatly from partnerships with several institutions whose students participate in the program and live in the building. While these partnerships should continue in some form, to maximize *UCDC's* value to the UC system, the academic program should aim to fill its 276 available student beds with UC students each term. The figure below presents a hypothetical scenario, projecting the annual growth of UC enrollment needed to fill all of UCDC's beds (276 per academic term) within nine years.

FIGURE 33: UC-ONLY ENROLLMENT PROJECTION (AY11 – AY27)
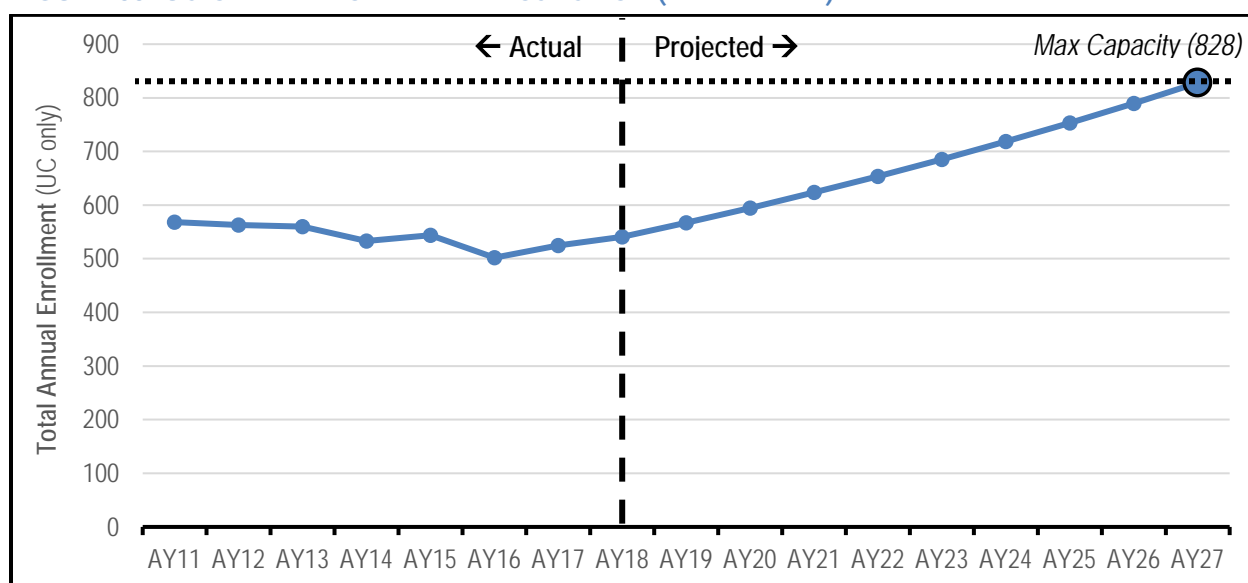
Filling all beds by academic year 2026-27 would require a 4.8% annual increase in UC enrollment for the next nine years.[66] Note that this hypothetical scenario would require a fairly substantial departure from the current enrollment trend, which has remained relatively flat in recent years. A 4.8% annual increase would require UC campuses to substantially increase their annual commitments under the quota model, and *UCDC* to enhance its marketing and recruitment effort on campuses. Additional UC enrollment would also substantially increase the workload of the Internship Coordinators.

While this is a simple "what-if" scenario, it highlights the dramatic enrollment growth necessary to achieve this common stakeholder suggestion. Long-term enrollment planning and an on-ramp would be necessary to adjust the current model – which relies on consortium enrollment to supplement UC enrollment – and phase out the consortium institutions with existing *UCDC* contracts. As highlighted in *Appendix III: Consortium Contracts* all five of the current consortium institution contracts will end by academic year 2019-20, which may provide *UCDC* an opportunity to pursue this suggestion. Given *UCDC*'s dependence on the campuses for recruitment and admissions, it would also require substantial collaboration between *UCDC* staff and their various campus contacts.

Funding Model: Financial pressures like impending facilities and technology upgrades and limited tuition growth may threaten UCDC*'s* ability to maintain or grow its current operations. One of the most common stakeholder sentiments was the need to adopt a funding model that provides sustainable, reliable revenue that will allow the program to grow and scale. Though a new funding model must be worked out, a possibility is that this systemwide program could be funded via set-aside from state allocations where the budget is annually reviewed by the Executive Budget Committee, as well as UCDC's governing Board, which provides assessment and evaluation of the budget by the campuses.

Administration & Operations: Stakeholders noted that while *UCDC* manages to function effectively, its operations are sometimes unnecessarily complicated. UCDC operates in large part due to a dedicated and experienced staff who have adapted to working with less than ideal processes or structures, which could be simplified.

Student Services & Experience: The *UCDC* student experience was frequently praised as one of UCDC*'s* strengths. Stakeholders noted that while students rarely notice *UCDC's* administrative and operational challenges, student processes like enrollment, registration, and grading could be streamlined to ensure a more consistent, cohesive student experience. As one noted, "the student-centered approach always defaults to simplicity."

Overarching Recommendations

UCDC is positioned as, as one stakeholder described: "one of the jewels of the UC system." This proposal offers a set of overarching recommendations related to *UCDC*'s structure, resources, and support to help make further improvements to UCDC, as well as two future state options related to its administrative home:
- Option 1: Remain with the UC Office of the President
- Option 2: Transition to a Host Campus

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[66] This is a bit higher than the building's capacity. Since UCDC must accommodate both quarter and semester campuses, and winter semester overlaps with spring quarter, the building cannot be fully occupied during spring quarter.

The overarching recommendations in this section should be pursued regardless of which option is selected for *UCDC's* administrative home. The subsequent sections outline these options, which are intended to help UCDC achieve the goals and mission articulated above.

Facility Management

UCDC should separate the administration of the **UC Washington Center** facility from that of the academic program. Currently, *UCDC's* full-time Executive Director oversees the administration of the undergraduate program including students, staff, and faculty; courses, internships, and residence life; and general program operations. In addition, the Executive Director is also responsible for the management of the 11-story *UC Washington Center* facility though direct management is the responsibility of the building and housing manager. This includes overseeing maintenance, security, and custodial services; tracking payments of the building's debt service; filling the building's rentable space; managing these leases; and allocating building-related expenses to tenants.

The Executive Director is supported by a Building Manager and third-party management company, and stakeholders frequently noted that this on-site support is critical. That being said, **linking the administration of the facility to that of the academic program complicates the role of the Executive Director, *UCDC's* financial activity, and its reporting relationship with the UC Office of the President.** The *UCDC* academic program is only one tenant of the building and overseeing building management diverts attention the *UCDC* Executive Director could be giving the academic program. With the facility on *UCDC*'s books, UCDC's finances mix facility operating costs, maintenance, and the debt service with the costs of the academic program. This requires staff to spend significant time managing financial activity across the academic program and facility. They are supported by UC Office of the President staff, but as several OMAC members noted, they are limited in the support and oversight they can provide without formal control over the building.

Moving forward, the Business and Administrative Service Center (BASC) department at the UC Office of the President should assume responsibility for the management of the *UC Washington Center* facility, leaving the *UCDC* Executive Director responsible for only the academic program and student experience. BASC staff already consult regularly with *UCDC* staff and have familiarity with UCDC, in addition to extensive expertise in facilities management– including remote facilities. The department currently oversees the building for *UC Center Sacramento (UCCS)*, the other remote, systemwide academic program. BASC manages a contract with an on-site, third-party property manager for *UCCS* just like *UCDC*'s CBS. In addition to *UCCS*, BASC also manages the Casa de California, a UC-owned event facility in Mexico. This portfolio positions them well to manage the *UC Washington Center* effectively. The comparisons to UCCS or Casa may not be instructive. For Casa, Academic affairs has been handling responsibility for coordinating all facility issues for years; BASC provided oversight for capital improvements a couple of years ago.

UCDC's remote location warrants an on-site building services staff to liaise with the UC Office of the President and provide in-person support, but transitioning primary facility ownership to BASC would eliminate the need for *UCDC* staff to manage:

- **Facilities Costs**, which are currently tracked using the internally developed facilities matrix and which complicate *UCDC's* finances;
- **Maintenance Reserves,** which *Center* staff use to fund scheduled maintenance and facility upgrades, as well as ad hoc repairs and improvements;
- **Building Leases,** which are currently negotiated, managed, and updated by the *UCDC* Executive Director; and

- The **Third-Party Property Management Contract** with Complete Building Services (CBS), which includes building security, custodial services, and basic maintenance.

As noted previously, facilities matrix expenses, which are the operating costs for the *UCDC* teams that provide various building services, have averaged $2.4 million annually for the last eight years. This represents over one-fourth of UCDC's total annual expenses. In FY18 alone, the cost of *UCDC*'s Building Services team represented nearly half of the expenses in the facilities matrix (over $1.0M). While some internal costs would remain to cover on-site staff and services, UCDC would primarily receive facility management and oversight as an in-kind benefit from the UC Office of the President. **Financially, *UCDC* stands to benefit significantly from such an arrangement, which would allow UCDC *to* drastically reduce one of its largest expense categories and eliminate significant administrative responsibility.**

To successfully make this transition, however, the Student Services staff would need to begin reporting directly to the Executive Director. While the building and facilities team should report to BASC, it will be important for the Student Services Director and staff to maintain a connection with the academic program. This would also mimic the structure of student services functions on campuses, as noted earlier in this report.

UCDC and UC Office of the President leadership have discussed the viability of this recommendation in the past. Most recently, the 2016 Building and IT Services Review also recommended that BASC assume responsibility for the facility. While this has not yet materialized, *UCDC* and BASC leadership both expressed interest and willingness to explore the option further.

Information Technology

UCDC should transition some of its IT services and/or systems to the UC Office of the President's local IT services team. Currently, *UCDC* maintains its own systems for a variety of functions, including facility work orders, IT help desk requests, and student enrollment. Stakeholders expressed that while many of these systems are necessary for UCDC's operations, they are costly and in some cases, inadequate for UCDC's needs. The licenses, subscriptions, and warranties for these systems cost *UCDC* roughly $260,000 in FY18 alone. *UCDC* staff also offer critical services to not only the *UCDC* academic program, but all of the building's stakeholders. These services, which include network support, hardware and server maintenance, and individual user support, are provided during the standard business day and after-hours.

Many of these systems and services, which require substantial administrative and financial resources, are also offered by the UC Office of the President local IT services team. Transitioning some or all of its IT services to that team would allow *UCDC* to eliminate duplicative processes, reduce its internal IT spend, and increase services to its customers. Administratively, it would also provide IT-specific oversight and leadership for *UCDC*'s on-site IT team and alleviate the need for the *UCDC* Executive Director to closely oversee IT. There would still need to be on-site IT staff support at UCDC in the future, but these staff should narrow their focus to delivering in-person support and they should report to the local IT services team at the UC Office of the President. This might require transferring funds from *UCDC* to other teams within the UC Office of the President, but *UCDC* total expenses should be reduced.

Over the years, *UCDC* staff have discussed this possibility with leadership from the UC Office of the President. Historically, the UC Office of the President's service recharge model was a significant impediment to this suggestion, which was found to have minimal administrative efficiencies and no cost

savings. With the recent elimination of the recharge model, however, *UCDC* leadership have re-initiated conversations about how to better leverage central IT services and systems.

Website and Email Domain

UCDC could also work with the local IT services team to **consolidate staff email to the ucop.edu domain; and upgrade or transition the *UCDC* website (*UCDC*.edu) to universityofcalifornia.edu.** The current *UCDC* website is hosted on a standalone domain (*UCDC*.edu), which is distinct from the universityofcalifornia.edu domain used by some other systemwide programs and functions. *UCDC* staff email accounts are also run through this domain, in addition to the "ucop.edu" accounts they are given as UC Office of the President employees. Consolidating to the common UC domains – an ostensibly simple change – would benefit *UCDC* in a number of ways:

- **UCDC Branding:** Aligning *UCDC*'s website and email accounts with the rest of the UC Office of the President would strengthen its brand recognition as a systemwide entity that serves the entire UC community.
- **FGR Branding:** As long-term tenants of the *UC Washington Center,* the UC department of Federal Governmental Relations (FGR) also uses *UCDC*.edu email accounts, which one stakeholder noted creates brand confusion for external stakeholders. A general ucop.edu email domain would allow FGR to distinguish itself from the *UCDC* academic program.
- **General Administrative Efficiency:** *UCDC* staff, many of whom already use only one of their two email domains, could consolidate their work into a single account without worrying about email forwarding or missed communications. *UCDC's* IT staff would not have to provide separate email user support or pay for a separate domain each year.

Quota Model

UCDC should consider eliminating the quota model and partner with campuses to develop an alternative means of predicting enrollment, tuition revenue, and building occupancy. This should include a failsafe for the financial health of UCDC.

When UCDC first opened in 2001 as a systemwide facility, it was clear that a steady, reliable enrollment was needed to fill beds in the building's residential space. Campuses initially committed to sending a certain number of students each term, and these commitments became the basis for the quota model used by *UCDC* to meet their enrollment goals, predict revenue, and track building occupancy today. In the years since, individual campuses have unilaterally changed their commitments at different times, but the entire model has not been updated for longer. In 2013-2014 the EVCs agreed not to reduce their quotas unilaterally, as they had before. Stakeholders from all groups expressed concerns with the quota model, noting that while it was necessary in *UCDC*'s early years, the current campus commitments are no longer appropriate.

Eliminating the quota model gives *UCDC* the opportunity to collaborate with campus leaders, who expressed frequent frustrations with the current model and the pressure it creates on them. Engaging a variety of campus stakeholders to develop an alternative could also reduce tension between Campus Coordinators and campus housing units; currently, Coordinators are responsible for meeting the quotas, but housing offices are responsible for paying housing costs in the event of a shortfall.

It is notable that no other systemwide programs, including *UCCS,* employ such a quota model. The need for the quota historically was tied to the facility, which no other systemwide program has to pay for, but *UCCS* does contract for dorm space in nearby facilities and pays for any rooms it does not rent for students. There are other models than the quota to ensure *UCDC* is appropriately funded that establishes

the appropriate incentives. The UC Office of the President could guarantee funding, perhaps through campus assessment, to cover annual deficits in lieu of the quota model.

There are risks involved with eliminating the quota model, which should be carefully considered. The campus commitments are currently *UCDC*'s primary accountability mechanism for the campuses, through which they ensure campus participation and cooperation. Several stakeholders suggested that without the quotas, *UCDC* might not be able to guarantee sufficient campus investment and involvement, though all other systemwide programs engage with the campuses without a similar quota. Eliminating the quota should be carefully considered, but many stakeholders suggested doing so to reduce the misaligned incentives and to simplify the financial structure.

