The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
September 18, 2024

The Academic and Student Affairs Committee met on the above date at the UCLA Luskin Conference Center, Los Angeles campus and by teleconference meeting conducted in accordance with California Government Code §§ 11133.

Members present: Regents Anguiano, Batchlor, Beharry, Hernandez, Leib, Pack, Salazar, and Sarris; Ex officio members Drake and Reilly; Advisory members Palazoglu and Wang; Chancellors Gillman, Khosla, Lyons, Muñoz, Wilcox, and Yang; Staff Advisor Emiru

In attendance: Regents Cohen, Elliott, Lee, Makarechian, Matosantos, Pérez, Sherman, and Sures, Regents-designate Brooks and Komoto, Faculty Representative Cheung, Staff Advisor Frias, Secretary and Chief of Staff Lyall, General Counsel Robinson, Chief Compliance and Audit Officer Bustamante, Provost Newman, Executive Vice President and Chief Financial Officer Brostrom, Executive Vice President and Chief Operating Officer Nava, Executive Vice President Rubin, Interim Senior Vice President Turner, Vice Presidents Brown, Gullatt, Kao, Lloyd, and Maldonado, Chancellors Hawgood, Larive, and May, Interim Chancellor Hunt, and Recording Secretary Li

The meeting convened at 9:40 a.m. with Committee Chair Leib presiding.

1. **APPROVAL OF MINUTES OF PREVIOUS MEETING**

Upon motion duly made and seconded, the minutes of the meeting of July 17, 2024 and the Joint Meeting of the Academic and Student Affairs Committee and the Compliance and Audit Committee of July 17, 2024 were approved, Regents Anguiano, Batchlor, Beharry, Drake, Hernandez, Leib, Pack, Reilly, Salazar, and Sarris voting "aye." [1]

2. **UC GRAD SLAM: MAKING UNIVERSITY OF CALIFORNIA RESEARCH ACCESSIBLE TO ALL**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Newman introduced the item. The University produced two-thirds of doctoral degrees awarded in California and seven percent nationally. UC had the highest number of National Science Foundation Graduate Research Fellows, and former UC graduate students have won more than 20 Nobel Prizes. Graduate students were authoring papers,

[1] Roll call vote required by the Bagley-Keene Open Meeting Act [Government Code §11123(b)(1)(D)] for all meetings held by teleconference.

patenting inventions, developing new medical treatments, and uncovering bold new insights into hundreds of disciplines. Around 60 percent of UC Ph.D. recipients remained in the state after graduating, often employed in higher education and science, technology, and engineering, and mathematics (STEM) industries. The Grad Slam began at UC Santa Barbara and later expanded across the system. The Regents were invited to the systemwide competition, and Regent Lee served on this year's judging panel. Ms. Newman introduced three winners of the 2024 systemwide competition.

Shannon Brady, UC Riverside graduate student and third place winner, presented her Grad Slam entry and research regarding the use of self-talk to manage children's frustration. Self-talk was associated with better performance in problem solving and motor activities but declined around the time children entered school, possibly due to judgment by others. For children, blocked goals such as imposed bedtimes, prohibiting items, and waiting patiently could result in anger and frustration, feelings that, if too intense for too long, could lead to diminished academic success and poor peer relationships. Ms. Brady conducted a study that compared children who engaged in self-talk and children who did not when faced with a frustrating situation using video and heartrate data.

Kacie Ring, UC Santa Barbara graduate student and both second place and people's choice winner, presented her Grad Slam entry and research regarding the relationship between deforestation and zoonotic spillover, in which a virus jumps from a wild animal to a human host. Over the last 50 years, Madagascar lost nearly half of its natural forest cover to deforestation, resulting in the extinction of nine percent of its endemic species. In particular, endemic rodent species were being replaced by invasive rats that hosted a wide variety of diseases and lived in close proximity to humans, which increased the risk of an accidental spillover event. Ms. Ring found invasive rats to be the most significant predictor of disease in deforested plots of land. Preventing the next large-scale human pandemic required heavy investment in the conservation of forests and the natural world, which would cost an estimated $31 billion annually. By comparison, an estimated $15 trillion has already been spent in response to the COVID-19 pandemic.

