

2023-2024 Student Fee Advisory Committee Report

Funding Priorities for 2023-2024 Budget Requests

*Submitted on behalf of the committee by,
Gina Kim Scott, Chair*

Executive Summary

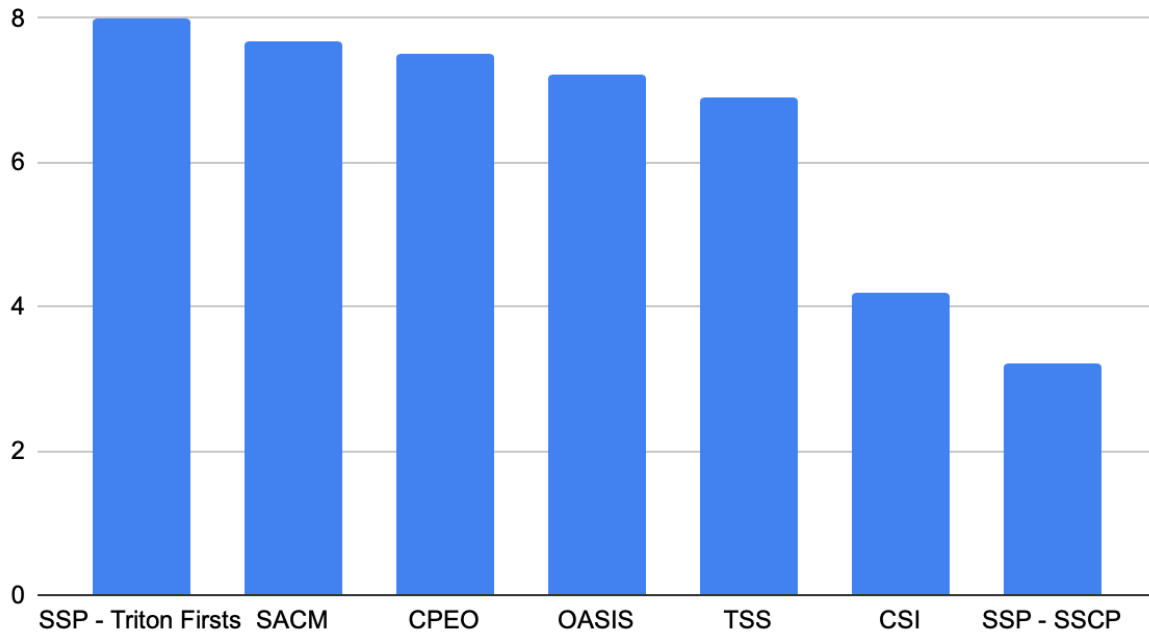
Seven proposals were submitted for consideration to the 2023-2024 Student Fee Advisory Committee (SFAC). In accordance with the established framework of the “Innovation Grant,” committee members assessed the proposed programs, evaluating their potential value and impact on student interests. The Innovation Grant framework, introduced in the preceding academic year (2022-2023), aims to pilot new programs amidst an environment where year-over-year growth of student fees cannot be assured.

During the Winter quarter of 2023, a comprehensive review and evaluation process was undertaken, employing both quantitative and qualitative methods to gauge each program’s alignment with evolving student needs in the university environment. **The subsequent recommendations, presented below, reflect the committee’s funding recommendations, with full funding proposed for the first five units below.**

1. SSP: Tritons Firsts
2. SACM: Students with Dependents Resource Fair
3. CPEO: Student Community Curated Performance Series
4. OASIS: Equity-Driven Assessment and Innovation: Enhancing Student Success in OASIS Academic Resource Communities (ARC)
5. TSS: Transfer First-Gen Professional Development Funds
6. CSI: SILC Expansion and Outreach Activities
7. SSP: Gallup Clifton Strengths Training

2024 SFAC Allocations				
Funded	Unit	Program	Score	Amount Requested
1	Student Success Programs	Triton Firsts	8.00	\$20,500
2	Student Affairs Case Management	Students with Dependents Resource Fair	7.67	\$13,000
3	Campus Performances & Events Office	Student Community Curated Performance Series	7.50	\$50,000
4	OASIS	Equity-Driven Assessment and Innovation: Enhancing Student Success in OASIS Academic Resource Communities (ARC)	7.23	\$35,000
5	Transfer Student Success	Transfer First-Gen Professional Development Funds	6.90	\$45,000
Total Amount Funded		\$163,500		
6	Center for Student Involvement	SILC Expansion and Outreach Activities	4.19	\$42,000
7	Student Success Programs	Gallup CliftonStrengths Training	3.21	\$30,000