Internship Coordination Team

To further streamline the student experience, **UCDC should evaluate the size, structure, and responsibilities of the internship team.** The internship experience was frequently lauded as the highlight of the *UCDC* academic program, and students rave about their work experiences. However, stakeholders from several groups highlighted aspects of the Program Administration (i.e. Internship Coordination) team that could be changed in order to further improve the student experience. In particular, *UCDC* should:

- **Hire a team lead** – ideally, a Student Affairs or Career Services professional – to oversee the internship team and report directly to the *UCDC* Executive Director;
- **Evaluate the appropriate size** of the team, including whether additional Internship Coordinators are needed to support current enrollment levels and future growth;
- **Evaluate the current division of responsibilities** to ensure adequate workload distribution and best possible student support; and
- **Clarify the distinction in responsibilities** between the Internship Coordinators and the Campus Coordinators.

Currently, *UCDC's* internship team is not led by a single manager like the Business and Information Services or Building and Housing Services teams. Both Internship Coordinators report directly and independently to Executive Director Shapiro, which increases her direct reports and leaves the unit without a single figurehead. Stakeholders also frequently suggested that assigning students an Internship Coordinator based on their internship interests may not be the most effective model for serving the students. This approach was implemented just two years ago, so it may be an opportune time to assess its effectiveness.

Lastly, one of the most common sentiments among Campus Coordinators was a frustration with the lack of clarity in roles and responsibilities between their positions and the Internship Coordinators. Resolving this ambiguity would provide a clearer delineation of responsibilities and hopefully, strengthen the partnership between the internship team and the Campus Coordinators.

Campus Coordinators

In addition to clearly distinguishing Campus Coordinators from Internship Coordinators, **campuses should be coordinated to perform a more comprehensive evaluation of the Campus Coordinator position.** Across the nine campuses, the current structure of the Campus Coordinator role varies drastically in several ways:

- **Home Department:** Campus Coordinators are employed by a variety of units. The majority are staff within a specific Academic College, or an Undergraduate Education unit. A handful of stakeholders suggested that the Campus Coordinator's placement on campus – particularly in

academic units – may send the message that *UCDC* is only available to certain groups of students.

- **Capacity:** Some Campus Coordinators are dedicated full-time to the *UCDC* program, while others are split. On four of the campuses, the Campus Coordinator is also responsible for the campus's *UCCS* program. At UC Santa Barbara, for example, the Campus Coordinator is dedicated to the *UCDC* and *UCCS* program 50% of the time, and undergraduate research the other 50%. At UC Davis, on the other hand, the Campus Coordinator is a full-time FTE dedicated to *UCDC.* These different staffing levels result in discrepancies in the time and resources devoted to *UCDC* across the campuses.
- **Responsibilities:** Campus Coordinators offered varying descriptions of their roles and responsibilities, which also often differed from those described by *UCDC* staff. Ostensibly, Campus Coordinators are responsible for marketing, outreach, recruitment, and selection. On some campuses, they assume additional roles like internship coordination and pre-departure orientation.

Stakeholders across the board highlighted the importance of the Campus Coordinators to the *UCDC* academic program, but noted that this variability has several negative implications, including:

- **Recruitment Efforts:** On some campuses, the Campus Coordinator is devoted entirely to *UCDC,* while on others this individual is also responsible for recruiting other programs. *UCDC* has had a Recruitment Committee to provide greater consistency and knowledge sharing, but Campus Coordinators are varied in the level of commitment they can give to this committee and *UCDC* recruitment as a whole.
- **Staff Partnerships:** As noted previously, *UCDC*'s partnership with Campus Coordinators is sometimes tenuous because of unclear division of responsibilities. This results in a great deal of variability in the tasks performed by Campus Coordinators, which can further strain their relationships with *UCDC* staff. On some campuses, for example, Coordinators host "pre-DC" sessions or courses for admitted students, and on others they conduct more in-depth application and interview processes. Regardless, Campus Coordinators all viewed their roles as extending beyond recruitment, which is sometimes at odds with Internship Coordinators' expectations.
- **Student Experience:** Students arrive in DC with varying levels of preparation depending on the campus from which they come. *UCDC* staff noted that they occasionally encounter students who are not adequately prepared for the program or aware of its expectations because of the varying attention they receive from Campus Coordinators. Another stakeholder shared an anecdote of a student learning about the decentralized and inconsistent admissions processes, and inquiring about the fairness of his campus's "more rigorous" process.
- **General Buy-In:** Stakeholders regularly underscored the passion and investment of the Campus Coordinators, but noted that on campuses where they offer a partial FTE for *UCDC*, their buy-in and attention are understandably limited by competing responsibilities.

Currently, there is no universal position description for Campus Coordinators. While *UCDC* has no formal reporting authority over these positions, *UCDC* leadership should take the opportunity to partner with the Campus Coordinators, collaboratively evaluating their roles and developing more consistent descriptions. This process should result in an ideal position description, set of responsibilities, and administrative home for the Campus Coorinator role.

Internship Extension

UCDC should develop and promote a formal option for quarter students to extend their internships to a 14-week duration (semester long). A common concern among stakeholders was that

the quarter academic calendar followed by seven of the nine UC campuses hurts students' internship opportunities. These students participate in the *UCDC* program for ten weeks, but many of the host organizations in Washington, DC seek interns for at least 14 weeks (a full semester). This limits the pool of options for *UCDC* students, occasionally excluding some of the most high-demand organizations.

As also stated above, we already provide this option to our Fall quarter students – the Extended Quarter Program. Students apply for semester-long internships, and if accepted, modify their housing contracts to cover the extended period; campuses are invoiced accordingly. These students arrive in August with the semester-campus students, or immediately after Labor Day. They start their courses when the full quarter-student cohort arrives in late September and do NOT pay any additional tuition. We can accommodate these early arrivals in August, because most of our summer students have left the building. This program would be much more difficult to administer in the Winter/Spring term. Students from quarter campuses would be able to extend their internships for four weeks only if they did not return to campus for Spring quarter. We would also be unable to fill those beds with Spring quarter students upon their departure due to the semester/quarter overlap.

While *UCDC* accommodates differences in the quarter and semester calendars in its academic curriculum, students are individually responsible for negotiating longer work dates with their internship supervisors if they so desire. To simplify this process and expand opportunities for students, *UCDC* staff could facilitate a formal process through which students can secure 14-week internships. While this could be approached in several ways, one stakeholder outlined the following possible scenario:

- **Step 1:** *UCDC* Internship Coordinators contact organizations requiring 14-week interns, securing their participation before students apply to the program.
- **Step 2:** Campus Coordinators include option for an internship extension on their campus's *UCDC* application.
- **Step 3:** Quarter students wishing to extend their internship submit an internship extension form as part of their initial application.
- **Step 4:** Internship Coordinators share list of participating 14-week organizations with students as they begin the internship placement process.
- **Step 5:** Once an offer is made, Internship Coordinators oversee a formal agreement between the student and their internship host to extend the internship.

Option 1: Remain with UC Office of the President

In addition to the seven overarching recommendations for *UCDC*, two options related to UCDC's administrative home were developed based on stakeholders' input. These options, either of which could be implemented with the above recommendations, outline two potential paths forward for UCDC*.*

Under Option 1, *UCDC* **would remain within the UC Office of the President**, administered in its current form as a department within the Academic Affairs division. UCDC's organizational home and reporting structure would not change. Several members of the Academic Advisory Committee and the Governing Council felt that moving *UCDC* to a campus may not be the most effective way to solve its problems. They generally suggested that administrative tweaks to *UCDC*'s current structure could alleviate many of *UCDC*'s challenges. The following section outlines the impact of Option 1 on two critical components of *UCDC*'s administration: its funding model and student service model.

Funding Model

Under Option 1, *UCDC*'s current funding model would shift slightly. The figure below highlights the updated funds flow for Option 1.

FIGURE 34: *UCDC* PROPOSED FUNDS FLOW (OPTION 1)
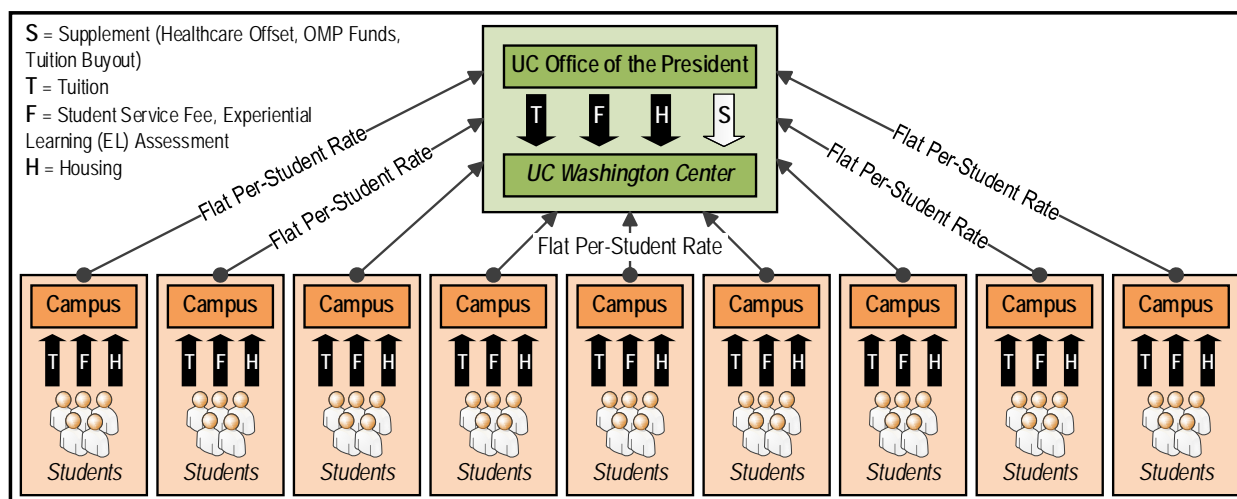
In Option 1, students continue to pay tuition, fees, and housing to their home campuses as they currently do. The key difference between this funding option and *UCDC*'s current model is the amount that the nine campuses then transfer to the UC Office of the President. **Under Option 1, campuses would commit a flat, per-student contribution that includes the total amount for tuition (less the return to aid), fees, housing, and an overage (from General Funds) for each student they send.** *UCDC* would still receive this amount from the UC Office of the President, plus a supplement that includes the tuition buyout, healthcare offset, and OMP funds.

This option is based on a model developed by *UCDC* and UC Office of the President leadership in Spring 2018.[67] This model proposes replacing two of *UCDC*'s revenue sources – campus tuition, fee, and housing transfers and systemwide assessment funding – with the annual per-student contribution highlighted in the figure above. The most recent proposal, offered in June 2018, suggested that "the optimal campus contribution level should be set at somewhere between $28,000 and $29,000 per student beginning in 2018-19, with 2% increases annually thereafter."[68] Notably, this model relies on a simplified version of *UCDC*'s campus quota model; any updates to the funding model should be done carefully and in parallel with the recommended changes to the quota model. As of June 2018, the *UCDC* Executive Director and UC Chief Financial Officer were supportive of this new funding model and were awaiting next steps.

Student Services

As highlighted previously, stakeholders raised several concerns with *UCDC*'s current student services model, including the current staff's capacity, the lack of student services infrastructure, and the risk that is

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[67] Analysis of New *UCDC* Funding Model, June 2018
[68] Analysis of New *UCDC* Funding Model, June 2018

introduced under the current model. Should *UCDC* remain a department of the UC Office of the President, the general approach to student services would remain largely in tact. *UCDC* would maintain its current model in which all services and functions are developed and managed in-house by *UCDC* faculty and staff (e.g., registrar, housing, Title IX).

Several stakeholders suggested smaller adjustments to the current student services model that could, however, be implemented even if *UCDC* remained with the UC Office of the President. These include:

- **Staff Specialization:** Currently, *UCDC*'s five residential staff oversee nearly all of the aforementioned services in addition to their residence life responsibilities; acting as "student affairs generalists" of sorts. *UCDC* should consider segmenting these staff and/or hiring additional staff to specialize in specific student service areas (e.g., Student Conduct Coordinator, Compliance Coordinator for Title IX and disability services, Student Experience Coordinator for assessment and co-curricular programming).
- **Technical Infrastructure:** *UCDC* independently supports its own instance of nine discrete systems to provide services like student activities and student conduct. Many of these systems, such as the student information system, offer limited functionality. Since the UC Office of the President does not offer most of the student-centric technical infrastructure needed for the academic program, *UCDC* should consider consolidating these systems and/or upgrading to new systems. One stakeholder suggested that *UCDC* explore the large market of technology platforms used by campuses for student services.
- **Risk Mitigation:** *UCDC* may be introducing unnecessary risk by internally managing sensitive processes like Title IX or disability services. While *UCDC* staff work with UC Office of the President units like the Systemwide Title IX Office, these offices are not structured to handle student concerns. If it remains part of the UC Office of the President, *UCDC* should partner with the other offices to develop strategies for mitigating risk in its student services.

Option 2: Transition to Host Campus

Several stakeholders suggested that many of *UCDC*'s challenges could be mitigated or avoided altogether by transitioning *UCDC* to be jointly administered by a host campus and the UC Office of the President, as *UCCS* and *UCEAP* are currently. Under **Option 2, *UCDC* would transition administratively to a single host campus**, operating still as a systemwide entity, but receiving administrative oversight and services from one UC campus. 20% of staff and 33% of Campus Senior Administrators interviewed suggested that such a move could reduce administrative bureaucracy and significantly benefit the student experience.

Under Option 2, UCDC would dually report to the UC Provost or a designee from the UC Office of the President (as it currently does) and the Chancellor or a designee from the campus, as is the case with the *UCCS*. *UCCS*'s hosting arrangement includes joint administrative oversight by the UC Davis Provost and UC Provost. UC Davis provides administrative services and systems, and *UCCS* employees are considered UC Davis employees. The UC Office of the President provides leadership, funding, and general guidance to ensure the continued systemwide nature of *UCCS*. The *UCCS* Director reports jointly to both. Option 2 would mirror this model for *UCDC*.

Notably, *UCDC*'s administrative home would shift to a single UC campus, but UCDC's systemwide mission would continue. This change would not alter the fundamental nature of *UCDC*, but would necessitate changes to its funding and student service model. While *UCDC* leadership has not formally explored this option, in January 2018 UC Provost Brown held phone calls with all campus Chancellors to explore "campus interest in assuming stewardship responsibilities" for UC's systemwide academic

programs.[69] **Four campuses – UC Davis, UCLA, UC Merced, and UC Santa Cruz – expressed interest in *UCDC*.** These conversations have not continued, and no decisions related to *UCDC*'s administrative home have been made.