Iris Garcia-Pak, UC San Diego graduate student and first place winner, presented her Grad Slam entry and research in the blood-brain barrier, a set of properties special to blood vessels in the brain. The blood-brain barrier, like a bouncer at an exclusive nightclub, allowed necessary nutrients and oxygen into the brain from one's blood but kept bacteria and other harm out. Her laboratory found evidence that the blood-brain barrier controls levels of glutamate, which was used in communication between neurons. Insufficient glutamate levels hampered this communication, and uncontrolled levels were associated with anxiety and other neuropsychiatric conditions. Ms. Garcia-Pak's data supported the idea that the blood-brain barrier plays a role in preventing neuropsychiatric conditions. This could be applied in medicine to treat conditions such as epilepsy.

Staff Advisor Frías asked if self-talk must be verbalized and why that was important. Ms. Brady replied that speaking out loud forced the brain to stop and think, making the action more concrete, and created an auditory feedback loop with oneself. There were also applications for self-talk in one's head as well.

Ms. Frías asked how self-talk was encouraged in the study and whether any negative self-talk resulted. Ms. Brady replied that the study focused on children aged five to nine as they produced self-talk more naturally than older children. Subjects were asked about their self-talk habits and if their mothers engaged in self-talk. Some produced negative self-talk, and Ms. Brady wished to determine whether negative self-talk could be helpful.

Regent Anguiano asked the presenters what UC resources helped them develop their communication and research skills. Ms. Brady responded that, in addition to campus resources, there were individuals like Annika Speer, Professor of Teaching in the Department of Theatre, Film, and Digital Production at UCR, who helped her develop her speaking ability and her physicality to make her more understandable to audiences. Ms. Ring replied that the Graduate Division at UCSB provided resources, stayed in communication with her, and paired her with a public speaking coach. She reached out to various faculty who were skilled in public speaking. Ms. Garcia-Pak shared that she practiced her presentation in front of her laboratory colleagues, and UCSD finalists met several times to give each other feedback. Ms. Ring agreed that the graduate student community and her laboratory colleagues were fundamental in her progress. Ms. Brady added that Grad Slam convened people across the campus which allowed the participants the unique opportunity to meet students from other disciplines.

Regent Beharry noted that, according to UC Santa Cruz Grad Slam champion Natalie Pedicino, UCSC had two of only eight laboratories in the entire world that studied astroviruses. This demonstrated UC's ability to lead in talent and innovation. Many Grad Slam participants shared that their work was inspired by personal experience, which illustrated the importance of diversity in graduate education and how it led to a wider range of research topics. Regent Beharry suggested creating an undergraduate mentorship program with a research component that built excitement for graduate education. Given the lack of social sciences or humanities in these competitions, he suggested that two presenters could partner and present an interdisciplinary Grad Slam entry. He suggested increasing community engagement through Grad Slam, inviting high school students to attend, and partnering with industry for sponsorships, prizes, and mentorship opportunities.

3. **TASK FORCE ON INSTRUCTIONAL MODALITIES REPORT**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Committee Chair Leib introduced new Student Observer Audrey Jacobs, a UC Davis student majoring in Asian American Studies and Gender, Sexuality, and Women's Studies. She has been involved in campus efforts to improve mental health and to support LGBTQ+ students and student success and was a Santa Clara County Government Fellow.

Provost Newman introduced the item. The University prided itself on being an engine of pedagogical innovation and held itself to a standard of excellence regardless of modality. UC offered an early form of distance education using television in the 1960s and has since set a goal to increase access to a UC education through campus-based online programs and

a cross-campus enrollment system. The UC 2050 plan asked the University to reimagine how and where UC happens, and UC online instruction was considering the evolution from online courses to online degrees. Last academic year, the Regents underlined the campuses' authority to develop undergraduate online degrees. The administration and the Academic Senate believed that UC must define goals and metrics and adhere to UC quality standards as articulated by the Senate's University Committee on Educational Policy (UCEP). UC must invest in UC-managed resources that rely on UC instructors and libraries as well as the careful evaluation of curricular rigor, support for interactive experience, thoughtful advising, and other forms of support for student success that should apply to everyone at UC. Many online programs in the U.S. were developed with separate faculty, different admissions policies, and often offered degrees that were marked as distinctive rather than integrated. UC planned to move in a different direction. The Presidential Task Force on Instructional Modalities and UC Quality Undergraduate Degree Programs has spent months determining how UC defined "high-quality" and considering how such standards should apply to all forms of education at UC, whether online or in the classroom.