Final Cumulative Scores



Introduction

Regents policy 3101 established Student Service Fees to “support services and programs directly benefiting students, complementary to, but distinct from, the core instructional program.” The Student Fee Advisory Committee (SFAC), mandated by the same policy, was instituted to advise campus administration on the allocation of Student Services Fee funds, ensuring their appropriate utilization in line with student priorities. The proposals submitted to the 2023-2024 SFAC committee were evaluated according to multiple criteria. Proposal rankings were then determined by averaging scores provided by committee members.

In fulfilling SFAC’s duties this year, our primary objective was to ensure that our recommendations would benefit all students. Every aspect of our process, from the initial planning of proposal reviews to the composition of discussion groups, was carefully considered. This year, we continued the proven process of facilitating subcommittees that had served the committee effectively in the past. Each unit under review was assigned to one of three subcommittees, each tasked with evaluating two to three proposals throughout the Winter and Spring quarter. These subcommittees were deliberately formed to encompass diverse perspectives from student representatives across the University, functioning as miniature versions of SFAC. They engaged with each respective unit, heard their presentations, and gathered additional information. Ultimately, they engaged in a thorough review process, scored each proposal, and presented their findings to the main committee and their respective affiliations.

This approach allowed the entirety of SFAC to dedicate more time to discussing the merits of each proposal and its potential impact on the student experience. Furthermore, it allowed SFAC representatives to receive an array of input regarding proposals from not only SFAC itself, but also from other student government bodies on the UC San Diego campus. Throughout the year, discussions on each subunit were productive and characterized by their attention to detail, with the committee diligently working to prioritize student interests.

Mindful of our responsibility to foster a thorough grasp of each proposal, we actively considered and facilitated dialogue to ensure student needs and concerns.

Challenges

This term, we observed a notable reduction in the number of proposals submitted compared to previous years. Despite budgetary constraints affecting departments across campus, SFAC's innovation grant offers a distinctive avenue for seeking funding for pilot programs aimed at enhancing the UC San Diego student experience. Consequently, we strongly advocate for new innovations and proposals by the university, as the limited number of submissions raises concerns about the breadth and depth of initiatives being considered.

Additionally, the Student Fee Advisory Committee (SFAC) has been constituted by representatives from all undergraduate colleges, along with graduate student delegates from the Graduate Student Association (GSA), serving as advocates for the broader student community. Over the past two years, facilitating dialogue between SFAC and GSA has presented challenges. Despite concerted efforts on behalf of SFAC to engage GSA through numerous communications and ongoing discussions, we have yet to successfully seat a representative from the graduate student body.

It is imperative to underscore the inclusive nature of SFAC's mandate, which involves evaluating and recommending allocations for student fees, a financial commitment by every student attending UC San Diego. The word "every" highlights the universal responsibility shared by both undergraduate and graduate students alike. Therefore, GSA's participation is integral to ensure equitable representation and decision-making.

While SFAC has consistently encouraged undergraduate members to consider the interests of our graduate student population, it is equally essential for GSA to reciprocate by actively appointing representatives to participate in our meetings. Their presence would not only enrich the diverse perspectives within SFAC but also foster a deeper understanding of the needs and priorities of the entire student body.

In the current term and preceding ones, SFAC has advocated for greater collaboration and engagement between undergraduate and graduate student representatives. We remain committed

to this objective and urge GSA to demonstrate proactive efforts in nominating delegates to attend our meetings. By working together, we can ensure that SFAC and its annual recommendations accurately reflect the collective voice and interests of all students at UC San Diego.

Procedure

During Fall 2023, SFAC concentrated on several key objectives: onboarding new representatives, educating the committee regarding the appropriate utilization of student services fees, practicing the evaluation and scoring process using previous budget proposals, and familiarizing members with the various fee-funded units on the UC San Diego campus.

