

The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

January 22, 2025

The Academic and Student Affairs Committee met on the above date at the UCSF-Mission Bay Conference Center, San Francisco campus and by teleconference meeting conducted in accordance with California Government Code §§ 11133.

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

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

The meeting convened at 1:15 p.m. with Committee Vice Chair Anguiano presiding.

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

Upon motion duly made and seconded, the minutes of the meeting of November 13, 2024 were approved, Regents Anguiano, Batchlor, Beharry, Drake, Hernandez, Pack, Reilly, Salazar, and Sarris voting “aye.”¹

2. **ADVANCING FUSION ENERGY IN CALIFORNIA THROUGH PUBLIC-PRIVATE PARTNERSHIP**

The President of the University recommended that the Regents authorize the President to:

- A. Establish and participate in a special-purpose entity (SPE), Pacific Coalition for Advancing Research, Education, Science, and Technology for Fusion Energy (Pacific CREST Fusion) with the University as a founding member, on behalf of the Regents appoint to the SPE any directors, managers, or similar representatives or positions pertaining to governance of the SPE;

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

- B. Execute and enter into, on behalf of the Regents, constitutional and governing documents of the SPE and any ancillary documents required to be executed or entered into by the Regents in connection with the establishment or formation of the SPE or the Regents' participation in the SPE; and
- C. Exercise, on behalf of the Regents, the rights and authorities granted to UC as a member of Pacific CREST Fusion, except any rights and authorities expressly reserved to the Regents in the Regents' Bylaws.

[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. In 2022, the Bold Decadal Vision for Commercial Fusion Energy was announced at the White House Fusion Summit, whose attendees came from the National Laboratories, academia, industry, and government. In December of the same year, Lawrence Livermore National Laboratory (LLNL) achieved the world's first successful fusion ignition and successfully repeated the experiment. In October 2023, Governor Newsom signed State Assembly Bill 1172, which required the California Energy Commission to assess the potential for fusion energy to contribute to the state's power supply. In June 2024, the U.S. Department of Energy (DOE) issued a Request for Information on a potential public-private partnership (P3) for fusion energy. The University, UC National Laboratories, UC Irvine-affiliated start-up company TAE Technologies (TAE), General Atomics, and Governor Newsom's office were among the partners who developed California's proposal, the Pacific Coalition for Advancing Research, Education, Science, and Technology for Fusion Energy (Pacific CREST Fusion). This proposed P3 would be similar to the Alliance for Renewable Clean Hydrogen Energy Systems (ARCHES), except with more research and development (R&D) opportunities given the need to scale fusion energy systems. The DOE, whose Fusion Energy Strategy 2024 was "to accelerate the viability of commercial fusion energy in partnership with the private sector," was developing a roadmap for fusion plants and R&D funding opportunities. Pacific CREST Fusion would coordinate research, development, demonstration, and deployment (RDD&D) efforts, facilitate funding opportunities, and develop testing facilities, helping UC researchers collaborate with each other and with industry. UC campuses and National Laboratories could attract significant R&D funding from DOE, and Pacific CREST Fusion could serve as a unified voice for industry when communicating with legislators, the public, and an international audience about the safety of fusion energy. The P3 could also create a workforce pipeline that would include internships, curricula, training, and research. The construction and operation of pilot program facilities presented opportunities for the skilled trades workforce as well.

Tammy Ma, plasma physicist at Lawrence Livermore National Laboratory, explained that fusion ignition achieved at LLNL in 2022, in which more energy is released than is used to initiate the reaction, could be a clean, limitless energy source. The Joint European Torus (JET) tokamak, an apparatus that produces fusion reactions, was also making groundbreaking advances. New technologies such as superconducting magnets and high-powered lasers were being developed, and there was tremendous growth in the number of

fusion start-up companies in California, the U.S., and around the world, with over \$8 billion in venture capital being invested into fusion energy. California was the locus of fusion activity and had the people, organizations, tools, and ability to lead in the fusion industry. General Atomics' DIII-D, located in San Diego, was the only magnetically confined fusion tokamak in the U.S.; about 650 people visited DIII-D annually to conduct experiments. LLNL's National Ignition Facility was the world's largest and highest-energy laser that has achieved fusion ignition six times. Across the UC system, faculty and students were engaging in groundbreaking research to advance fusion. The many challenges that must be overcome were also opportunities, such as the development of new materials, technologies, and the supply chain; the training of the diverse workforce that would be needed; and the need for partnerships and mechanisms.

Albert Pisano, Dean of the Jacobs School of Engineering at UC San Diego, stated that UCSD convened experts from UC campuses, the Office of the President, the National Laboratories, the DOE, and industry for fusion energy workshops in September 2023 and December 2024 to discuss programs that would generate the engineering and research required to design, build, and operate a fusion reactor that could generate electricity for the power grid. In preparation, the San Diego campus has invested in two new faculty positions in fusion engineering, gathered a graduate student group, and founded the Fusion Engineering Institute. Mr. Pisano presented a graph of the multi-step process for generating economically viable energy, starting from technology maturation to demonstration facilities and pilot plants, and then to a commercial power plant. In his view, California was in an excellent position to lead and advance this effort. The state had significant entrepreneurial advantages and a robust fusion ecosystem of manufacturing, research, academia, and industry. Pacific CREST Fusion would tackle the multi-step process to generate a schedulable power source that would replace fossil fuel plants and would capture DOE funding. Recent action from the U.S. Nuclear Regulatory Commission and U.S. Senate bills pertaining to fusion power plants indicated that the government regarded fusion as a safe technology. UCSD sought to make Pacific CREST Fusion inclusive of all UC campuses and the California State University system by reaching out to academia across the state.