Interim Vice Provost and Task Force co-chair Douglas Haynes stated that UC's growing interest in online instruction for more than two decades, both as a strategic priority and as an instructional platform, reflected and extended the University's commitment to excellent undergraduate education and student experience. UC has deliberated the place and pace of online education within the context of its well established and very successful in-person modality. In the past, there had been tension between innovation and caution, as well as the consistent recommendation to start with pilot programs. The Task Force was charged with determining the current status of online undergraduate courses, majors and minors, and programs; the characteristics of a high-quality UC education; the infrastructure and resources needed to support online degree programs; and distance education requirements and governmental and accreditor regulations. According to the UCEP Statement on Educational Quality, there were three components of a high-quality UC education: the training and expertise of UC faculty, the ability and engagement of UC students, and a rich, research-based environment. The development of courses and programs should be led by faculty and reviewed for content, rigor, innovation, modality-specific issues, and quality assurance at multiple levels. Four Task Force subgroups were formed to approach these areas, and they consulted with deans, student leaders, and librarians on the feasibility of creating equivalent student services that could be delivered remotely and offering online library services and infrastructure. In May, the Task Force presented its findings to the UC Congress on the Evolution and Possibilities of Online Education.

Faculty Representative and Task Force co-chair Cheung described the five foundational principles of online undergraduate degree programs and instructional modalities that campuses would consider when developing online degree programs. These principles aimed to help UC center multifaceted student interests and steer away from shortcomings in programs at other institutions. First was the conferral of a single UC baccalaureate degree without online designation. Some institutions distinguished between online and in-person degrees, which could create two classes of students and reduce the value of the online degree. Second was the delivery of online instruction by UC faculty. Some institutions designated research faculty as those responsible for in-person instruction and

non-research faculty as responsible for online instruction, but UC should continue its current practice of not distinguishing between faculty and defer to the campuses to determine its instructional work force. Third was utilizing consistent admissions criteria for students selecting online and in-person degree programs. This would ensure that admitted students meet the threshold for UC matriculation. Studies have shown that, at institutions with fully online degree programs, admissions review and documentation of student readiness were not practiced consistently. Fourth was maximizing access and success for diverse learners regardless of modality. A student-centered learning experience was fundamental to high-quality UC education and indispensable to realizing UC 2030 goals. Courses, programs, and learning assessment must advance student success. Fifth was ensuring equitable access to the UC ecosystem of programs, facilities, and support resources for all students enrolled in fully in-person, hybrid, and fully online undergraduate degree programs.

The Task Force made four recommendations. First was investing in data infrastructure. UC had the potential to not only innovate in instructional pedagogy and modality but also in virtual and augmented reality technologies and the application of artificial intelligence in education. Assessments of online programs should be driven by qualitative and quantitative data and take advantage of data analytics to identify differences between online and in-person programs and areas needing refinement. These analyses could identify underserved students for individualized support. Second was data sharing among campuses. UC could adopt a common set of assessments for student success, learning outcomes, learning experience, and engagement of student services. Third was mounting fully online undergraduate degree pilot programs. Campuses could focus pilot programs on impacted majors that had facilities constraints and an in-person comparator. Fourth was the creation of a successor task force to develop recommendations for measuring and evaluating the University's progress in both online and in-person programs. The successor task force would arrive at an agreed-upon set of common core assessments of student outcomes, delineate infrastructure and training needs and their costs, address the role of UC Online in the delivery of central services, develop best practices, offer expert advice on accreditation and regulatory matters, and identify metrics to gauge adherence to the foundational principles for periodic reports to the Regents. Metrics included successes in or barriers to student recruitment, persistence, time to graduation, student satisfaction, access to impacted programs, and equity gaps. The successor task force would be comprised of faculty who are subject matter experts in a diverse range of disciplines. The Academic Senate would review the successor task force's final report and recommendations in order to reach a systemwide consensus. Dr. Cheung concluded by recognizing Task Force members.