From Winter 2023 to Spring 2024, members were tasked with the evaluation and scoring of each proposal. Operating as miniature SFACs, each subcommittee head was tasked with communicating with their respective units and scheduling interviews. An initial scoring of units was taken before proceeding with interviews to identify units that sparked particular interests or concerns. Following interviews, the SFAC committee as a whole would hold discussions regarding their questions and how well the proposal addressed student's needs and interests. After thorough discussions, the committee formulated its final recommendations based on the scoring metrics and holistic approaches.

Scoring Methodology

The scoring metrics utilized this year remain consistent with metrics in previous years, based on four main components: two being quantitative and two being qualitative. Each proposal ranked from whole number assignments (from 1-10) in the following categories: breadth, value, equity, and depth.

Breadth: One of the two quantitative scores focused on how many students are served or affected by the program. To standardize this score, SFAC adheres to a general guideline to calculate the percentage of students served by taking into account the general number of students served or enrolled in the program to the number of students eligible at UC San Diego.

Value: One of the two quantitative scores centralized on how cost-effective a program is. To determine this value, we look to score based on cost per student. With this, we similarly look to external factors. How much would a student need to pay if they were to seek the same services off campus? Additionally, we evaluate everything within context. For example, noting that a year-long program would cost more than a unit request that impacts students a few times per year.

Depth: One of the two qualitative scores focuses on how significantly a given program impacts a student's quality of life, mental health, future career, experience on campus,

opportunities, etc. In this category, programs that impact a student's experience critically or remain invaluable to a student's success would rank anywhere between a seven to a ten. Upon assessment, committee members would ask questions regarding whether their constituents or themselves have experience with the selected unit. Does the program make a difference in areas of life, work, and in class?

Equity: One of the two qualitative scores regarding how a program strives to serve underrepresented students or address systemic inequalities. The University of California, San Diego defines equity as **“the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups,”** we strive to identify if and how a program strives to contribute equity for the students at our campus.

Unit Commentaries

1. Student Success Programs: Triton First - 8.00

The Student Success Programs - Tritons Firsts and Transfer Student Success initiative strives to provide underrepresented first-generation and transfer students with academic, professional, and personal support on their journey at UC San Diego. Within this department resides the Triton Transfer Storytellers program, which provides transfer students with the opportunity to connect with UC San Diego faculty/staff, increase their resilience through artistic expression, and find a sense of belonging on campus. With a \$20,500 Innovation Grant provided by SFAC, the Triton Transfer Storytellers program will expand these opportunities with the addition of a “First-Gen Experience Gallery” program. This Gallery, as stated by SSP, “will be a showcase of students' experiences, values, and dreams for the future.” It will be a celebration of transfer students' accomplishments and stories with six submissions receiving a \$1,000 scholarship for their efforts.

SFAC affirms that SSP - Triton Firsts submitted an Innovation Grant that addressed student interests and provided an equitable opportunity for underrepresented students to connect to campus and faculty, and compete for academic scholarships. SSP - Triton Firsts received a high equity score of 8.46 for their thoughtful elimination of inaccessibility to artistic materials by incorporating these program costs into their budget. This aligns with UC San Diego and the SFAC's dedication to upholding equity and inclusivity across campus. This Innovation Grant also received the highest value score, at 8. The value reflects how the cost of the program meets the impact on students and the community. Art is a powerful tool that brings people together and can leave a lasting impression on the lives of others. During the deliberation process, SFAC appreciated that this art would be spotlighted at a UC San Diego gallery event and on an online

platform for many more people to see and reflect on the lived experiences of students. In the event that this is not funded, SSP would not be able to fully expand its program and provide equitable access to student participation or allow as many students to benefit from scholarships. The expansion of this program into the “First-Gen Experience Gallery” provides students with unique experiences and the opportunity to ease any financial burdens. To further acknowledge the partnership with SFAC, we recommend incorporating the SFAC logo alongside the art pieces with the statement “in collaboration with SFAC” displayed, ensuring the committee's invaluable support is recognized and celebrated throughout the “First-Gen Experience Gallery” program.