Funding Model

Option 2 would have a fairly substantial impact on *UCDC*'s funds flow. Currently, *UCDC* falls under the UC Office of the President's Academic Personnel & Planning (APP) department. UCDC's budget is part of APP's, and its financial activity is considered part of the UC Office of the President's. Under Option 2, *UCDC*'s budget and financial activity would be transferred to the host campus. UCDC's current funds flow, in which students pay their home campus and the nine campuses transfer funds to the UC Office of the President for *UCDC*, would also shift. The current model is documented in the *Revenues* portion of the *Financials* section, and the figure below highlights the updated funds flow under Option 2.

FIGURE 35: *UCDC* PROPOSED FUNDS FLOW (OPTION 2)
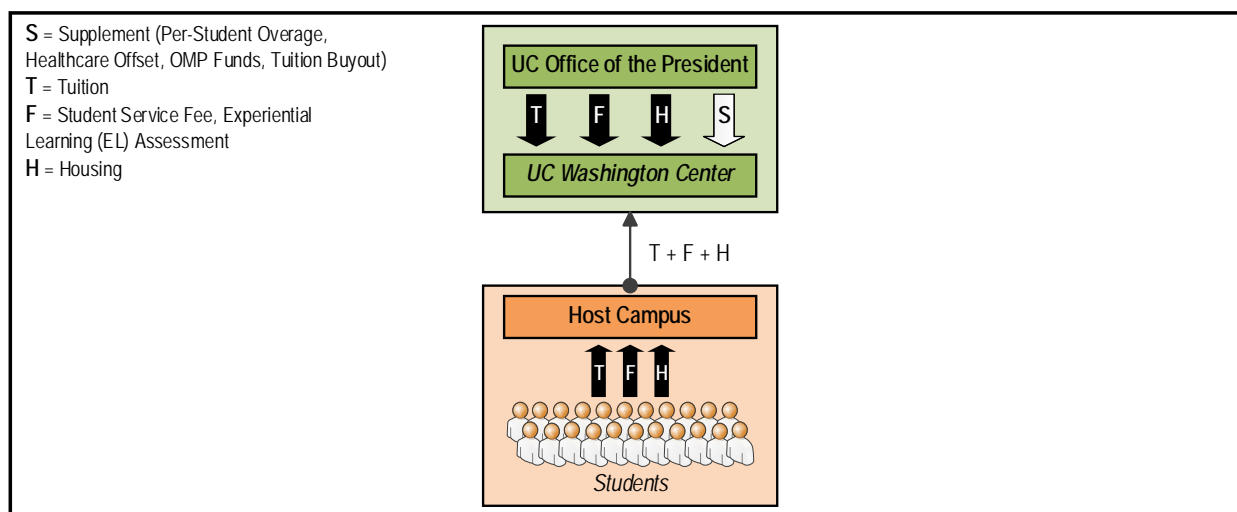
In Option 2, *UCDC* students would transfer to and enroll in the *UCDC* host campus for the term via the UC Intercampus Visitor Program[70]. All *UCDC* students would pay tuition, fees, and housing to that campus directly, and the campus would provide *UCDC* with budget from the student's tuition, fees, and housing. **Under this model, *UCDC* would technically fall under one of the home campus's units – and the campus's budget – eliminating the need for the UC Office of the President to act as an intermediary for these funds.** The UC Office of the President would, however, commit to supplementing tuition, fee, and housing revenue with a per-student overage from General Funds, and a tuition buyout.

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[69] Campus Interest in Systemwide Programs Draft, February 2018
[70] The Intercampus Visitor Program was established to allow students enrolled at one UC campus to transfer for one term to a different UC campus with the intention of returning to their original campus at the end of the term. The Registrars of the nine undergraduate campuses have been managing this program for many years.

Student Services

During the course of the assessment, **stakeholders often suggested that the greatest benefit to moving *UCDC* to a single campus would be the opportunity to enhance student services.** Many noted that campuses are better equipped to administer these services than the UC Office of the President or a program like *UCDC*.

As noted above, under Option 2, *UCDC* students would use the Intercampus Visitor Program to enroll on the *UCDC* host campus for the term. As tuition-and-fee-paying students of that campus, they would then be able to utilize the campus's student service offices (albeit remotely). In practice, this means that when issues of student behavior or academic integrity arise, students would complete the host campus's process with their student conduct or accountability offices. Similarly, a *UCDC* student needing disability accommodations would work first and foremost with the host campus's disability services office. Finally, *UCDC* students could leverage the centralized registration and academic support functions from the campus and *UCDC* staff would not need to maintain those individual systems.

Under this model, *UCDC* staff would still play a critical role by partnering closely with these campus offices to provide on-site, supplemental support. Rather than having to coordinate and administer the myriad services, they would be critical bridges on the ground between the students and the remote campus offices. This option would allow *UCDC*'s residential staff to continue in their "generalist" roles by flagging students of concern, referring students to the campus offices as needed, and following up with them on a variety of concerns.

Leveraging a campus's student services would also give *UCDC* access to its existing infrastructure, including established processes, IT systems, and staff support networks. While *UCDC* staff have worked hard to develop processes for student issues like conduct and Title IX, a campus's existing procedures could be much simpler and more standardized. Moreover, campuses maintain the IT systems necessary to facilitate these processes and track students through them. Using a campus's student services would allow *UCDC* to leverage these systems and eliminate the need for many of *UCDC's* nine systems.

For comparison purposes, several stakeholders mentioned the structure of another systemwide academic program: the *UC Center Sacramento (UCCS). UCCS* is jointly administered by UC Davis and uses the campus's student conduct process, Student Health and Counseling Services office, and other student affairs units. For issues concerning student mental health and conduct, for example, UCDC res life would still need to consult and collaborate with a student's home campus. Several Campus Senior Administrators noted that this has worked exceptionally well for *UCCS* by freeing their staff to focus on other aspects of the undergraduate program and saving administrative costs on systems and services. Drawing a comparison to *UCDC*, one noted that "they don't have all the infrastructure in place that [*UCCS*] does at Davis…which is tough."

Campus Coordinators often noted that they maintain contact with their *UCDC* students because they can quickly and easily connect them to their campus's support services if needed. Many suggested that *UCDC* would benefit from providing these services through a single campus.

There would be complications from such a move, and the implementation would need to be phased and staged alongside the other recommendations to ensure continuity of service and enrollment. Also, there would be some limitations in the benefits of such a move given that the distance between the campus and *UCDC* would remain as it does between *UCDC* and the UC Office of the President. However, making this transition could significantly help achieve the stated goals and improve services to the students at UCDC.

CONCLUSION

Since the first UC undergraduate internship program was launched in Washington, DC in 1990, the UC system has worked to build a presence in the nation's capital. With the founding of the *UC Washington Center* in 2001 and the 2010 consolidation of disparate campus programs, *UCDC* has served as a conduit for that vision. In the years since, *UCDC* staff and leadership have undertaken substantial efforts to establish *UCDC* as a unified program and systemwide resource. As one stakeholder summarized, "*UCDC* has made a major contribution to the university and is a real asset." Stakeholders highlighted several features that make the *UC Washington Center* an asset to the UC system, including:

- An **exemplary, high-quality undergraduate experiential program** that provides opportunities for UC students that many would not have otherwise;
- A **versatile multi-use facility** that guarantees student housing in a prime, prominent location in the nation's capital;
- A **dedicated staff who work hard** to ensure students have a positive experience and do not sense UCDC's administrative challenges; and
- A **logical and effective home** for UC activity, particularly its federal lobbying efforts, on the east coast.

While UCDC, and especially the undergraduate program, have evolved significantly over the years, they face several obstacles that should be addressed if *UCDC* is to maintain or improve the quality of the services it provides.

- **Financial Uncertainty**: *UCDC's* current funding structure is likely insufficient to support the undergraduate program, physical facility, and its various building and IT management needs, particularly in light of anticipated facility and technology upgrades.
- **Operational Inefficiencies**: Some of *UCDC*'s processes, procedures, and structures, while manageable, are unnecessarily complicated. With some administrative tweaks, *UCDC* could develop a simpler and more streamlined operation that enhances its already positive student experience.
- **Campus Relationships**: The *UCDC* academic program is almost universally viewed as a strength of the UC system, with passionate and deeply invested stakeholders on all sides. However, *UCDC's* relationships with some campus stakeholders are tenuous due to unclear delineation of roles and responsibilities and inconsistent communication.

Given *UCDC's* current strengths and challenges, several opportunities were identified in the course of this assessment that UCDC could pursue in the future, including:

- **Separating the management of the facility** from the academic program;
- **Replacing the quota model** with a more viable means of predicting program participation while still guaranteeing campus support; and
- **Reevaluating aspects of UCDC's administration,** particularly its funding model, student services, and several administrative processes.

Based on the suggestions in this report, Provost Brown is seeking to hear from UC stakeholders to ensure UCDC can address the challenges and meet the opportunities that so many individuals felt were in UCDC*'s* future.

APPENDIX

The following appendices include additional information collected for this assessment or describing the means of data collection for this assessment.

Information collected for this assessment that is referenced throughout the report:
- *Appendix I: Glossary of Terms*
- *Appendix II: Facility Floor Plans*
- *Appendix III: Consortium Contracts*
- *Appendix IV: Undergraduate Enrollment*
- *Appendix V: Undergraduate Courses*
- *Appendix VI: Undergraduate Internships*
- *Appendix VII: Comparisons*
- *Appendix VIII: Financial Analysis*

Lists of data that was analyzed for this assessment:
- *Appendix IX: Stakeholder Interviews*
- *Appendix X: List of Documents and Data*

Appendix I: Glossary of Terms

Throughout the report, a variety of UC entities, North American institutions of higher education, and other organizations are referenced as acronyms. The following table outlines these acronyms, the full names of these entities, and a brief description of the entities.

TABLE 36: GLOSSARY OF TERMS

Acronym	Entity	Description
APP	Academic Personnel and Programs	UC Office of the President subdivision in which *UCDC* is located
BASC	Building and Administrative Service Center	UC Office of the President department that consults with *UCDC* leadership on the management of the *UC Washington Center*
BDS	Budget Development System	UC Office of the President budgeting system
CAPPP	Center for American Politics and Public Policy	UCLA center that houses and manages UCLA's *UCDC* program on campus and in the *UC Washington Center*
CBS	Complete Building Services, Inc.	Third-party company that provides utility and security services for the *UC Washington Center*
CUGH	Consortium of Universities for Global Health	Nonprofit organization consisting of higher education institutions focused on global health; a tenant of the *UC Washington Center*
FCR	Forum for Collaborative Research	Initiative of the UC Berkeley School of Public Health; a tenant of the *UC Washington Center*
FGR	Federal Governmental Relations	UC Office of the President department based in Washington, DC
GSMU	GoSignMeUp	*UCDC*'s third-party system used for enrollment and registration
ITS	Information Technology Services	UC Office of the President department that consults with *UCDC* leadership on UCDC's IT services and operations
IUPLR	Inter-University Program for Latino Research	Consortium of university-based research centers focused on Latino issues; a tenant of the *UC Washington Center*
MRU	Multi-campus research unit	UC research organization that spans multiple UC campuses
OMAC	Operations and Management Advisory Committee	*UCDC*'s advisory board responsible for UCDC's general operations and oversight
SIS	Student Information System	*UCDC*'s custom-built system that houses student information and serves as a source of data for many other systems
SPLC	Student Press Law Center	Nonprofit organization focused on student journalist free press issues; a tenant of the *UC Washington Center*
TA	Teaching Assistant	Graduate student employed as a part-time instructional resource for undergraduate courses
UCCS	UC Center Sacramento	UC systemwide program and center located in Sacramento, CA
UCDC	UC Washington Center	UC systemwide program and center located in Washington, DC

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Appendix II: Facility Floor Plans

The figure below provides a full floor plan for the first floor of UCDC and the second floor, which is identical to the third.

FIGURE 36: *UC WASHINGTON CENTER* FLOOR PLANS
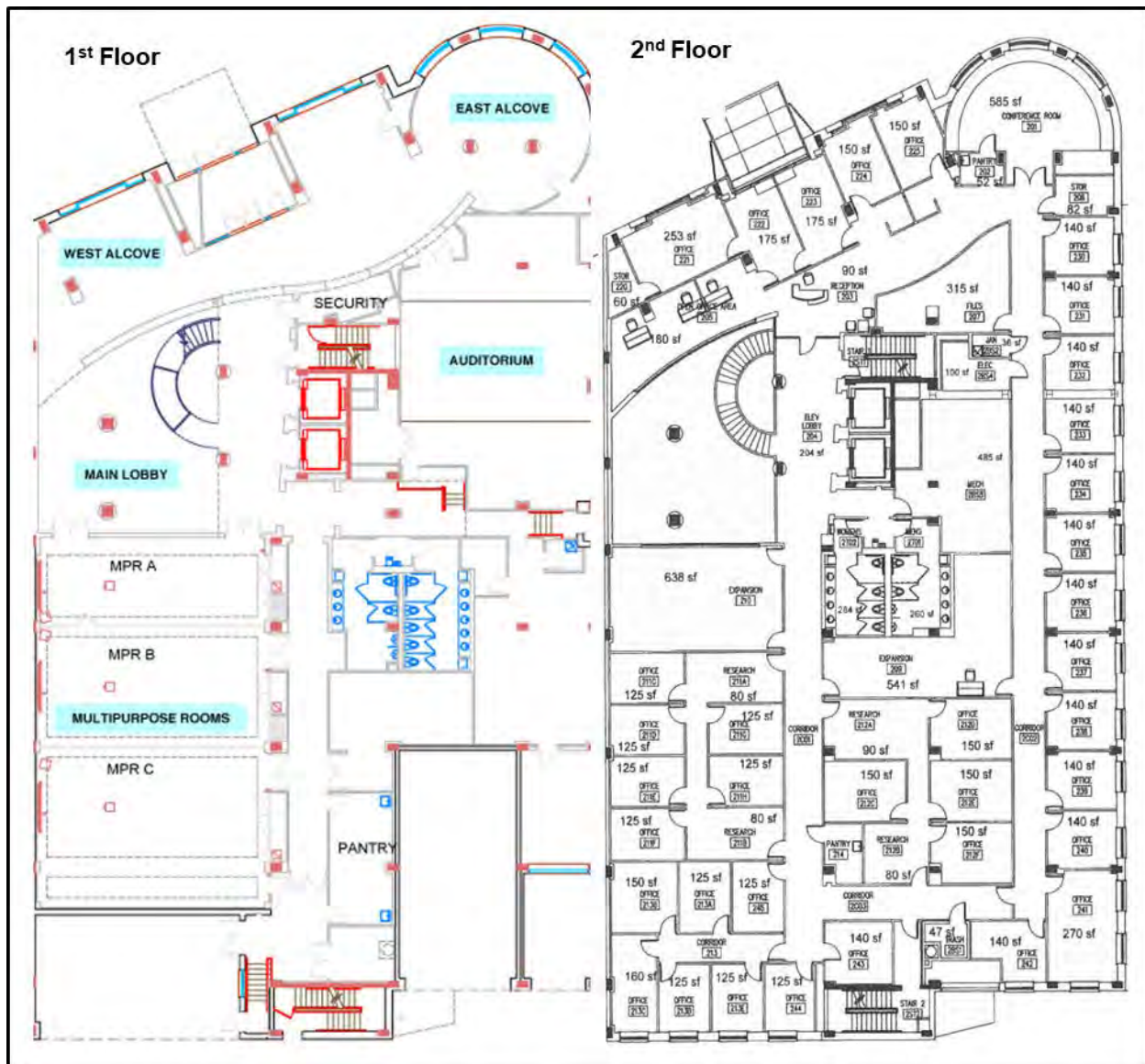
Appendix III: Consortium Contracts

The table below outlines the conditions of the contracts with each consortium institution participating in AY19.