Regent Beharry remarked that online education has evolved since the COVID-19 pandemic and had its own pedagogy. He asked how UC has prepared to train faculty so that they can provide a sound online learning environment, and what strategies were in place to address potential resistance from faculty as a result of their pandemic experience. Ms. Newman replied that the University's extensive network of campus teaching and learning centers had expertise in instructional design and worked individually with faculty interested in developing online courses. There was an extensive review process on every campus for

every undergraduate program and in departments for every course. Ms. Newman acknowledged that the pandemic demonstrated what was possible and what more needed to be done and that online education had its own kind of pedagogy. At the UC Congress on the Evolution and Possibilities of Online Education, attendees learned about effective teaching styles, persistence, attention, and motivation. The successor task force would determine whether UC was meeting standards in any modality. With regard to resistance from faculty, this was not a mandate but rather permission for faculty to engage in innovation and for campuses to develop programs. With standards and the liberty to proceed, Ms. Newman expressed hope that the University could be a national leader in this regard. Success in this arena could attract faculty to new opportunities. Dr. Cheung added that the successor task force had an opportunity to reach out to campuses that had a good experience with online education and had progressed further in online course design. However, a program was more than a collection of courses; the student experience must be considered. The successor task force could compile best practices so that campuses do not need to reinvent the wheel. Faculty were not compelled to teach online courses. However, one hoped to open the eyes of faculty with healthy skepticism to consider whether the online modality would fit into professional development and goals. Mr. Haynes noted that there was much momentum in the development of courses at various campuses. Last fall, UC Santa Cruz launched a new hybrid major in creative technologies that was built on curriculum of multiple schools. Through graduate education, UC could equip future faculty with the ability to deliver education through this modality in the future.

Regent Beharry stated that he was a major proponent of online education. In his view, master's programs were a lower risk option for pilot programs because they were smaller, more structured, and served targeted fields. Student engagement could also be easily monitored. Arizona State University and California State University have had success with these programs, which were cost-effective due to their low overhead and higher revenues, and savings could be reinvested into those programs and student services. There was increasing demand for these master's programs, as more professionals wanted to go to school. Ms. Newman shared that 30,000 UC students have taken an online sequence of calculus courses developed by faculty at UCSC; calculus was a gateway to every science, technology, engineering, and mathematics (STEM) major. This was an example of courses that were offered in person and online using the same examinations, and the online version of the courses saw superior performance.

Regent Makarechian asked if there was an estimated cost of implementing the Task Force's first, second, and third recommendations. Ms. Newman responded that the next task was to calculate such estimates.

Regent-designate Brooks remarked that graduate education should be included in this endeavor. She would like to see pilot graduate programs that would address the needs of students who had dependents, were disabled, or were full-time employees. Ms. Newman replied that the University has made more progress in online graduate education than online undergraduate education.

Regent Anguiano stressed the importance of maintaining the same quality standards, adding that principles and recommendations related to student success must be applied across all modalities. She wished to see improvement in the high withdrawal rate for lecture courses, and she believed that technology, such as virtual and augmented reality and personalization, could help improve quality outcomes for such courses. She stated that the successor task force should consider what investments would be needed to improve courses across all modalities, as well as the roll of systemwide versus campus investment in data infrastructure, especially given artificial intelligence applications. Regent Anguiano looked forward to seeing data from the campuses after they launch online degrees.

Chancellor Gillman stated that the work of the Task Force showed the high quality of UC deliberations and conclusions, as well as the active role of the Academic Senate. He noted that the UC Irvine online master's program in criminology has been rated number one in the nation for the last five years. Chancellor Gillman shared that, last summer, he decided to create an online course that any UCI student could take, and he worked with campus experts in instructional design for better online interactions for students and with a videographer to create a sophisticated production. It was an eye-opening and inspiring experience. While faculty were not required to develop online courses, they might be inspired by the prospect of reaching more students and achieving better learning outcomes. Chancellor Gillman expressed hope that faculty would take advantage of the resources and talent on campus to help them move in this direction.