2. Student Affairs Case Management: Students with Dependents Resource Fair - 7.67

The Student Affairs Case Management Services (SACM) provides non-clinical case management support and consultative services and resources to address student health and well-being. SACM is requesting money to host a resource fair for Students with Dependents (SwDs) during Fall quarter. This money will be used for catering, gifts, prizes, and entertainment for SwDs and their children. They plan to collaborate with other campus centers such as the Women's Center, Transfer Hub, Student Veterans Resource Center, Associated Students, Recreation, International Services, and Engagement Office, etc. There are currently 204 families within the Graduate and Family Housing living with minor dependents. As a commonly overlooked community, we recognize the profound impact of SwDs. By funding this event, we aim to create a lasting and meaningful experience for families in attendance as well as foster a sense of inclusivity and support within our community.

SACM has successfully collaborated with various campus centers, including the Recreation Center, Women's Center, and the Junior Triton Club. Their collaboration involves regular meetings with the Women's Center, which offers valuable resources like lactation support for students with disabilities. We learned that SACM receives funding from various sources, including the Basic Needs Hub, for events and marketing. They plan to highlight campus resources in an upcoming event by reaching out to both on and off-campus students with dependents through newsletters, social media, and community partnerships. The event aims to provide information and entertainment, with prizes and catering, although we suggest potentially reallocating funds and gathering community input for more fitting prize options. While they anticipate around 150 attendees, they are prepared to adapt if more or fewer students attend, ensuring resources are distributed appropriately. We suggest scaling back costs, increasing community engagement, and reconsidering prize options to better serve their community.

3. Campus Performances & Events Office: Student Community Curated Performance Series - 7.50

The Campus Performances and Events Office (CPEO) is a campus department dedicated to enhancing the community through meaningful performances. With a \$50,000 grant from SFAC, the CPEO will establish the Student Community Curated Performance Series (Co-Lab Series) in collaboration with the ArtPower division they oversee. The Co-Lab Series will provide compensated part-time positions to eight students actively participating in cross-cultural centers around campus. These student staff will organize engaging performance events that celebrate underrepresented voices and identities under the guidance of the CPEO staff members. The CPEO values community solidarity and will open these events to all students for free.

The committee believes the Co-Lab Series is a great use of student funds as the program endorses a programming board that would be cross-cultural, as well as promotes the performing arts. It compensates for the lack of opportunity on campus for students from different groups to come together. The committee feels that it is important to celebrate diversity, which aligns with the CPEO's mission to compensate and promote historically marginalized communities. This is a major factor that led to the CPEO receiving a relatively high score of 8 on equity alone. Additionally, the CPEO received other relatively high scores of 8.08 on breadth, 7 on value, and 6.92 on depth as the committee sees how the Co-Lab Series is extremely accessible to students and recognizes minority voices on campus. When meeting with the CPEO, the committee felt that their team was well organized and prepared. The committee would appreciate future statistics on the development of student staff, event work, student turnout, employee and student feedback, etc. If the CPEO were not funded for this program, the events would continue to be held; however, SFAC funding would benefit the student programming board to have flexibility with their events. For these reasons, SFAC prioritizes funding for the CPEO to create a connected and diverse community at UC San Diego.

4. OASIS: Equity-Driven Assessment and Innovation: Enhancing Student Success in OASIS Academic Resource Communities (ARC) - 7.23

The Office of Academic Support and Instructional Services (OASIS) is seeking \$35,000 to fund the assessment, evaluation, and innovation of its Academic Resource Communities (ARC) for the 2024-2025 academic year. The funds will be used to employ two graduate assistants and provide them with the necessary training, software, and programmatic supplies to successfully complete the assessment projects. OASIS provides services to students across twelve different platforms of opportunities. OASIS proves its commitment to serving students from all demographics, including but not limited to, first-generation students and students in incarceration. OASIS's assessment of ARC aims to understand why students might not use OASIS or other UC San Diego programs and improve support for them in academics. It will combine data, including student feedback, to back claims about costs and attendance. Outcomes for this assessment project include using findings to inform and innovate the assessment of ARC programs to promote equity and enhance learning strategies and also to contribute to Collective

Impact efforts by sharing findings and recommendations with campus collaborators, such as the Teaching and Learning Commons (TLC), Office of Equity Diversity and Inclusion, and more. Overall, it aims to assess effectiveness, make data-driven improvements, innovate through assessments and programs, and elevate outcomes for priority students and campus standards.