Ms. Newman described the potential governance structure of Pacific CREST Fusion, which drew from ARCHES best practices. UC would need a significant voting interest and the power to appoint the chair of a board of directors. This would ensure that the governance entity, most likely a limited liability company (LLC), would operate according to the University's requirements for participation: the LLC must not affect UC's tax-exempt status, must adhere to UC values, and must abide by antitrust laws. UC and industry would have the biggest stake in Pacific CREST Fusion, and communities near facilities would be represented in decision-making. Organized labor would take part in the construction and operation of research and test facilities. Pacific CREST Fusion would also benefit from connections made by the Governor's Office of Business and Economic Development with other State agencies and from the network and experience of nonprofit organizations, and the P3 should be open to the participation of tribal nations. Each LLC member would be represented in the board of directors, and stakeholder groups would be represented by an external advisory board. UC and industry could each occupy multiple board seats given the

scale of their participation. The governance and structure would be negotiated, formalized in a contract, and presented to the President of the University for approval. There were no current financial commitments for the LLC aside from the cost of filing. When DOE issues a Request for Proposal, General Atomics and others could be engaged to help write the proposal.

Committee Chair Leib expressed excitement about this opportunity and praised the efforts of Provost Newman and Vice President Maldonado.

Regent Makarechian asked how Pacific CREST Fusion would compete with the program at Massachusetts Institute of Technology (MIT), which seemed smaller and lower in cost. Javier Garay, Founding Director of the Fusion Engineering Institute at UCSD, noted that both MIT and California had unique strengths. Fusion energy was a large undertaking that needed multiple players. The University was willing to collaborate with MIT, as many UC campuses and National Laboratories have already done.

Regent Makarechian asked about the role of General Atomics in this partnership. Mr. Garay replied that UC had strong connections with General Atomics and with some of the start-up companies receiving venture capital funding.

Regent Makarechian asked if LLNL had any connection with ChatGPT's fusion energy project. Ms. Ma responded that the fusion community was small and its members collaborated with each other. Entities on the East Coast were probably organizing a hub to compete for the potential DOE bid as well. In California, over \$750 million was spent on fusion annually, far more than in other states or even countries.

Regent Makarechian encouraged UC to engage ChatGPT and convince them not to take their fusion project to Texas and instead keep the project in California.

Regent Hernandez stated his belief that it would take 20 more years before one could generate fusion energy for the power grid. He stressed that all UC campuses should be involved in this endeavor. He suggested that the first facility to produce fusion energy could be located at UC Merced. UC must take advantage of existing resources. Mr. Pisano stated that, like the workshops at UCSD, Pacific CREST Fusion would continue to work with partners from across California.

Regent Sarris stated that tribal lands in Sonoma County were not subject to local or State taxes. The Federated Indians of Graton Rancheria were willing to enter into partnership.

Regent Kounalakis recalled the sizes of the turbines from her visit to TAE and underscored the amount of energy needed to run these experiments. There seemed to be a significant distance between fusion ignition and achieving power generation. She asked if TAE was going in the right direction and if other partners had substantially different turbines. Mr. Pisano replied that there were two or three different ways to design a fusion reactor and it was too soon to tell which was the most economically viable. TAE has made much progress using its approach. All approaches must confine plasma, have materials with a

precisely known lifetime, convert captured energy to heat in order to boil water, which can spin turbines that generate electricity. Regent Kounalakis encouraged all to visit TAE.

Pramod Khargonekar, Vice Chancellor for Research at UC Irvine, agreed that different options should be explored. Spinoff technology, such as the new technology that TAE developed to manage power flow, had its own market potential. TAE's biomedical division was using spinoff technology to make changes in cancer research.

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board, Regents Anguiano, Batchlor, Beharry, Drake, Hernandez, Leib, Pack, Park, Reilly, Salazar, and Sarris voting "aye."

3. **APPROVAL OF NEW MULTI-YEAR PLANS FOR PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR TEN GRADUATE PROFESSIONAL DEGREE PROGRAMS AND ONE-YEAR EXTENSIONS OF MULTI-YEAR PLANS FOR TWO GRADUATE PROFESSIONAL DEGREE PROGRAMS**

The President of the University recommended that the Regents approve:

- A. The multi-year plans for charging Professional Degree Supplemental Tuition (PDST) for ten graduate professional degree programs as shown in Display 1, and
- B. A one-year extension of the multi-year plans for the two graduate professional degree programs as shown in Display 2.