Regent-designate Wang underscored the fourth founding principle, maximizing access and success. She asked if or how the student perspective would be added to the successor task force. In her view, online education should be designed with student needs in mind given how pedagogically and experientially different it was from in-person education. Ms. Newman replied that the student perspective was consistently raised by faculty. During the pandemic, UC had to figure out how to provide students with resources and services and found that online versions were more accessible in many instances. Offices stayed open longer and served students who could not reach campus easily. The University had a responsibility to be sensitive to student needs, and the UC Undergraduate Experience Survey tracked how students respond to pedagogical and labor market opportunities that UC provides. Ms. Newman planned to work with the Academic Senate to develop a systemwide survey for faculty. Mr. Haynes added that UC had a productive listening session with student leaders about their experiences with online education, their preferences, and their interest in equivalent experiences in fully online undergraduate programs. In 2022–23, about 46 percent of UC undergraduate students took at least one online course. Students were demonstrating their preferences with their course choices.

Staff Advisor Frías asked what UC would do to address the fact that some students had access to limited technological resources and space at home to engage in online education. Ms. Newman replied that faculty were very aware of this and made note of it in reporting. UC needed to assess student access to technology. The pandemic revealed that this and internet access were problems for many low-income students. Ms. Newman suggested that UC should include access to technology in financial aid.

Regent Sarris asked about the implications of accommodating more students in impacted majors. Ms. Newman responded that the issue of space availability was in a subclause of the founding principles. While it did not wish to overwhelm faculty, the University wanted fully online students to understand that they have the same rights and privileges as other students to change majors. The additional capacity would be particularly helpful to impacted programs, but this would be difficult in computer science and engineering due to space constraints. UC must balance growth beyond its physical boundaries and the need to provide a first-class education. The successor task force would explore the effect that accommodating more students would have on faculty.

Regent Reilly noted the UC 2030 goals and the potential to accept a higher number of qualified applicants. She asked about the biggest challenges of implementation aside from resources. Ms. Newman replied that, aside from absolute dollars, one challenge was determining how to deploy them to expand institutional capacities such as access to libraries and advising. In her view, the most important challenge was making sure to adhere to quality standards that satisfy everyone. She expressed hope that more would embrace online education if they understood that UC was committed to maintaining the highest quality. This was the goal, even if many were convinced otherwise. Dr. Cheung clarified that not all majors would be suitable for becoming online degree programs. Patience would be needed while the pilot programs are studied, refined, and perfected.

President Drake reiterated that this was a pilot endeavor and that UC quality would be maintained. He shared an anecdote from another university, where a physics professor who sought to digitize his course was initially angered by the way the online education department restructured it but later found that students taking the online version had better mastery of the concepts. President Drake believed that UC could enhance how things have been done.

Regent Hernandez agreed with Dr. Cheung's comment that not every major could be an online program. However, a hybrid program that offers two years online and two years on campus could allow enrollment growth at campuses seeking to grow, like UC Merced. At present, students waiting for admissions decisions from other schools were missing the opportunity to enroll at UC Merced. Ms. Newman stated that the enrollment implications of an online endeavor must be studied carefully. Students' needs could change over time, and a personalized, hybrid format could be beneficial. For instance, a student might initially need more time on campus and later need to balance study with acquiring work experience. Ms. Newman underscored the need to reinforce quality before considering enrollment. A referral pool could also help UC Merced achieve its growth goals.

Regent Matosantos called attention to the implication of the fact that an online degree is assumed to be a lower quality degree, so she appreciated President Drake's and Chancellor Gillman's perspectives about innovation leading to better quality. She suggested that, as UC considers its data infrastructure, it also evaluates lower performing elements of in-person instruction, such as large courses with low pass and high retake rates. UC should take care not to reinforce the idea that the online modality is different in quality through language or action. Ms. Newman recalled being a teaching assistant at UC Berkeley for

classes with 1,000 students, some of whom did not interact in the in-person environment meaningfully. UC must attend to quality regardless of modality.