The committee commends OASIS for its track record of success and effective utilization of funding from the previous year's proposal, which emphasizes the organization's commitment to excellence and stewardship of resources. In light of OASIS's new proposal, SFAC perceives it as a strategic investment in student fees, recognizing its potential to significantly enhance the breadth, value, depth, and equity of the organization's impact. By engaging in rigorous research and surveying to refine their objectives, OASIS demonstrates a clear commitment to innovation and improvement, aligning closely with SFAC's core values of fostering forward-thinking initiatives that benefit the student community. The proposal's strong score of 7.23 highlights its merit and the justification for funding. Moreover, OASIS's collaboration with other campus organizations amplifies the scope and value of its proposal, highlighting its ability to leverage partnerships for greater impact, resulting in higher depth and value for all. Furthermore, by involving graduate students in the research and implementation process, the project not only benefits from their expertise and fresh perspectives but also provides them with meaningful experiences that fill in the gaps between traditional graduate student opportunities. If the project were not funded, critical research aimed at assessing ARC programs and enhancing equity in student support would be hindered, limiting OASIS's ability to innovate and refine its programs, ultimately impacting student success and the university community's progress. SFAC believes this project should be funded as it embodies the committee's commitment to investing in initiatives that propel the university community forward.

5. Transfer Student Success: Transfer First-Gen Professional Development Funds - 6.90

Transfer Student Success (TSS), part of the broader Student Success Programs (SSP), provides resources, services, and programs that support transfer students academically, professionally, and personally. Last year, SFAC funded TSS's Summer Transfer Enrichment Program (STEP), which was hosted virtually in Summer 2023 and connected transfer students with information, resources, and fellow transfers to help them integrate into the university. First-generation students in STEP were offered the Triton Transfer Promise to participate in exclusive events and peer coaching throughout the rest of the academic year to gain further support. This year, TSS is requesting \$45,000 from SFAC to elevate the next iteration of the Triton Transfer Promise with a professional development fund that would help alleviate some of the financial barriers associated with professional development. Students would be granted \$150 in each of Winter and Spring for attending the program's events and development opportunities in Fall and Winter respectively, meaning each student could earn up to \$300 in professional development funds. Under the guidance of the program coordinators, these funds could cover expenses such as attending

conferences, application fees, examination fees, or any other costs associated with professional development.

SFAC believes the professional development fund would be a valuable and innovative addition to the Triton Transfer Promise that builds upon the program's mission to support first-generation transfer students. These students are often from marginalized communities that face greater financial barriers and have less access to preexisting professional networks compared to other students. The professional development fund is a simple but effective way to clear some of these barriers and open the doors for meaningful opportunities. As it addresses the needs of a marginalized community in deeply impactful ways, the proposal scored highly in our metrics for Equity and Depth. With \$45,000, the target is to grant funds of \$300 to about 150 students, and at first glance, some members of SFAC thought this to be an expensive way to support a relatively small number of students. However, given the costly nature of professional development, making the funds any smaller would significantly reduce the number and variety of opportunities they could be used for. Furthermore, the opportunity is exclusive to STEP participants, which ensures that the students receiving funds are committed to their development, and 150 students comprise a large proportion of this eligible pool. It is evident that the professional development funds were carefully designed to be generous enough to be impactful while remaining modest enough to allow more students to share their benefits, so the proposal scored above average in Breadth and Value. Without the funding of SFAC, the professional development fund would serve much fewer students, and the development of the Triton Transfer Promise would be stifled. SFAC supported TSS's pilot of STEP last year, and given the program's massive success the committee is eager to support its continued growth. This proposal clearly demonstrates TSS's continued commitment to supporting first-generation transfer students in highly impactful and innovative ways, and as a result, SFAC believes its funding should be prioritized.

6. Center for Student Involvement: SILC Expansion and Outreach Activities - 4.19

The Center for Student Involvement (CSI) focuses on supporting students through external opportunities outside of the classroom. Within CSI, Student Involvement Leadership Consultants (SILCs) serve as peer advisors to assist undergraduate and graduate students in navigating their involvement in various campus activities, including clubs, student organizations, Greek Life, and community service. SILCs offer resources to facilitate connections with these social organizations and provide funding for club venues. Additionally, they aid student organization leaders in establishing new groups or managing existing ones. CSI believes that they need more SILCs to have more activities planned by the CSI and meet the demands of the growing student organizations.