TABLE 37: CONSORTIUM INSTITUTION CONTRACTS

Institution	Contract Expiration	Last Updated	Classrooms	Faculty Offices	Parking	Enrollment Quota	Per-Student Fees
University of Michigan	June 2019	July 2016	3 (x $675)	3 (x $42/ sq. ft. annually	2 (x $150/ month)	20 (Fall) 24 (Winter)	**Housing** ($1,289/month) + **IT Fee** ($190) + **Mental Health Services Fee** ($48)
University of Notre Dame	June 2020	July 2017	6 (x $675)	1 (x $42/ sq. ft. annually)	0	16 (Fall) 16 (Winter) 4 (Summer)	**Housing** ($1,429/month) + **IT Fee** ($210) + **Mental Health Services Fee** ($768)[71]
University of San Francisco	June 2020	August 2017	0	0	0	6 (Fall) 6 (Winter)	**Housing** ($1,429/month) + **IT Fee** ($210) + **Mental Health Services Fee** ($48)
University of Sydney	December 2017[72]	October 2017	0	0	0	20 (Winter)	**Housing** ($1,429/month) + **IT Fee** ($210) + **Mental Health Services Fee** ($48) + **Education Fee** ($4,400)[73]
Mount Holyoke College	June 2019	February 2018	0	0	0	5 (Fall) 5 (Spring)	**Housing** ($1,472/month) + **IT Fee** ($215) + **Mental Health Services Fee** ($48) + **Education Fee** ($5,300)

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[71] Mental Health Services Fee paid as a single-semester flat fee
[72] A new agreement has been developed that extends past the 2017 date, but the new expiration date is not known.
[73] Education Fees include classroom use fees and other *UCDC* services and activities.

Appendix IV: Undergraduate Enrollment

Campus Commitments

The following table breaks down each campus's commitment vs. actual participation in the aggregate (total Fall, Winter, Spring, Summer) for the last five years.

TABLE 38: CAMPUS COMMITMENTS VS. ACTUAL PARTICIPATION

	AY14		AY15		AY16		AY17		AY18	
	Commit.	% Met	Commit.	% Met	Commit.	% Met	Commit.	% Met	Commit.	% Met
UC Campuses										
UC Berkeley	120	100%	120	92%	120	105%	120	111%	124	115%
UC Davis	110	91%	112	96%	112	65%	112	73%	112	92%
UC Irvine	104	93%	106	111%	106	98%	106	119%	106	111%
UCLA	107	99%	107	88%	107	98%	107	82%	107	95%
UC Merced	12	100%	12	100%	12	88%	12	113%	12	125%
UC Riverside	72	105%	72	94%	72	94%	72	93%	72	87%
UC San Diego	91	92%	93	87%	93	71%	93	85%	93	82%
UC Santa Barbara	118	79%	120	92%	120	85%	120	76%	120	71%
UC Santa Cruz	66	100%	63	98%	63	104%	63	99%	63	120%
Consortium Campuses										
Carnegie Mellon Univ.	0	-	10	100%	20	100%	10	100%	0	-
Purdue University	10	100%	10	80%	0	-	0	-	0	-
University of Michigan	44	110%	44	103%	44	108%	44	104%	44	95%
University of Notre Dame	36	94%	36	88%	36	88%	36	63%	36	65%
University of Pennsylvania	24	54%	24	92%	24	100%	24	100%	24	100%
University of San Francisco	0	-	12	158%	12	100%	12	117%	12	158%
University of Sydney	25	100%	20	100%	20	115%	20	115%	0	-
Washington Univ. St. Louis	60	61%	0	-	0	-	0	-	0	-

Academic Year Enrollment

The following table breaks down each campus's actual annual enrollment (total Fall, Winter, Spring) for the last five years.

TABLE 39: ACTUAL ENROLLMENT

	AY14	AY15	AY16	AY17	AY18
UC Campuses					
UC Berkeley	52	45	58	57	62
UC Davis	64	70	40	46	62
UC Irvine	55	71	65	78	72
UCLA	87	82	90	88	86
UC Merced	12	12	11	13	14
UC Riverside	59	53	48	56	43
UC San Diego	73	68	51	61	59
UC Santa Barbara	65	81	74	64	67
UC Santa Cruz	66	62	65	62	76
Consortium Campuses					
Carnegie Mellon Univ.	0	20	20	10	0
Purdue University	0	0	0	0	0
University of Michigan	48	45	48	46	42
University of Notre Dame	29	26	26	30	31
University of Pennsylvania	13	22	24	24	24
University of San Francisco	0	19	12	14	19
University of Sydney	25	20	23	23	0
Washington Univ. St. Louis	18	0	0	0	0
Total Annual Enrollment	666	696	655	672	657
% Change from Prev. Yr.	-2%	5%	-6%	3%	-2%

Enrollment Projections

UCDC enrollment data for the most recent ficsal years was analyzed, and enrollment projections were created representing three possible growth scenarios. The table below displays actual and projected *UCDC* enrollment – UC students only and academic-year terms only – from FY14 through FY27 for each of the three scenarios.

TABLE 40: ENROLLMENT PROJECTIONS (FY14 -FY27)

Growth Rate	Approach	Actual					Projected								
		FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27
High	*UCDC* 3.8% CAGR	533	544	502	525	541	562	583	605	628	652	677	703	730	758
Medium	*UCDC* 1.4% CAGR	533	544	502	525	541	549	557	565	573	581	589	597	605	614
Low	UC Enroll. 0.4% CAGR	533	544	502	525	541	543	545	547	549	551	553	555	557	559

Appendix V: Undergraduate Courses

The table below lists the complete *UCDC* course catalog, including the number of terms each course has been offered in the last four academic years.

TABLE 41: COURSE CATALOG (AY15 - AY18)

#	Course Title	Course Type	Instructor Affiliation	Terms Offered				
				AY15	AY16	AY17	AY18	Total
1	Advocacy and the Politics of Change in Washington	Elective, Seminar	*UCDC*	-	-	-	1	1
2	American Political Journalism	Elective	University of Notre Dame	2	2	2	2	8
3	Anthropology of War	Elective	UC Irvine	-	-	-	1	1
4	Arts Course	Seminar	UC San Diego	1	-	-	-	1
5	Becoming an Effective Strategic Communicator	Elective	N/A	1	-	-	-	1
6	Bureaucracy and Public Management	Elective	UCLA	1	-	-	-	1
7	Campaign to Governance	Elective	*UCDC*	-	-	1	-	1
8	Campaigns and Elections	Elective	University of San Francisco	2	1	2	2	7
9	Collecting Ourselves and Others	Elective	UC Davis	1	-	-	-	1
10	Comm Dilemma	Elective	N/A	1	-	-	-	1
11	Congress	Seminar	*UCDC*	3	3	3	3	12
12	Contemporary Politics and Media	Seminar	*UCDC*	-	2	-	-	2
13	Cultural Heritage	Elective	UC Berkeley, *UCDC*	-	2	-	-	2
14	DC on Film & Theatre	Elective	UC Riverside	1	1	-	-	2
15	Diplomacy	Elective	N/A	1	-	-	-	1
16	Economics of Public Policy	Elective	*UCDC*	2	-	1	1	4
17	Electoral Politics: Elections, Media, & Strategy	Elective	*UCDC*	-	1	-	-	1
18	Energy: Powering the Economy in the Era of Climate Change and Political Instability	Elective	*UCDC*	1	-	-	-	1
19	Environment	Elective	University of Michigan	-	1	-	-	1
20	Food Advocacy and Policy-Making in the Nation's Capital	Elective	UC San Diego	1	-	-	-	1
21	General Research Seminar	Seminar	*UCDC,* UCLA, UC Santa Barbara, UC San Diego	3	3	3	3	12
22	Globalization and Transnationalism	Elective	UCLA	-	-	2	-	2
23	Green Politics: Science, Policy, Polarization of Modern-Day US Environmentalism	Elective	*UCDC*	1	-	-	-	1
24	History of Church, State, & Schooling	Elective	UC Riverside	-	1	-	-	1

#	Course Title	Course Type	Instructor Affiliation	Terms Offered				
				AY15	AY16	AY17	AY18	Total
25	Human Rights in Theory & Practice	Elective, Seminar	*UCDC*	-	-	1	1	2
26	International Development	Seminar	*UCDC*	-	2	1	1	4
27	International Policy Seminar	Seminar	*UCDC,* UC Santa Barbara	3	2	3	3	11
28	Judicial Process and Politics	Seminar	*UCDC*	-	-	-	-	0
29	Language & Culture in Global Public Health	Elective	UC Riverside	-	1	-	-	1
30	Law and Society	Elective	*UCDC*	-	-	1	1	2
31	Lobbying, Money, and Influence in Washington, DC	Elective	University of Notre Dame	2	2	2	2	8
32	Mind of Egypt	Elective	UC Santa Barbara	1	-	-	-	1
33	Modern Political Campaigns	Elective	*UCDC*	1	1	2	-	4
34	Money, Media, & Message	Elective	*UCDC*	-	1	1	2	4
35	Museums and Memorials	Elective	UC Irvine	-	-	1	-	1
36	Museums and Monuments: Cultural Heritage in the Nation's Capital	Seminar	*UCDC*	-	-	-	1	1
37	Partisanship and Polarization in American Politics	Elective	*UCDC*	-	-	-	1	1
38	Poems and Politics	Elective	University of Notre Dame	1	1	1	1	4
39	Political Advocacy & Public Opinion in a Digital Age	Elective	University of Michigan	-	-	-	1	1
40	Politics of Water Policy	Elective	UCLA	-	1	1	1	3
41	Psychology for Public Policy	Elective	UCLA	-	1	-	-	1
42	Public Health, Media, & Risk Management	Elective	UC Riverside	-	1	-	-	1
43	Race & Ethnic Politics	Elective	*UCDC,* University of Michigan	-	-	1	1	2
44	Race in the City	Elective	University of Michigan	-	1	-	-	1
45	Religion and Public Policy	Elective	UCLA	-	-	-	-	0
46	Social Memory: National Museums, Monuments, & Co	Elective	UC Merced	-	-	1	-	1
47	Sociology of Sports	Elective	University of Michigan	-	-	1	-	1
48	Spies	Elective	UC Berkeley	1	-	-	-	1
49	Sports, Politics, and Society	Elective	University of Michigan	1	-	-	-	1
50	The Federalist Papers	Elective	University of Michigan	-	-	-	1	1
51	The History of the CIA: 1947 to Present	Elective	N/A	1	1	-	-	2
52	The History, Theory and Practice of Non-Profits	Elective	*UCDC*	1	-	-	-	1
53	The Politics of Museums	Elective	UCLA	1	-	-	-	1
54	The Politics of Theater	Elective	University of Michigan	1	-	-	-	1

#	Course Title	Course Type	Instructor Affiliation	Terms Offered				
				AY15	AY16	AY17	AY18	Total
55	The Presidency and Executive Branch	Seminar	*UCDC*	-	-	-	1	1
56	The United States Supreme Court	Seminar	*UCDC*	3	3	3	3	12
57	Theater and Politics	Elective	University of Michigan	-	1	1	1	3
58	Toxic Rhetoric	Elective	UC Berkeley	-	-	-	1	1
59	US Foreign Policy	Elective	*UCDC*, University of Michigan	3	3	2	2	10
60	Washington Focus	Elective, Seminar	*UCDC*	3	3	3	3	12
61	Washington Media	Elective, Seminar	*UCDC*	3	1	3	3	10
62	Youth, Social Media, & Development	Elective	*UCDC*, University of Michigan	-	-	1	1	2
63	Arts in the Capital	Elective	UC San Diego	1	-	-	-	1
64	The American Presidency and Executive Power	Elective, Seminar	*UCDC*	-	-	-	1	1

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Appendix VI: Undergraduate Internships

Undergraduate internships are a key component of *UCDC*'s academic program. The following sections provide additional detail on the organizations in which students have interned.

Internship Host Categories

Internship hosts were broken into nine categories by type. The table below lists each category, examples of organizations in that category, and the number of interns hosted by organizations in that category.

TABLE 42: INTERNSHIP HOST CATEGORIES

Category	Organization Examples	Number of Interns	% of Total Interns
Advocacy Organization	American Psychological Association, Asian Pacific American Labor Alliance, Children's Defense Fund	540 *(of 1505)*	36%
Congress	Senators' Offices, Representatives' Offices, Senate Committees, House Committees	372 *(of 1505)*	25%
Federal Agency	U.S Department of Defense, US Department of Education, Smithsonian Institution	215 *(of 1505)*	14%
Think Tank/Research	Cato Institute, Center for American Progress, Foundation for Defense of Democracies	153 *(of 1505)*	10%
Other	Scholarship America, Children's National Health System, Paul Charter Schools	91 *(of 1505)*	6%
Campaign/Political Consulting	Democratic National Committee, Republican National Committee, Alpine Group	48 *(of 1505)*	3%
Media Organization	C-SPAN, BBC News, National Public Radio	33 *(of 1505)*	2%
International Organization	Amnesty International USA, Panagora Group, International Organization for Migration	27 *(of 1505)*	2%
Government - Other	DC Metropolitan Police Department, White House, Library of Congress	26 *(of 1505)*	2%

Top Internship Hosts

The tables below list the top internship hosts within each category by number of interns hosted between Spring 2016 and Fall 2018. Each table represents one category.