Committee Chair Leib invited Student Observer Jacobs to share her remarks.

Ms. Jacobs stated that, according to the Task Force report, online degree programs would provide a first-rate UC education to those who could not access in-person instruction, such as disabled or immunocompromised students, nontraditional students, or parenting students. She called for special attention to be paid to potential disparities that low-income and underrepresented minority students might experience, noting the use of online program managers at other institutions. Given the intent of increasing opportunities, maintaining educational and technological equity should be a top priority.

Committee Chair Leib emphasized that the campuses had the authority to create online degree programs but now had recommendations from the Task Force, and the successor task force would focus on implementation of the recommendations.

4. **INNOVATION AND ENTREPRENEURSHIP UPDATE**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Newman stated that this discussion was an update on several priorities outlined in the Regents' Report on Innovation Transfer and Entrepreneurship: the Intellectual Property Management Solution (IPMS) replacement project, the President's Entrepreneurship Network Council's Proof of Concept (POC) fund, and UC's conflict of interest and conflict of commitment policies. The last update was provided in August 2023. Ms. Newman noted that, in 2024, PitchBook ranked UC Berkeley the number one school for founders of start-up companies, and UC Berkeley graduates founded more venture-backed companies than undergraduate alumni from any other university in the world.

Ms. Newman stated that the Patent Tracking System has served as the system of record for the financial management of and reporting on UC's intellectual property (IP) for 35 years and was being replaced with the Wellspring Sophia platform, which would automate integrations and data processing, centralize reporting to meet federal and Regental requirements, and include a marketing module. Inventors would be able to access the platform 24 hours per day, seven days per week. All campuses have signed memoranda of understanding except UCLA, whose decision was still pending. UC anticipated implementation in three years, which was ambitious but achievable. The vendor contract was signed in June, and the project launched in July with a kickoff meeting informing stakeholders about objectives and next steps. An advisory committee with representatives from participating campuses would consider cost allocations and ensure that repayments are tracked and that UC stays on budget. A workshop was conducted on the platform's functionalities so that UC information technology (IT) staff could give ongoing support to campus programs. Data cleanup and conversion would be followed by system configuration, building, and testing. The University planned to deploy the minimal viable

product in July 2027, and a support phase would extend to October 2027 to address any issues. UC has made much progress on this effort, which was coming to a conclusion.

Committee Chair Leib acknowledged Regent Park and Vice President Maldonado for their efforts to replace a very antiquated system.

Regent Hernandez asked about the cost of Wellspring and why UCLA's decision was still pending. Ms. Newman replied that UCLA was determining how it would integrate the new platform into its existing system, and she was confident that discussions would reach a good conclusion. About 18 months ago, the University was considering a much more elaborate and expensive version of the platform but later chose a more basic model that met the campuses' needs but could be further customized.

Committee Chair Leib asked what would happen if UCLA decided not to participate. Ms. Newman stated that a final decision has not been made and that the Office of the President has made much progress in its conversation with UCLA. Interim Chancellor Hunt stated that the campus' new chief financial officer, new vice chancellor for research, and head of the technology development group would meet on October 14. UCLA needed to work out some details to ensure that the new system will integrate well with the system that the campus has already invested in. He believed that UCLA would reach a conclusion.

Paul Roben, Associate Vice Chancellor of Innovation and Commercialization at UC San Diego and Chair of the President's Entrepreneurship Network Council, stated that nearly all the campuses identified the creation of a POC fund as a top priority. UC set a goal to create a systemwide POC fund that provides a toolkit, resources, and investment so that campuses can bring technologies past a barrier known as the "Valley of Death." Mr. Roben presented recent successes. After receiving a $50,000 grant, UCSD Professor Stephen Mayfield was able to move polyol extraction technology out of the laboratory and into his company Algenesis, which has raised $30.5 million. After UC Irvine Professor Jenny Rinehart received a $95,000 grant to produce a commercial prototype that controls infusion during surgery, UCI formed Perceived Medical, which has raised $3.4 million.