As a committee, SFAC is excited about the potential for CSI to make a meaningful impact on student engagement and support with the expanded resources at their disposal. However, in

reviewing their funding application this year, we noticed that CSI opted to use the same materials as the previous year, including the narrative and budget requests. While we understand the comfort in familiarity, we encourage organizations to include updates and improvements to reflect growth and evolution with the past funds. Additionally, providing a breakdown of how past funds were utilized and the resulting outcomes could offer valuable insights for future planning and accountability. These aspects are seen as opportunities for CSI to enhance their application process and demonstrate the effectiveness of their initiatives. It's important to emphasize that SFAC values innovation and sustainability, and we believe that by embracing change and transparency, organizations like CSI can further thrive in their endeavors.

Despite making progress in documentation, SILCs could benefit from enhancing their outreach efforts and tailoring their focus to specific groups of students' goals and events. Currently, their breadth (4.84) and equity (4.07) scores are lower compared to other funding requests we've received this year. Additionally, SILCs depth (4.15) and value (3.69) scores on SFAC's metrics are also relatively low, primarily due to the limited representation and impact of their talent show, an event previously funded. These scores could be improved through more innovative events that impact a larger number of students. As a result, CSI-SILCs funding requests are not currently a high priority for our 2024-2025 innovation grant list. It's important to highlight that SFAC places a strong emphasis on meeting students' needs and values in innovation endeavors.

7. Student Success Programs: Gallup Clifton Strengths Training - 3.21

The Student Success Coaching Program (SSCP) encompasses various departments that are dedicated to student empowerment, and the creation of a bright and inclusive community for student well-being. Departments that fall under SSCP are involved in a variety of student affairs, including but not limited to: legal support, career development, and 1-on-1 coaching sessions. Through the innovation grant, SSCP wishes to provide their staff with training that will help them support students from various programs and facets of campus by applying the Gallup Clifton Strengths Assessment. Since the start of the SSCP in 2016, the Gallup Clifton Strengths Assessment has been utilized to guide cohorts of first-generation students to understand, appreciate, and maximize their individual strengths for their future endeavors. With the \$30,000 grant provided by SFAC, SSCP would host a five-day program held at UC San Diego for up to 24 staff members to become Gallup-Certified Strengths Coaches with on-site training from Gallup, a meeting space, and light refreshments. The Student Success Program will certify three new coaches from their staff and invite twenty-one staff members from campus partners who work with underrepresented and marginalized students.

The Student Fee Advisory Committee affirms that SSP - The Student Success Coaching Program (SSCP) has requested \$30,000 to train staff to become Gallup-Certified Strengths Coaches so they can analyze and support students who take the Gallup Clifton Strengths assessment. SSP -

The Student Success Coaching Program received a breadth score of 3.46. The grant request stated that SSCP has worked with over 3,000 students using Clifton Strengths since 2016, and for that period of time, we believe that the number of students impacted is relatively low compared to other requests. This proposal also received a low-value score of 2.77, a depth score of 3.46, and an equity score of 3.15. While the Gallup program seems to be useful for students, our university does not utilize the assessment widely enough. In addition, the costs are relatively high for the training to have the level of impact that we would expect, as well as the ambiguity of how many students will be impacted by this proposal and how impacted they will be. While SFAC supports the ideals of this project and the intent to improve professional development for first-generation and marginalized students, we believe that there are other ways to directly support these students than using this specific training program and the Gallup Clifton Strength assessment. Furthermore, we understand that training faculty is an undeniably instrumental part of strengthening the student experience and the campus community. However, SFAC prioritizes the support of student-centered organizations and proposals that can tangibly cater to the needs of a broad campus community.

Conclusion

UC San Diego Campus Project

Historically, the University of California Council on Student Fees (CSF) annually selects a campaign representing a project or UC system-wide initiative aligned with student priorities and interests. However, due to UC San Diego's unique financial structure, SFAC operates differently from its counterparts across the UC system. Recognizing this distinction, we devised a tailored approach to better serve our student body and incorporate their specific needs and preferences on campus. Thus, the UC San Diego Campus Project was formulated.