TABLE 43: TOP *ADVOCACY ORGANIZATION* HOSTS (SPRING 2016 – FALL 2018)

#	Organization	Number of Interns	% of Total Interns (In-Category)
1	National Education Association (NEA)	19 *(of 539)*	4%
2	Lawyers' Committee for Civil Rights Under Law	19 *(of 539)*	4%
3	League of United Latin American Citizens (LULAC)	17 *(of 539)*	3%
4	University of California - Office of Federal Governmental Relations (UCFGR)	16 *(of 539)*	3%
5	Human Rights Campaign	13 *(of 539)*	2%
6	Mexican American Legal Defense and Educational Fund (MALDEF)	12 *(of 539)*	2%

#	Organization	Number of Interns	% of Total Interns (In-Category)
7	Washington Office on Latin America (WOLA)	*11 (of 539)*	2%
8	American Psychological Association (APA)	*10 (of 539)*	2%
9	National Immigration Forum	*9 (of 539)*	2%
10	United Nations	*9 (of 539)*	2%

TABLE 44: TOP *CONGRESS* HOSTS (SPRING 2016 – FALL 2018)

#	Organization	Number of Interns	% of Total Interns (In-Category)
1	Congresswoman Dianne Feinstein (CA)	*26 (of 372)*	7%
2	Congresswoman Barbara Lee (CA)	*16 (of 372)*	4%
3	Congressman Mark Takano (CA)	*14 (of 372)*	4%
4	Congressman Jared Huffman (CA)	*13 (of 372)*	3%
5	Congressman Lou Correa (CA)	*12 (of 372)*	3%
6	Congresswoman Nancy Pelosi (CA)	*11 (of 372)*	3%
7	Congressman Raul Ruiz, M.D. (CA)	*11 (of 372)*	3%
8	Congressman Alan Lowenthal (CA)	*10 (of 372)*	3%
9	Congressman Eric Swalwell Jr. (CA)	*10 (of 372)*	3%
10	Congresswoman Kamala Harris (CA)	*10 (of 372)*	3%

TABLE 45: TOP *FEDERAL AGENCY* HOSTS (SPRING 2016 – FALL 2018)

#	Organization	Number of Interns	% of Total Interns (In-Category)
1	US Department of Commerce	*52 (of 211)*	25%
2	US Department of Justice	*24 (of 211)*	11%
3	Smithsonian Institution	*21 (of 211)*	10%
4	US Department of State	*18 (of 211)*	9%
5	US Department of Education	*15 (of 211)*	7%
6	US Department of Health and Human Services	*11 (of 211)*	5%
7	US Environmental Protection Agency	*7 (of 211)*	3%
8	US Department of Housing and Urban Development	*7 (of 211)*	3%
9	US National Archives and Records Administration	*6 (of 211)*	3%
10	Peace Corps	*6 (of 211)*	3%

TABLE 46: TOP *THINK TANK/RESEARCH* HOSTS (SPRING 2016 – FALL 2018)

#	Organization	Number of Interns	% of Total Interns (In-Category)
1	Woodrow Wilson International Center for Scholars	*22 (of 154)*	14%
2	Center for American Progress	*16 (of 154)*	10%
3	Prosperity Now	*15 (of 154)*	10%
4	The Brookings Institution	*11 (of 154)*	7%
5	International Center for Terrorism Studies (at Potomac Institute for Policy Studies)	*8 (of 154)*	5%
6	Bipartisan Policy Center	*6 (of 154)*	4%
7	Middle East Institute	*6 (of 154)*	4%
8	Council on Hemispheric Affairs	*6 (of 154)*	4%
9	Cato Institute	*3 (of 154)*	2%
10	Eurasia Foundation	*3 (of 154)*	2%

TABLE 47: TOP *OTHER* HOSTS (SPRING 2016 – FALL 2018)

#	Organization	Number of Interns	% of Total Interns (In-Category)
1	Keith Watters & Associates	13 *(of 99)*	13%
2	Smithsonian Institution	7 *(of 99)*	7%
3	Nest/Roost DC	5 *(of 99)*	5%
4	National Association of Attorneys General	5 *(of 99)*	5%
5	Kohn, Kohn, and Colapinto, LLP	5 *(of 99)*	5%
6	CentroNia	13 *(of 99)*	4%
7	Children's National Health System (Children's National Medical Center)	4 *(of 99)*	3%
8	Scholarship America	3 *(of 99)*	2%
9	826DC	2 *(of 99)*	2%
10	The International Business Law Firm, PC	2 *(of 99)*	2%

TABLE 48: TOP *CAMPAIGN/POLITICAL CONSULTING* HOSTS (SPRING 2016 – FALL 2018)

#	Organization	Number of Interns	% of Total Interns (In-Category)
1	Noetic Group	5 *(of 48)*	10%
2	Lake Research Partners	5 *(of 48)*	10%
3	Democratic Congressional Campaign Committee (DCCC)	5 *(of 48)*	10%
4	Democratic National Committee (DNC)	5 *(of 48)*	10%
5	Perry Bayliss Government Relations, LLC (formerly Grayling)	4 *(of 48)*	8%
6	Precision Strategies	3 *(of 48)*	6%
7	Crossroads Campaign Solutions	3 *(of 48)*	6%
8	The Raben Group, LLC	2 *(of 48)*	4%
9	Republican National Committee	2 *(of 48)*	4%
10	Democratic Legislative Campaign Committee (DLCC)	2 *(of 48)*	4%

TABLE 49: TOP *MEDIA ORGANIZATION* HOSTS (SPRING 2016 – FALL 2018)

#	Organization	Number of Interns	% of Total Interns (In-Category)
1	Voice of America	9 *(of 32)*	28%
2	C-SPAN	4 *(of 32)*	13%
3	APCO Worldwide	2 *(of 32)*	6%
4	CBS News	2 *(of 32)*	6%
5	National Public Radio	2 *(of 32)*	6%

TABLE 50: TOP *INTERNATIONAL ORGANIZATION* HOSTS (SPRING 2016 – FALL 2018)

#	Organization	Number of Interns	% of Total Interns (In-Category)
1	Consortium of Universities for Global Health (CUGH)	9 *(of 27)*	33%
2	Panagora Group	4 *(of 27)*	15%
3	Amnesty International USA	4 *(of 27)*	15%
4	Corporate Council on Africa	2 *(of 27)*	7%
5	Inter-American Development Bank	1 *(of 27)*	4%

TABLE 51: TOP *GOVERNMENT – OTHER* HOSTS (SPRING 2016 – FALL 2018)

#	Organization	Number of Interns	% of Total Interns (In-Category)
1	White House	**7** *(of 23)*	30%
2	DC Metropolitan Police Department	**4** *(of 23)*	17%
3	Library of Congress	**2** *(of 23)*	9%
4	Embassy of Jordan	**2** *(of 23)*	9%
5	Embassy of Australia	**2** *(of 23)*	9%

Appendix VII: Comparisons

As part of the comparative analysis, the team documented institutions that hosted experiential programs similar to the *UCDC* academic program, owned a physical facility in Washington, DC similar to the *UC Washington Center*, or used their facility to conduct public engagement activities. The analysis documented UC campuses, California institutions, other university systems, and policy-focused think tanks in Washington, DC. The following sections provide additional detail on these comparisons.

University System Experiential Washington, DC Programs

The top twelve university systems based on total operating expenses are listed below:
- University of California ($32.5 billion)
- University of Texas System ($17.3 billion);
- State University of New York ($10.6 billion);
- The University System of Georgia ($8.3 billion);
- University of North Carolina System ($7.8 billion);
- California State University ($7.3 billion);
- University of Wisconsin System ($6.2 billion)
- University of Illinois System ($5.7 billion)
- Arizona Board of Regents ($4.5 billion)
- City University of New York ($4.3 billion);
- Texas A&M University System ($4.3 billion); and
- The University of Massachusetts System ($3.0 billion).

Of these university systems, all twelve host significant experiential learning programs in Washington, DC. Several are systemwide programs available to students from multiple campuses, while the majority are single-campus programs attached to the system's flagship campus. The following table provides additional detail on the 15 programs in these twelve systems.[74]

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[74] The California State University (CSU) and its programs are detailed in the *State of California* comparison section.

TABLE 52: UNIVERSITY SYSTEM COMPARISON PROGRAMS

Campus	Program Name	Admin Home	Terms Offered	Scope	Student Eligibility	Undergrad Courses	Undergrad Internships
Arizona Board of Regents System							
Arizona State University	*Capitol Scholars Program*	School of Politics and Global Studies	Summer	Single Campus	• Sophomore • Junior • Senior	No	Yes
City University of New York (CUNY) System							
Baruch College	*The Washington Semester*	Marxe School of Public and International Affairs	• Spring • Fall	Single Campus	Graduate (MPA, MIA, MSEd)	Yes *Graduate*	Yes *Graduate*
--	*CUNY Washington DC Summer Program*	CUNY Central Office of Student Affairs	Summer	Systemwide	• Junior • Senior	No	Yes
City College of New York	*Semester in Washington, DC*	Colin Powell School for Civic and Global Leadership	Summer	Single Campus	• Freshman • Sophomore • Junior • Senior	Yes	Yes
University of Massachusetts (UMass) System							
UMass Amherst (flagship)	*SBS in DC*	College of Social & Behavioral Sciences	Summer	Single Campus	• Sophomore • Junior • Senior	Yes	Yes
University of Illinois System							
U of I, Urbana-Champagne (flagship)	*Illinois in Washington*	College of Liberal Arts & Sciences	• Fall • Spring • Summer	Single Campus	• Sophomore • Junior • Senior	Yes	Yes
University of Texas (UT) System							
--	*Archer Fellowship Program*	The Archer Center	Fall	Systemwide	• Junior • Senior	Yes	Yes
--	*Graduate Program in Public Policy*	The Archer Center	Summer	Systemwide	• Graduate • Medical	Yes *Graduate*	Yes *Graduate*
UT-Austin (flagship)	*DC Concentration*	Lyndon B. Johnson School of Public Affairs	Summer/ Fall term	Single Campus	Graduate (MPAFF, MGPS)	Yes *Graduate*	Yes *Graduate*
University of North Carolina (UNC) System							
UNC Chapel Hill (flagship)	*Honors Seminar on Public Policy and Global Affairs*	UNC Honors, UNC Public Policy program	Summer	Single Campus	• Sophomore • Junior • Senior	Yes	Yes

University of Wisconsin (UW) System							
UW-Madison (flagship)	*Wisconsin in Washington*	Political Science Department, International Division	• Fall • Spring • Summer	Single Campus	• Junior • Senior	Yes	Yes
Texas A&M University (TAMU) System							
Texas A&M (flagship)	*Public Policy Internship Program*	Associate Provost for Undergraduate Studies	• Fall • Spring • Summer	Single Campus	• Junior • Senior • Graduate • Doctoral	No	Yes *Also Graduate*
Tarleton State University	*Washington, DC Internship Program*	College of Liberal and Fine Arts	• Fall • Spring • Summer	Single Campus	• Junior • Senior • Graduate	No	Yes *Also Graduate*
State University of New York (SUNY) System							
The College at Brockport	*SUNY Brockport Washington Program*	Department of Political Science & International Studies	• Fall • Spring • Summer	Systemwide	• Sophomore • Junior • Senior • Graduate	Yes *Also Graduate*	Yes *Also Graduate*
University System of Georgia							
University of Georgia (flagship)	*Washington Semester Program*	Vice President for Instruction	• Fall • Spring	Single Campus	• Sophomore • Junior • Senior	Yes	Yes

Physical Facilities

Five of the institutions listed above, in addition to New York University, own or rent physical facilities in Washington, DC. All six are used to support an experiential program of some form, but only three are leveraged for public and community engagement. The following highlights describe these six facilities in further detail.

In Spring 2018, **Arizona State University (ASU)** opened the *Barrett & O'Connor Washington Center*. The 32,000 square-foot, eight-story building is located two blocks from the White House and is branded as a hub for all of ASU's activity in the nation's capital. The building houses a variety of centers and institutes, including ASU's Center for Gender Equity, School of Journalism and Mass Communication, School of Global Management, and the McCain Institute for International Leadership. ASU faculty, staff, and students from these units work in UCDC, which acts as a central location for the university to expand its footprint in Washington, DC. This is reminiscent of the role originally outlined for *UCDC* in its founding business plan.[75]

The **University of Texas-Austin** opened its *Lyndon B. Johnson Washington Center* in 2016 as a Washington, DC campus for the LBJ School of Public Affairs, as well as a campuswide policy research center. UCDC's stated mission is to "raise the presence of the school and its faculty within the DC policymaking community."[76] The university rents space on the second floor of a shared office building, where graduate and professional students take courses and several full-time staff manage UCDC. As part of the graduate academic program, UCDC hosts a variety of Washington, DC community leaders for

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[75] *UCDC* Business Plan, 1999
[76] https://lbj.utexas.edu/lbj-washington-center

panels and speaker events. This programming appears similar to *UCDC*'s forums, inviting members of the policy community to the university's space.

Purchased in 1988 and renovated in 2005, **Stanford University**'s *Anne T. and Robert M. Bass Center* is a residential facility used for the university's *Bing Stanford in Washington Program*. The facility houses undergraduates participating in the program, and includes dining, classroom, and common spaces. The building does not house other university-affiliated units or organizations like *UCDC*, and is not currently used for public engagement purposes.

The **University of Georgia (UGA)'** s *Delta Hall* houses students participating in the university's *Washington Semester Program*. Purchased in 2013, the three-story, 20,000 square-foot building is located 10 minutes from the US Capitol and includes residential suites, classrooms, kitchens, and common areas. Similar to Stanford's *Bass Center*, the UGA facility is not used for public engagement beyond the undergraduate program.

In 2001, the **University of Texas (UT) System** established *The Archer Center* to serve as "the DC home of all academic programs and experiential learning for students, staff, faculty, and alumni from the various campuses of the UT System."[77] UCDC's mission is explicitly focused on the *Archer Fellowship Program* and other experiential programs for UT students of all levels.