The POC fund was built on the following foundational concepts. First, the campuses would have the autonomy to manage programs as they determined best. Second, the POC fund would not be supporting fundamental or basic research, but rather the development of technologies transitioning from fundamental research into the commercial realm. The framework for the POC fund was such that the Council would establish the guidelines for campuses to set up their own POC programs, and the Systemwide Provost's office would implement and administer the policies, provide operational network, and serve as the fiduciary. Campuses would then establish and run their programs and then report back to the Regents and the Office of the President. The Regents and President Drake approved the allocation of $2 million to establish a pilot POC fund. Matching funds were required based on the campus' level of experience; some campuses with less experience were not required to make an initial match. The hope was to reach 50/50 matches over time. Funds must be used to facilitate UC inventions and meet legal requirements. Funds could not be used to support full-time faculty salaries. The success of campus POC programs would be

measured by activity metrics, such as the number of projects, students, and mentors, and, in the long term, by the number of companies created, the IP generated, and amount of follow-on funding. Campuses that have had POC programs for the last ten years saw an average of 22 times the return on investment in pure dollars. The guidelines were circulated to the campuses, and each campus was asked to submit an application describing its own POC program, how the program would align with campus goals, an operational plan, metrics for success, and the source of matching funds. The Council reviewed the applications, President Drake approved them, and funds were being distributed to the campuses, which would report on their progress in October 2025.

Committee Chair Leib underscored that this was a high priority of the Special Committee on Innovation Transfer and Entrepreneurship, noting that universities with a POC fund experienced a 32 percent increase in commercialization success. He thanked President Drake for securing the initial funding and Senior Advisor Collin Wong-Martinusen for his effort.

Regent Reilly asked if all campuses received initial POC funding. Mr. Roben responded in the affirmative. Each campus received $200,000.

Regent-designate Wang asked if these efforts were being shared widely. Ms. Newman stated that UC needed an evergreen fund so that these opportunities could be extended to more entrepreneurs. She and Mr. Roben would join Chancellor Lyons in seeking philanthropic gifts, and UC would communicate its efforts to potential future donors. Mr. Roben added that campuses were engaging in their own communications as well.

Committee Chair Leib noted that UC had a goal of raising $35 million for the POC fund over the next five years. Mr. Roben stated that such an amount would make the fund more sustainable.

Deborah Motton, Executive Director of Research Policy Analysis and Coordination, Research and Innovation, Office of the President, stated that UC must be mindful of perceived and actual conflicts, comply with State and federal laws and regulations, ensure academic credibility, ensure that bias is not introduced, and protect vulnerable populations that UC works with. According to the 2021 final report of the UC Health Working Group on Conflicts of Commitment and Conflicts of Interest, UC lacked a singular, comprehensive policy covering all domains, and the Regents Working Group on Innovation Transfer and Entrepreneurship recommended revisions to policy. UC Legal worked with Research and Innovation to analyze gaps in current policies, benchmarking UC against the top 30 R1 peer institutions, to identify best practices and gather data by interviewing some peers. Based on that information and guidance from Office of the President leadership, UC was implementing a strategy to apply existing conflict of interest and conflict of commitment policies to positions that posed the highest financial, legal, and/or ethical risk to the University. Higher-risk employees not covered by existing policies included individuals making decisions about compliance, formulary inclusion, and procurement. A workgroup with representatives from UC Legal, Systemwide Human Resources, Academic Programs and Personnel, and Research and Innovation has

developed a strategy to address gaps in current policies. The potential strategy, which would expand the California Fair Political Practices Commission's Statement of Economic Interest – Form 700 disclosure process to more employees, has been discussed with campus stakeholders, who have concurred with this approach. Disclosure was only one step in addressing conflicts; review and management of conflicts were also needed. Discussions were under way regarding the use of current systems such as UCPath to automatically identify high-risk employee groups that would be required to use the Form 700 disclosure process. UC aimed to include at least two new high-risk employee groups by the next disclosure deadline in April 2025.

Committee Chair Leib expressed appreciation to Ms. Motton for her efforts and noted the difficulty of this work. Ms. Newman thanked the Regents for their guidance.

The meeting adjourned at 11:30 a.m.

Attest:

Secretary and Chief of Staff