The UC San Diego Campus Project would stand to be a dynamic initiative designed to amplify student voices and catalyze collaboration between student-affiliated organizations and existing campus entities or departments. At its core, this project empowers students to actively shape their university experience by proposing and implementing projects they are passionate about seeing funded and realized on campus.

Unlike traditional initiatives, the UC San Diego Campus project is not merely about individual ideas, but rather about the collective, well-considered proposals generated by student-affiliated organizations. These organizations, ranging from student government bodies to clubs focused on academic or career development, play a pivotal role in shaping the projects brought forward. Each proposal would undergo the same evaluation process and has the potential to receive the Innovation Grant, enabling the piloting of new programs or events. By integrating student-driven initiatives alongside departmental proposals, the UC San Diego Campus Project would foster an environment of collaboration and innovation. It would serve as a platform for students to engage

with campus stakeholders, contributing to the university's growth, and addressing the evolving needs of the student population. It is reasonable to assert that given student service fees are funded by students, it is imperative that students are afforded a platform to voice their perspectives and concerns.

Through this recommended initiative, UC San Diego would continue its commitment to student-centeredness, providing avenues for meaningful participation and co-creation of the campus experience. The UC San Diego Campus Project would stand as a testament to the university's dedication to fostering a vibrant, inclusive, and responsive campus community.

Guidelines of the Recommended UC San Diego Campus Project:

1. **Submission Eligibility:** Students with innovative ideas or projects are invited to submit proposals for consideration under the UC San Diego Campus Project. Submissions must demonstrate sponsorship or collaboration with a department on campus.
2. **Project Leadership and Funding:** While students may spearhead the projects, funding will be provided to the collaborating department. This ensures a cooperative effort and appropriate measures will be taken when realizing the proposed initiatives.
3. **Logistical Reporting:** Recipients of funding from the Student Fee Advisory Committee (SFAC) are required to provide comprehensive logistics and event breakdowns. Annual updates on event execution are essential for the committee's oversight.
4. **SFAC Logo Display:** Projects funded by SFAC must feature the committee's logo. This serves to highlight the collaborative partnership between the department and SFAC.
5. **Integration with Departmental Proposals:** Student projects will be evaluated alongside departmental proposals, offering the potential for allocations from the Innovation Grant.
6. **Utilization of the Innovation Grant:** Funding for the UC San Diego Campus Project will be exclusively sourced from the Innovation Grant. This ensures equitable opportunities for student-led initiatives to secure financial support.
7. **Equal Opportunity Allocation:** The UC San Diego Campus Project fosters an environment where departments actively vie for funding opportunities, promoting innovation and collaboration across campus.

Chair Remarks

This year, we have seen a significant increase in participation from all eight colleges across the UC San Diego campus, a milestone that has been challenging to reach in prior years. Additionally, our funding priorities focused on the ability of units to enhance the student experience. Notably, the committee successfully recommended the allocation of funds to art-centered programs, addressing the underrepresentation of the arts within our STEM-dominated institution.

Furthermore, as we conclude this academic year, I wish to express my gratitude for the privilege of serving as the chair for SFAC 2023-2024. It has truly been a pleasure to work with the units and committee this year. Throughout my entire undergraduate journey, I have been honored to contribute to SFAC, an experience that has greatly impacted me. During my tenure as chair, fostering an inclusive, vibrant, community-centric atmosphere has been a primary objective. Each member has played an integral role in shaping and nurturing this environment, for which I am deeply appreciative.

Additionally, I want to thank John and Sara. Your unwavering support and dedication to our mission have been nothing short of remarkable. Not only have you both been a pleasure to work with, but serving this term under your guidance has added immeasurable value to my experience as a student and growing professional.

Thank you all once again for your dedication and contributions. I am immensely proud of what we have achieved together, and I look forward to witnessing your continued success and growth in the future.

A handwritten signature in black ink, appearing to read 'Gina Kim Scott', with a stylized flourish at the end.

Gina Kim Scott, SFAC Chair 2023-2024

Credits/Contributions

This final report was written in collaboration with the following:

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Jacob Hoang.....Associated Students Shadow
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Trung Nguyen.....John Muir College Representative
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