While not part of the sample studied above, **New York University (NYU)** is also noteworthy as part of this comparatve analysis. NYU's *Constance Milstein and Family Academic Center* is a 75,000 square-foot, twelve-story facility designed similarly to the *UC Washington Center.* The building includes student apartments on the upper floors and classrooms, public event spaces, and office space for NYU's John Brademas Center for the Study of Congress, Brennan Center for Justice, and the Director of Government Relations on the lower floors. One *UCDC* stakeholder noted that NYU leadership visited the *UC Washington Center* and consulted *UCDC* staff as part of their planning for the facility.

Think Tanks

The following tables provide the complete Top 25 US and Non-US Think Tanks, as ranked by the University of Pennsylvania's Think Tanks and Civil Societies Program (TTCSP).

TABLE 53: TOP US AND NON-US THINK TANKS

Rank	Name	Country	Headquarters
1	Brookings Institution	United States	Washington, DC
2	French Institute of International Relations	France	Paris
3	Carnegie Endowment for International Peace	United States	Washington, DC
4	Bruegel	Belgium	Brussels
5	Center for Strategic and International Studies	United States	Washington, DC
6	Chatham House	United Kingdom	London
7	Fundação Getúlio Vargas	Brazil	Rio de Janeiro
8	Heritage Foundation	United States	Washington, DC
9	RAND Corporation	United States	Santa Monica, CA
10	International Institute for Strategic Studies	United Kingdom	London
11	Woodrow Wilson Center for International Scholars	United States	Washington, DC

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[77] http://www.archercenter.org/founding.html

Rank	Name	Country	Headquarters
12	Center for American Progress	United States	Washington, DC
13	Council on Foreign Relations	United States	New York City, NY
14	Japan Institute of International Affairs	Japan	Tokyo
15	Cato Institute	United States	Washington, DC
16	Konrad Adenauer Foundation	Germany	Sankt Augustin
17	Peterson Institute for International Economics	United States	Washington, DC
18	Friedrich Ebert Foundation	Germany	Berlin
19	Korea Development Institute	Republic of Korea	Sejong City
20	German Institute for International and Security Affairs	Germany	Berlin
21	Fraser Institute	Canada	Vancouver
22	Carnegie Middle East Center	Lebanon	Beirut
23	Centre for European Policy Studies	Belgium	Brussels
24	Stockholm International Peace Research Institute	Sweden	Stockholm
25	Carnegie Moscow Center	Russia	Moscow

TABLE 54: TOP US THINK TANKS

Rank	Name	Country	Headquarters
1	Brookings Institution	United States	Washington, DC
2	Center for Strategic and International Studies	United States	Washington, DC
3	Carnegie Endowment for International Peace	United States	Washington, DC
4	Heritage Foundation	United States	Washington, DC
5	Woodrow Wilson Center for International Scholars	United States	Washington, DC
6	RAND Corporation	United States	Santa Monica, CA
7	Center for American Progress	United States	Washington, DC
8	Council on Foreign Relations	United States	New York City, NY
9	Peterson Institute for International Economics	United States	Washington, DC
10	Cato Institute	United States	Washington, DC
11	Urban Institute	United States	Washington, DC
12	National Bureau of Economic Research	United States	Cambridge, MA
13	Atlantic Council	United States	Washington, DC
14	American Enterprise Institute for Public Policy Research	United States	Washington, DC
15	Center for a New American Security	United States	Washington, DC
16	World Resources Institute	United States	Washington, DC
17	James A. Baker III Institute for Public Policy	United States	Houston, TX
18	Hudson Institute	United States	Washington, DC
19	Belfer Center for Science and International Affairs	United States	Cambridge, MA
20	Stimson Center	United States	Washington, DC
21	Hoover Institution	United States	Palo Alto, CA
22	Resources for the Future	United States	Washington, DC
23	Pew Research Center	United States	Washington, DC
24	Freedom House	United States	Washington, DC
25	Human Rights Watch	United States	New York City, NY

Appendix VIII: Financial Analysis

The following table includes five years of historic expenses and revenues for *UCDC*, followed by nine years of projected expenses and revenues based on a series of assumptions outlined in the ***Financials*** section. This table projects the revenues, expenses, and net position for UCDC based on the high enrollment projection of 3.8% increases each year and the assumptions documented previously.

Note that the information in this model includes only *UCDC*'s revenues and expenses based on UC Office of the President budget data, UCLA general ledger data, and *UCDC's* Annual Reports. It does not include *UCDC's* annual debt service payments.

TABLE 55: PROJECTION FOR *UCDC* FINANCES

Category	FY14A	FY15A	FY16A	FY17A	FY18A	FY19P	FY20P	FY21P	FY22P	FY23P	FY24P	FY25P	FY26P	FY27P
Revenues (Reported)	5,822,655	5,889,569	6,017,643	6,841,641	7,665,640	-	-	-	-	-	-	-	-	-
Revenues	5,576,883	5,852,466	6,654,202	6,264,603	6,760,793	6,301,433	6,468,090	6,639,088	6,823,358	6,991,195	7,155,037	7,348,582	7,544,248	7,745,283
Tuition & Fees	1,809,516	1,907,473	1,803,159	1,755,283	1,818,623	1,921,245	2,009,315	2,100,061	2,202,378	2,286,527	2,364,905	2,471,176	2,577,717	2,687,738
Academic Year	1,736,750	1,736,752	1,738,620	1,732,481	1,791,230	1,892,482	1,979,114	2,068,350	2,169,082	2,251,565	2,328,196	2,432,632	2,537,245	2,645,243
Tuition	1,538,948	1,538,950	1,538,950	1,646,232	1,567,238	1,654,090.77	1,725,382	1,798,276	1,881,597	1,945,530	2,002,396	2,085,773	2,167,948	2,252,035
Student Service Fee	197,802	197,802	199,670	86,248	223,992	238,392	253,732	270,074	287,485	306,036	325,800	346,859	369,298	393,208
Summer Fees	72,766	170,720	64,539	22,802	27,393	28,763	30,201	31,711	33,296	34,961	36,709	38,545	40,472	42,496
Housing	3,000,002	3,108,283	3,434,369	3,097,191	3,733,439	3,296,687	3,365,918	3,436,602	3,508,771	3,582,455	3,657,686	3,734,498	3,812,922	3,892,993
OP Funds	414,611	443,710	994,304	771,862	961,112	656,122	656,122	656,122	656,122	656,122	656,122	656,122	656,122	656,122
Miscellaneous	352,754	393,000	422,370	640,267	247,620	427,379	436,736	446,303	456,087	466,092	476,323	486,786	497,486	508,429
Facility Event Rental	(181,801)	(205,001)	(199,999)	(359,812)	(80,874)	(205,780)	(210,102)	(214,514)	(219,019)	(223,618)	(228,314)	(233,109)	(238,004)	(243,002)
Building Leases	(100,000)	(100,000)	(100,000)	(187,093)	(133,744)	(128,788)	(131,493)	(134,254)	(137,074)	(139,952)	(142,891)	(145,892)	(148,956)	(152,084)
Parking	(40,000)	(40,000)	(37,374)	(35,495)	(34,308)	(38,658)	(39,470)	(40,299)	(41,145)	(42,009)	(42,891)	(43,792)	(44,711)	(45,650)
Student Trips	(22,000)	(22,000)	(22,000)	(17,782)	-	(22,462.32)	(23,316)	(24,202)	(25,122)	(26,076)	(27,067)	(28,096)	(29,163)	(30,271)
IT Services	(2,953)	(19,999)	(50,000)	(37,713)	16,806	(23,204)	(23,691)	(24,189)	(24,697)	(25,215)	(25,745)	(26,285)	(26,837)	(27,401)
Other	(6,000)	(6,000)	(12,997)	(2,372)	(15,500)	(8,486)	(8,664)	(8,846)	(9,032)	(9,222)	(9,415)	(9,613)	(9,815)	(10,021)
Expenses (Reported)	4,494,739	4,189,260	4,951,633	5,061,175	5,170,716	-	-	-	-	-	-	-	-	-
Expenses	5,175,115	4,950,473	4,699,533	5,330,868	5,216,041	5,262,674	5,315,141	5,364,984	5,410,719	5,451,110	5,485,049	5,511,473	5,529,319	5,537,487
Salary & Benefits	1,835,784	2,175,660	2,352,968	2,531,245	2,840,150	2,982,157	3,131,265	3,287,828	3,452,220	3,624,831	3,806,072	3,996,376	4,196,195	4,406,004
Supplies & Equipment	1,648,195	1,838,991	2,251,973	2,899,376	2,182,725	2,228,562	2,275,362	2,323,144	2,371,930	2,421,741	2,472,597	2,524,522	2,577,537	2,631,665
Utilities & Facilities	2,905,449	2,570,154	1,738,915	1,508,049	2,130,452	2,175,191	2,220,870	2,267,508	2,315,126	2,363,744	2,413,382	2,464,063	2,515,809	2,568,641
Operations	424,272	266,429	286,765	632,283	426,055	428,329	437,324	446,507	455,884	465,458	475,232	485,212	495,402	505,805
Misc.	182,317	76,347	50,000	34,600	24,900	15,555	9,717	6,070	3,792	2,369	1,480	924	577	361
Recharge & Adjustments	(1,820,901)	(1,977,108)	(1,981,087)	(2,274,685)	(2,388,240)	(2,567,119)	(2,759,396)	(2,966,074)	(3,188,233)	(3,427,031)	(3,683,715)	(3,959,625)	(4,256,200)	(4,574,989)
Surplus/(Deficit) Reported	1,327,916	1,700,309	1,066,010	1,780,467	2,494,923	-	-	-	-	-	-	-	-	-
Surplus/(Deficit)	401,768	901,993	1,954,668	933,735	1,544,753	1,038,759	1,152,949	1,274,104	1,412,639	1,540,085	1,669,988	1,837,109	2,014,929	2,207,796
Fund Balance	-	-	-	-	4,682,604	5,721,362	6,874,311	8,148,416	9,561,055	11,101,140	12,771,128	14,608,237	16,623,166	18,830,962

Appendix IX: Stakeholder Interviews

In addition to the various data sources collected for this assessment, a variety of *UCDC* stakeholders were interviewed. These interviews offered first-hand insights on UCDC and perceptions of its strengths, areas for development, opportunities, and challenges. A standardized interview protocol was developed to ensure a fair process and consistent data collection.

Interviews, most of which ranged from 30-60 minutes, were conducted in-person when possible or over the phone. With two exceptions, all stakeholders were interviewed individually. [78] Two interviewers completed each interivew, with one leading and another typing notes. All stakeholders were promised confidentiality, and no direct quotes were attributed to individuals either verbally or in the body of this report.

Interview Questions

The following list of questions was provided to each interviewee in advance. These questions were used to guide the conversation, and were intentionally framed to avoid binary "yes or no" or "true or false" responses. Interviewers did, however, frequently pose specific follow-up questions or request clarification in response to stakeholder comments.

Context
1. **Your Role:** Please describe your role and responsibilities as they relate to *UCDC*. How has your role evolved during your time working with UCDC?
2. **Purpose:** In your own words, what are the primary goals or purpose of *UCDC*?
3. **Structure:** Please describe *UCDC*'s structure from your perspective. How has UCDC evolved over the past few years?
4. **Partners:** Who do you see as *UCDC*'s primary stakeholders and partners? How does *UCDC* engage and collaborate with these groups?

Perspective
5. **Areas of Strength:** What do you think is working well in *UCDC* and why?
6. **Areas of Development:** What do you think could be improved within *UCDC*?
7. **Opportunities:** What opportunities exist for *UCDC* to better support UC's mission in the future? This can include services or activities that *UCDC* is not currently pursuing.
8. **Challenges:** What challenges does *UCDC* face (or might it face in the future) that threaten its ability to support UC's mission?

Additional Thoughts
9. **Success Criteria:** How does/should *UCDC* measure its success and performance?
10. **Comparisons:** Are there any peers or benchmark institutions that you feel are doing well in this space and should be examined?
11. **Final Thoughts:** Is there anything else that would be relevant for us to know about *UCDC*?

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[78] The Chair and Vice-Chair of the UC Academic Senate were interviewed together, and the UC San Francisco Vice Chancellor and Assistant Vice Chancellor were interviewed together.

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List of Interviews

In total, 48 stakeholders were interviewed during the course of this assessment, including 10 *Center* leadership and staff, 18 advisory and governing group members, 15 campus stakeholders, and other members of the UC community including the Chair and Vice-Chair of the UC Academic Senate. The number of stakeholders interviewed from relevant groups are highlighted below:

- *Center* **Leadership & Staff**: 10 of 25 interviewed;
- **Academic Advisory Committee**: 7 of 15 interviewed;
- **Governing Council**: 6 of 13 interviewed;
- **Operations and Management Advisory Committee**: 5 of 15 interviewed;
- **Campus Stakeholders:** 10 Senior Administrators interviewed and 5 of 9 Campus Coordinators interviewed; and
- **Additional Stakeholders**: 5 interviewed.

The tables below list all staff and stakeholders who were interviewed for this assessment, and their titles.

TABLE 56: *UCDC* LEADERSHIP AND STAFF

Name	Job Title	Affiliation
Center Leadership		
Helen Shapiro	Executive Director	UC Santa Cruz
Jennifer Diascro	Associate Academic Director	UC Office of the President
Marc Sandalow	Associate Academic Director	UC Office of the President
Center Staff		
Josh Brimmeier	Director of Student Services	UC Office of the President
Alfreda Brock	Senior Program Administrator	UC Office of the President
Mac Hamlett	Manager of Building and Housing Services	UC Office of the President
Chantal Quintero	Senior Program Administrator	UC Office of the President
Rodger Rak	Manager of Business and Information Services	UC Office of the President
Sabrin Said	Administrator of Academic Services	UC Office of the President
Michael Sesay	Chief Technology Officer	UC Office of the President

TABLE 57: *UCDC* ACADEMIC ADVISORY COMMITTEE

Name	Job Title	Affiliation
Ahmad Ahmad	Professor, Religious Studies	UC Santa Barbara
Matthew Beckmann	Associate Professor, Political Science (Committee Chair)	UC Irvine
Eva Bertram	Associate Professor, Political Science	UC Santa Cruz
Susan Carlson	Vice Provost, Academic Personnel & Programs	UC Office of the President
Mark Peterson	Chair, Department of Public Policy	UCLA
Pat Turner	Senior Dean & Vice Provost, Undergraduate Education	UCLA
Elizabeth Whitt	Vice Provost & Dean, Undergraduate Education	UC Merced

TABLE 58: *UCDC* GOVERNING COUNCIL

Name	Job Title	Affiliation
Nathan Brostrom	Executive Vice President & Chief Financial Officer	UC Office of the President
Wilfred E. Brown	Associate Vice Chancellor, Housing, Dining & Auxiliary Enterprises	UC Santa Barbara
James Danziger	Professor, Political Science	UC Irvine
Bob Jacobsen	Dean of Undergraduate Studies, College of Letters and Science	UC Berkeley
Scott Waugh	Executive Vice Chancellor & Provost (Council Chair)	UCLA
Daniel Wirls	Professor, Political Science	UC Santa Cruz

TABLE 59: *UCDC* OPERATIONS AND MANAGEMENT ADVISORY COMMITTEE

Name	Job Title	Affiliation
Shirley Bittlingmeier	Client Services Officer, Information Resources & Communications (Committee Chair)	UC Office of the President
Rick Greene	Manager, Local Procurement, Business Resource Center	UC Office of the President
Gary Leonard	Executive Director, General Liability & Property Programs, Risk Services	UC Office of the President
Steven Murray	Director, Building and Administrative Service Center	UC Office of the President
Patricia Osorio-O'Dea	Director, Academic Program Coordination, Academic Personnel and Programs	UC Office of the President

TABLE 60: CAMPUS STAKEHOLDERS

Name	Job Title	Affiliation
Campus Senior Administrators		
Michael Dennin	Vice Provost of Teaching & Learning, Dean of Undergraduate Education	UC Irvine
Thomas Dickson	Assistant Vice Provost	UC Riverside
Barbara French	Vice Chancellor, Strategic Communications & University Relations	UC San Francisco
Richard Hughey	Vice Provost and Dean of Undergraduate Education	UC Santa Cruz
Cathy Koshland	Vice Chancellor for Undergraduate Education	UC Berkeley
John Moore	Dean of Undergraduate Education	UC San Diego
Charles Nies	Vice Chancellor for Student Affairs	UC Merced
Jeffrey Stopple	Associate Vice Chancellor and Dean for Undergraduate Education	UC Santa Barbara
Paul Takayama	Assistant Vice Chancellor, Community & Government Relations	UC San Francisco
Carolyn Thomas	Vice Provost and Dean of Undergraduate Education	UC Davis
Campus Coordinators		
Jacob LaViolet	Campus Coordinator	UC Santa Barbara
Cheryl Purifoy	Campus Coordinator	UC Davis
Sharon Parks	Campus Coordinator	UC Irvine
Marianna Santana	Campus Coordinator	UC Santa Cruz
Carol Ann Wald	Campus Coordinator	UCLA

TABLE 61: ADDITIONAL STAKEHOLDERS

Name	Job Title	Affiliation
Academic Senate Representatives		
Kum-Kum Bhavnani	Vice Chair	UC Academic Senate
Chris Harrington	Interim Associate Vice President, Federal Government Relations	UC Office of the President
Robert May	Chair	UC Academic Senate
Pamela Peterson	Executive Director and Deputy to the Vice Provost, Academic Personnel and Programs	UC Office of the President
Paul Sweet	Managing Partner, National Policy Strategies (former Director, FGR)	External

Interview Themes

Interviewers extracted the most prominent topics of discussion, or themes, from the interviews within each stakeholder group. The top themes for each stakeholder group are summarized in the figures below.[79]

FIGURE 37: TOP INTERVIEW THEMES FROM *UCDC* STAFF

_____
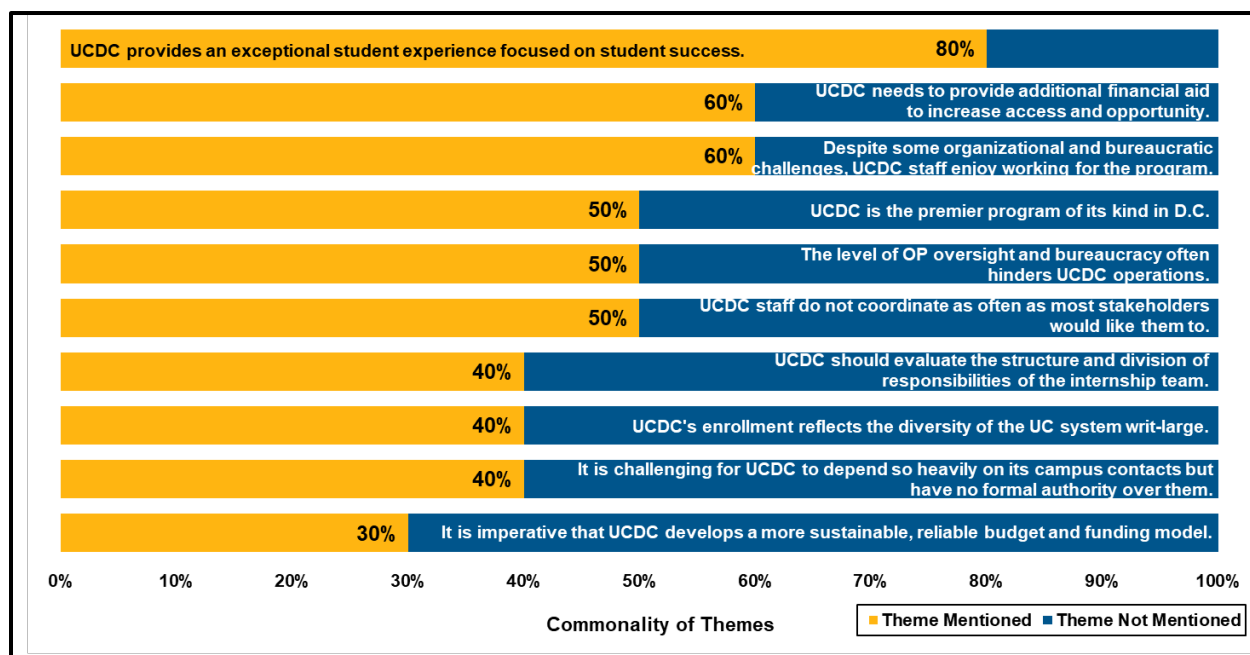
[79] The Operations and Management Advisory Committee meets infrequently, and as several stakeholders were new to this group, themes were not calculated for this group. Input from these stakeholders was used to inform the report, however.

FIGURE 38: TOP INTERVIEW THEMES FROM ACADEMIC ADVISORY COMMITTEE STAKEHOLDERS

Theme	%
UCDC provides an exceptional student experience focused on student success.	86%
UCDC needs to provide additional financial aid to increase access and opportunity.	86%
Moving UCDC to a campus may not be the most effective way to address its challenges.	71%
It is imperative that UCDC develops a more sustainable, reliable budget and funding model.	57%
UCDC is the premier program of its kind in D.C.	57%
UCDC's enrollment reflects the diversity of the UC system writ-large.	57%
UCDC provides a unique opportunity for students that lack the connections or social capital to get that experience elsewhere.	29%
The quarter academic calendar can make securing internships difficult.	29%
The quota model may incentivize campuses to send students who aren't good candidates for the program.	29%
UCDC should improve collaboration with the campuses and engage them more meaningfully.	29%

Commonality of Themes — ■ Theme Mentioned ■ Theme Not Mentioned

FIGURE 39: TOP INTERVIEW THEMES FROM GOVERNING COUNCIL STAKEHOLDERS

Theme	%
UCDC provides an exceptional student experience focused on student success.	100%
It is imperative that UCDC develops a more sustainable, reliable budget and funding model.	100%
Moving UCDC to a campus may not be the most effective way to address its challenges.	83%
The internship program is one of UCDC's strengths.	67%
The quota model is not an ideal way to set and meet enrollment and revenue goals.	67%
The quota model puts stress on Campus Coordinators and creates tension with campus housing units.	50%
UCDC needs to provide additional financial aid to increase access and opportunity.	33%
It is challenging for UCDC to depend so heavily on its campus contacts but have no formal authority over them.	33%
UCDC's academic curriculum is secondary to the program's internship component.	33%
The 2010 program consolidation was beneficial but has created some lingering confusion and frustration.	33%

Commonality of Themes — ■ Theme Mentioned ■ Theme Not Mentioned

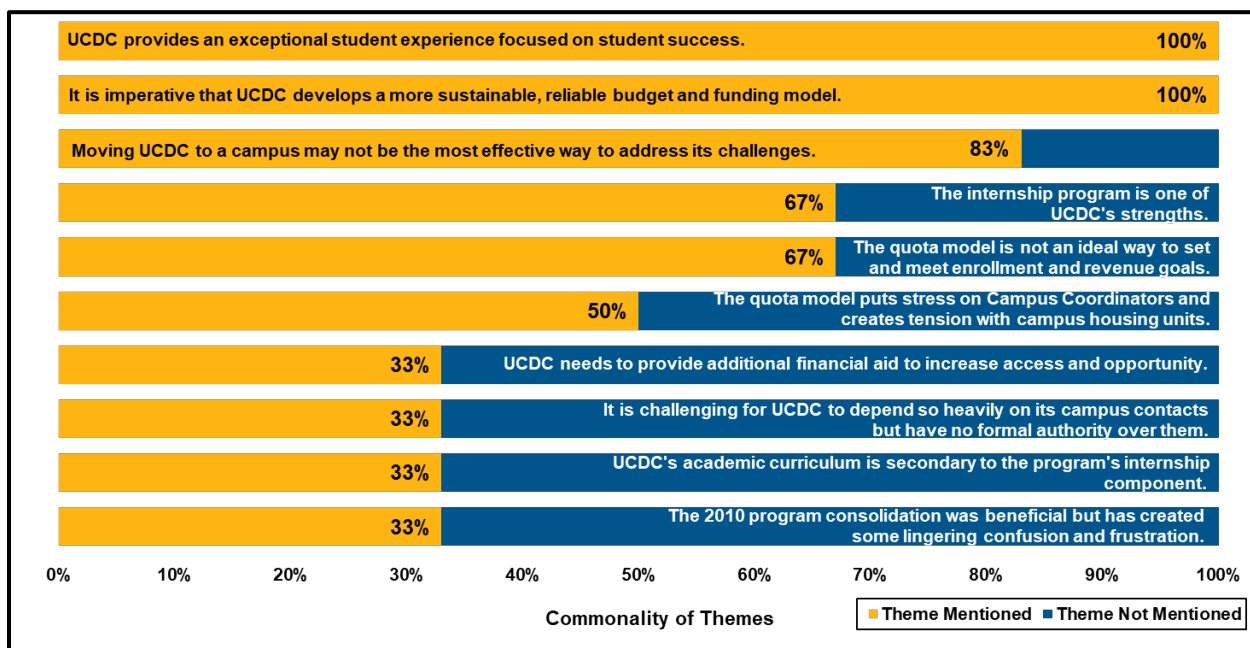## FIGURE 40: TOP INTERVIEW THEMES FROM CAMPUS SENIOR ADMINISTRATORS

FIGURE 41: TOP INTERVIEW THEMES FROM CAMPUS COORDINATORS

Strengths, Weaknesses, Opportunities, and Threats

These themes were organized into a Strengths, Weaknesses, Opportunities, and Threats (SWOT) framework, which are highlighted in the figure below. The SWOT framework is organized along two axes:
- **Positive** attributes (strengths, opportunities) and **Negative** attributes (weaknesses, threats); and
- **Internal** factors (strengths, weaknesses) and **External** factors (opportunities, threats).

FIGURE 42: SWOT ANALYSIS ON INTERVIEW THEMES

	Positive	Negative
Internal	**Strengths** Acknowledged positive attributes, qualities that distinguish the *Center* from competitors, resource advantages, and assets such as intellectual property or capital. • UCDC provides an exceptional student experience focused on student success. • Despite some organizational and bureaucratic challenges, *UCDC* staff enjoy working for the program. • UCDC is the premier program of its kind in D.C. • UCDC's enrollment reflects the diversity of the UC system writ-large. • The internship program is one of UCDC's strengths. • UCDC's academic curriculum is secondary to the program's internship component. • UCDC provides a unique opportunity for students that lack the connections or social capital to get that experience elsewhere. • Communication from UCDC to the campuses can be inconsistent and frustrating. • Campus Coordinators do a great deal of work to prepare students before they go to D.C. • Students do not notice the operational and administrative challenges behind the scenes.	**Weaknesses** Qualities that the *Center* lacks, resource limitations, inefficiencies, and unclear or non-differentiated offerings. • The level of OP oversight and bureaucracy often hinders *UCDC* operations. • *UCDC* staff do not coordinate as often as most stakeholders would like them to. • It is challenging for *UCDC* to depend so heavily on its campus contacts but have no formal authority over them. • The quota model puts stress on Campus Coordinators and creates tension with campus housing units. • The quota model may incentivize campuses to send students who aren't good candidates for the program. • The quarter academic calendar can make securing internships difficult. • The lack of a standardized course articulation process is challenging. • Student enrollment, registration, and grading processes are complicated and administratively inefficient. • There is not a clear transition of students from the Campus Coordinators to *UCDC* staff. • Communication from *UCDC* to the campuses can be inconsistent and frustrating. • There is not a clear delineation of responsibilities between Campus Coordinators & *UCDC*'s Internship Coordinators.
External	**Opportunities** Shifting environmental factors that may enable future growth, shifts in the competitive landscape, and emerging needs from external partners or constituents. • *UCDC* should evaluate the structure and division of responsibilities of the internship team. • *UCDC* should improve collaboration with the campuses and engage them more meaningfully. • The student experience could be enhanced by leveraging a campus's student services. • *UCDC* should continue expanding its alumni and development efforts. • *UCDC* should provide opportunities for graduate students. • It is imperative that *UCDC* develops a more sustainable, reliable budget and funding model.	**Threats** Emerging competitors, changing environmental landscape in Sacramento, changing attitudes towards the University of California or *UCDC*, or increased resource needs. • *UCDC* needs to provide additional financial aid to increase access and opportunity. • Moving *UCDC* to a campus may not be the most effective way to address its challenges.

Appendix X: List of Documents and Data

83 documents and datasets were analyzed in support of this assessment report. These datasets were provided by *UCDC* and UC Office of the President staff, and many of them included multiple files and file formats. The tables below list the 83 documents and datasets that were received as part of this assessment.

TABLE 62: DOCUMENTS AND DATASETS FROM *UCDC* STAFF

#	Title	Description	Date	Format
1	*UCDC* Faculty Bios	19 faculty biographies	n/a	XLS
2	*UCDC* Course Information	Full list of course offerings (course title, course type, instructor affiliation, and number of UC students enrolled) for all terms from Spring 2013 to Fall 2018	2013 - 2018	XLS
3	*UCDC* Course Descriptions	Course descriptions for 15 semester elective courses	n/a	XLS
4	Academic Calendar 2018-2019	2018-2019 academic calendar for summer, spring, fall, and winter terms - including pre-term, during term, and post-term dates	2018 - 2019	PDF
5	Facilities Matrix Primer	Formal documentation of the facilities matrix, explaining the recharge model and the development of the matrix	Nov-15	PDF
6	Total Return Investment Pool (TRIP)	TRIP Overview	5/22/2018	PDF
7	*UCDC* FY 18-19 TRIP Investment Plan	*UCDC* monthly plan for TRIP investment (June 2018 - May 2019)	2018 - 2019	PDF
8	Summerfeeproposalsept2015final	Proposal from ED Shapiro to establish a *UCDC* summer fee for students who enroll in summer internships but not in courses or paying tuition	Sep-15	XLS
9	IT Spending Reports-Vendors and Charges	Detailed ledger data (vendor + item purchased) for IT expenses from July 2017 - September 2018; does not include transaction amounts	2017 - 2018	XLS
10	*UCDC* IT Spending	IT expenses for July 2017 - September 2018	2017 - 2018	XLS
11	Revenue Reports	3 separate files detailing revenue and recharges for (1) parking, (2) guest housing, and (3) events from 2013 - 2018	2013 - 2018	PDF
12	Revenue Ledger Data	6 Excel files with UCLA ledger data for the FAUs associated with parking, guest, and events income 2013 - 2018	2013 - 2018	XLS
13	Letter Establishing OMP Funding for *UCDC*	OP Vice President for Budget's response to *UCDC* request for additional operations and maintenance of plant (OMP) services for FY2002-03	Oct-01	PDF
14	063017 Budget Memo for Aimee Dorr	Memo from ED Shapiro to Provost Dorr at the end of *UCDC*'s exploration of new budget models	Jun-17	PDF
15	covc1203	Request to Committee of Vice Chancellors for support exploring new funding model and renewing campus commitments to the consolidated *UCDC* program	Dec-14	DOC
16	(4) Roth Analysis of *UCDC* Financials	Simplified revenue/expense model for 2016-2022	2016	PDF

#	Title	Description	Date	Format
17	(3) *UCDC* Financials-Revised Model	More detailed revenue/expense model for 2016-2022	2016	PDF
18	*UCDC* Simple Quota Model 070318	Proposed new funding model for *UCDC* - updated version 7/3/18	Jul-18	XLS
19	Cost of Participation in *UCDC*	PDF file summarizing student participation costs from the Annual Reports (AY14 - AY17)	2014 - 2017	PDF
20	Visio-*UCDC* Financial Structure	Overview of *UCDC* General Ledger structure	Sep-18	PDF
21	*UCDC* Facility Matrix	Excel file with full facilities matrices from 2010-11 to 2017-18	2010 - 2018	XLS
22	*UCDC* Washington Center -Non-Residential Debt Service	Amortization schedule for *UCDC* non-residential debt service	2010-2020	XLS
23	*UCDC* Projection 18-19 draft rr102318	*UCDC* budget model and forecast (internally developed based on FY18 actuals)	2018 - 2019	XLS
24	Student Costs	Self-reported cost of attendance data based on quarterly student surveys	2016 - 2017	PDF
25	By-laws Academic Advisory Committee 2014 FINAL	Bylaws for the *UCDC* AAC - its purpose, responsibilities, and composition	Jul-14	PDF
26	By-laws Governing Council FINAL approved 07-16-15	Bylaws for the *UCDC* Governing Council - its purpose, responsibilities, and composition	Jul-15	PDF
27	OMAC By-Laws DRAFT 41718	Bylaws for OMAC - basic outline of responsibilities, composition, and purpose	Mar-18	PDF
28	AAC Agendas	9 memos (agendas) from AAC meetings between 2015 and 2018	2015 - 2018	PDF / DOC
29	*UCDC*ResFinalReport2015 (1)	Final report from 2015 Residential Services Review	Sep-15	PDF
30	*UCDC* Housing Rates and Approvals 2013-2014 through 2017-2018	Annual memos from *UCDC* to OP requesting housing rate increases; includes detail on bed commitments and rationale for increases	2013 - 2018	PDF
31	*UCDC* - UC Housing Invoices 2013-2014 through 2017-2018	Invoices sent to UC campus housing departments for their housing charges based on # of beds filled and the campus's commitment; each term from Summer 2013 to Spring 2018	2013 - 2018	PDF
32	*UCDC* - Housing Enrollment 2006-2007 through 2016-2017	Yearly summaries of each campus's commitment, actual, and difference for each term	2006 - 2017	PDF
33	*UCDC* Bed Commitment Report 2017-2018 with summer 2018	Detail on each campus's bed commitments and actuals by term from 2017-2018 plus Summer 2018	2017 - 2018	XLS
34	Bed Commitment Report 03-04thru16-17	Detail on each campus's bed commitments and actuals by term from 2006-07 to 2016-17	2006 - 2017	XLS
35	*UCDC* IT Tickets	Detailed IT help desk tickets for August 2017 (when system was implemented) through September 2018; including request type, duration, building location, and floor	2017 - 2018	XLS
36	*UCDC* IT Helpdesk Tickets 072017-092018	IT help desk tickets for July 2017 - September 2018, broken out by building floor and customer	2017 - 2018	XLS
37	UCEAP-*UCDC* MOU Web Hosting 62118	MOU between UCEAP and *UCDC* for shared IT services using UCEAP's company - Pantheon (3-yr agreement from July 2018-June 2021)	Jun-18	PDF

#	Title	Description	Date	Format
38	*UCDC* GC Action Item - IT Integration	Letter to *UCDC* Governing Council providing an update on the IT review and detailing the outcome of this review	Apr-17	PDF
39	Integration of *UCDC* IT with UCOP ITS	Email to ED Shapiro summarizing preliminary findings from the 2016 IT review	Sep-16	DOC
40	*UCDC* List of Internships	24-page list of all internship host sites and contact information	n/a	PDF
41	Welcome Email 2017	Welcome email sent to students in 2017 from *UCDC* once they were accepted to the program	Fall 2017	DOC
42	Semester Email	Welcome email sent to semester students once they've been accepted to *UCDC*	n/a	DOC
43	RE Additional Data Requests - Internship Host Frequency	Email from ED Shapiro with estimate of the percent of internship placements that are repeat hosts	Oct-18	MSG
44	*UCDC* Internships_2016-2018	Full list of student internship hosts by term, from Spring 2016 - Fall 2018	2016 - 2018	XLS
45	Annual Reports FY10-11 - FY15-16	6 annual reports	2010 - 2016	PDF
46	Student Statistics FY16-17 - FY17-18	2 reports with statistics on student enrollment	2016 - 2018	PDF
47	Shapiro personal statement September2017	ED Shapiro's personal statement for the Fall 2017 5-year *UCDC* review	Sep-17	DOC
48	*UCDC* Transition - Affected Processes & Services	Draft spreadsheet of all *UCDC* activities, their *UCDC* and OP points of contact, and their criticality in a transition (what transition?)	Feb-18	PDF
49	COVC follow-up on *UCDC* and *UCCS* SC 012015	Email to COVC from Susan Carlson summarizing discussion on *UCCS* and *UCDC* from December 2014	Jan-15	PDF
50	*UCDC* consolidation assessment and next steps 6-1-14	2014 progress update on the *UCDC* program consolidation, including lingering challenges	Jun-14	PDF
51	Dooley Report	Final report from a committee on Academic Planning and Budget Strategies, which completed a visioning exercise for the future of *UCDC* and made recommendations	Jun-98	PDF
52	task force report version 1 6	Draft report with recommendations for consolidating the disparate campus programs, including Academic Advisory Council recommendations for the program	Jul-10	PDF
53	*UCDC* Safety Inspection Reports	2013-2018 *UCDC* Safety Inspection Reports Binder	2013 - 2018	PDF
54	UC Regents - Committee on Educational Policy	Letter from Vice Provost to COVC summarizing plans for the new UC Washington Center and academic program	Aug-98	PDF
55	UC Regents - Committee on Educational Policy	Notes from 1997 UCEP meeting outlining the plan to purchase the land in DC and construct the *UCDC* facility	Jul-97	PDF
56	*UCDC* information for President on student costs demographics curriculum	Summary document for President Napolitano on *UCDC* student costs (fees, tuition, etc.)	2014	PDF
57	*UCDC* Org Chart	Organizational chart as of December 2018	2018	PDF
58	Agreement Complete Building Services 2008	Old building contract	2008	PDF

#	Title	Description	Date	Format
59	Agreement Complete Building Services Executed 07.20.18	Renewed building contract	Jul-18	PDF
60	Parkhurst - Original PSA	Student psychological services provider agreement	2007	PDF
61	UCLA Elective MOU	UCLA Elective MOU	Dec-16	PDF
62	*UCDC* Transition - 2218	List of all services received from OP; draft transition plan	Feb-18	XLS
63	University Program Agreements	23 agreements with all universities that have contracted with *UCDC* for classroom, residential, or other facility use since program inception	Dates vary	PDF
64	UC Occupancy Agreements	12 agreements with all entities that have leased office space with *UCDC* since program inception (MRUs and other groups on the 2nd floor); includes one file ("UC Occupancy Agreements Binder" with all agreements with campuses)	Dates vary	PDF
65	Office Leases	11 licenses (effectively, office leases) for the various organizations leasing space in UCDC (groups on 2nd floor); includes one file ("UC License Agreements Binder") with all non-UC licenses	Dates vary	PDF
66	MOUs	8 files containing various MOUs (ex: UCSB and UCLA summer enrollment agreement, shared program aide with *UCDC* Law, Univ of Sydney partnership)	Dates vary	PDF
67	Misc. Agreements	4 documents detailing partnership w/ DC Rape Crisis Center, Stanley Security, Canteen Vending Services, Siemens Technology Services)	Dates vary	PDF
68	*UCDC* Business Plan	Original business plan	Oct-99	PDF
69	A Short Primer on *UCDC* - rev Fall 17	Primer on *UCDC* for OMAC from Fall 2017	2017	PDF

TABLE 63: DOCUMENTS AND DATASETS FROM OTHER STAKEHOLDERS

#	Title	Description	Date	Format
1	FY17-18 *UCDC*_RGPO_Exp_Rev-08.21.18_ekg_updates	*UCDC* revenue and expense data from UC Office of the President Budget Office; FY09-FY18	2008 - 2018	XLS
2	Analysis New *UCDC* Funding Model 061518.doc	Overview document summarizing the proposed new funding model for *UCDC*	Jun-18	DOC
3	Revised *UCDC* Simple Quota Model 061518.xlsx	Proposed new funding model for *UCDC* - 6/15/18	Jun-18	XLS
4	*UCDC* Fee Memo Revised 2.10.16	UC Riverside proposal for revised fee policy for *UCDC* summer internship	Feb-16	PDF
5	OMAC Meeting - Tuesday December 5 10-11AM (Pacific) 1-2PM (Eastern)	Original email invitation to schedule OMAC meeting (Dec 2017)	2017	MSG
6	IT Services Review for *UCDC* Update	May 2016 *UCDC* services review and recommendations - follow-up email	2016	MSG
7	REPORT-RE *UCDC* BLDG IT SUPPORT 053116FINAL	May 2016 *UCDC* services review and recommendations	2016	PDF
8	*UCDC* Public Engagement proposal v7 (Repaired)	Proposal written by a combination of FGR and staff in the former APPC unit to enhance *UCDC*'s public engagement role in DC	2010	DOC
9	Cross campus programs matrix January 2016 FINAL	Overview of OP systemwide instructional programs	Jan-16	PDF
10	AAC Cover Letter for UCOP	Letter drafted by the AAC about *UCDC*	n/a	DOC
11	*UCDC* Budget Data FY1213 to 1617	Detailed data of UC Office of the President budget for *UCDC* from FY2012-13 to FY2016-17	2012 – 2017	XLS
12	*UCDC* FY2017-18 Budget to Actuals	Summary of budget and actual expenses for *UCDC* for FY2017-18	2017 – 2018	XLS
13	*UCDC*-FY17-18 Selected acct-fund GL Cognos Transaction Report-01.09.19	*UCDC* transaction detail by fund, account, and type entry code for FY2017-18	2017 – 2018	XLS
14	FY18 BDS Budget to Auditor 10-3-17	Complete FY2017-18 UC Office of the President as submitted to state auditor	2017 – 2018	XLS

UNIVERSITY OF CALIFORNIA
WASHINGTON PROGRAM
UCDC

University of California Washington Program
1608 Rhode Island Avenue, NW
Washington, D.C. 20036
(202) 974-6200

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SANTA BARBARA • SANTA CRUZ • SAN DIEGO

To: UC Community

From: Helen Shapiro, Executive Director

Date: November 27, 2019

Subject: UC Washington Center – Current State Assessment Report (Huron Report)

We are gratified that many of the Huron Report's recommendations align with the goals we have set for the future. The research that went into the Report began over a year ago, and we at UCDC have already taken steps to address some of its main findings.

1. Fill all beds with UC students

We fully support the goal of filling all beds at UCDC with UC students. We continue to work with UC campuses to increase enrollments through promotional campaigns and targeted outreach to a wide range of students. We are now working with departments and academic advisors to explore how UCDC can better satisfy students' major requirements. We provide financial resources to campuses so they can hire returning UCDC alumni to serve as ambassadors for the program.

We also try to alleviate the financial obstacles students confront to participate in UCDC. We work with local alumni associations and campus development offices to raise outside funds for scholarships. UCDC now purchases subsidized metro passes for students, which provide them with unlimited free transportation in and around DC. We are also working with campuses so that we can hire several work-study students in DC each term.

Filling the building with tuition-paying UC students would also help make UCDC financially sustainable into the future. The fifty or so non-UC students in the building each term pay for housing but contribute no UC tuition. The additional revenue from UC students would more than cover the staffing required to serve additional students.

2. Implement a new financial model for long-run sustainability

A new financial model for the program was devised in collaboration with UCDC's Governing Council (GC), endorsed in June 2019 by the Council of Vice Chancellors (COVC) in a joint meeting with the Vice Chancellors for Planning and Budget, and reviewed by the President. The COVC agreed that, to maintain financial stability, the amount paid per student (tuition and housing) should increase annually by 2%, assuming adequate increases in tuition and/or state funding. The GC will be responsible for estimating and proposing this increase, which will begin in 2020-21. Campuses will be invoiced for both housing and academic charges based on their full annual quota commitments,

1