DISPLAY 1: Professional Degree Supplemental Tuition Levels¹ for 10 Programs

	Current Level		Proposed Level			
	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>	<u>2029-30</u>
Civil and Environmental Engineering, Berkeley						
Resident PDST Level	\$7,096	\$7,310	\$7,530	\$7,758	\$7,994	\$8,236
Nonresident PDST Level	\$13,830	\$14,250	\$14,680	\$15,126	\$15,580	\$16,050
Law, Berkeley						
Resident PDST Level	\$47,040	\$49,392	\$51,862	\$54,454	\$57,178	\$60,036
Nonresident PDST Level	\$47,222	\$50,764	\$54,570	\$58,664	\$63,064	\$67,794
Educational Leadership (Ed.D.), Berkeley						
Resident PDST Level	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Nonresident PDST Level	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Business, Davis						
Resident PDST Level	\$31,620	\$32,880	\$34,170	\$35,520	\$36,930	\$38,400
Nonresident PDST Level	\$31,620	\$32,880	\$34,170	\$35,520	\$36,930	\$38,400
Nursing (DNP), Los Angeles						
Resident PDST Level	N/A	\$23,904	\$24,708	\$25,548	N/A	N/A
Nonresident PDST Level	N/A	\$23,904	\$24,708	\$25,548	N/A	N/A
Public Health, Riverside						
Resident PDST Level	N/A	\$7,002	\$7,212	\$7,428	\$7,650	\$7,881
Nonresident PDST Level	N/A	\$7,002	\$7,212	\$7,428	\$7,650	\$7,881
Public Policy, Riverside						
Resident PDST Level	\$5,952	\$7,143	\$8,571	\$10,287	\$10,800	\$11,340
Nonresident PDST Level	\$5,952	\$7,143	\$8,571	\$10,287	\$10,800	\$11,340
Environmental Data Science, Santa Barbara						
Resident PDST Level	\$21,852	\$22,509	\$23,184	\$23,880	\$24,597	\$25,335
Nonresident PDST Level	\$21,852	\$22,509	\$23,184	\$23,880	\$24,597	\$25,335
Environmental Science and Management, Santa Barbara						
Resident PDST Level	\$10,926	\$11,256	\$11,592	\$11,940	\$12,297	\$12,666
Nonresident PDST Level	\$10,926	\$11,256	\$11,592	\$11,940	\$12,297	\$12,666
Geographic Information Systems, Spatial Technologies, Applications and Research (GISTAR), Santa Cruz						
Resident PDST Level	N/A	\$2,100	\$2,163	\$2,229	\$2,298	\$2,367
Nonresident PDST Level	N/A	\$2,100	\$2,163	\$2,229	\$2,298	\$2,367

¹ The amounts reflect the maximum PDST levels to be assessed, effective as of the academic year indicated. Assessing PDST levels less than the level indicated requires approval by the President with the concurrence of the Chancellor. PDST levels may be assessed beyond the period covering the program's approved multi-year plan but not in excess of the maximum levels specified in the final year.

DISPLAY 2: Professional Degree Supplemental Tuition Levels for the Two Programs Requesting a One-Year Extension

	Current	Proposed
	<u>2024-25</u>	<u>2025-26</u>
Product Development, Berkeley		
Resident PDST Level	\$36,116	\$36,116
Nonresident PDST Level	\$36,116	\$36,116
Biotechnology Management, Irvine		
Resident PDST Level	\$16,167	\$16,167
Nonresident PDST Level	\$16,167	\$16,167

[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.]

Associate Vice President Caín Diaz introduced the item, a request to approve Professional Degree Supplemental Tuition (PDST) plans for three new programs and seven existing programs that would expire in 2024–25. All ten proposals fully complied with Regents Policy 3103: Policy on Professional Degree Supplemental Tuition. Two additional programs, the Product Development program at UC Berkeley and the Biotechnology Management Program at UC Irvine, requested one-year extensions at currently approved rates.

Lin Zhan, Dean of the UCLA School of Nursing, stated that the Doctor of Nursing Practice (DNP) program was a pathway for those with a Bachelor of Science in Nursing (BSN) to become an Advanced Practice Registered Nurse (APRN). As the national standard for training APRNs was transitioning away from the master's degree in favor of the DNP, the School of Nursing was sunsetting its master's degree program for APRNs and launching a new DNP program instead. UCSF has already launched a similar DNP program in response to this national trend. Coursework for the DNP program was designed to be completed in three years. The program would launch in fall 2025 with an initial cohort of 28 students and would offer specializations in family care, adult gerontology, and pediatric care. The inaugural PDST plan would have a duration of three years, and PDST would increase by 3.4 percent starting in 2026. This proposed increase was due primarily to inflation and costs related to personnel. The DNP program would enable the School of Nursing to continue addressing the state's ongoing shortage of nurses and nursing faculty, as well as serving the evolving needs of students, health care, and the community.

Deborah Deas, Dean of the UC Riverside School of Medicine, stated that the Master of Public Health (MPH) program would be housed in the Department of Social Medicine, Population, and Public Health at the School of Medicine and offer a concentration in health equity. The goal of the MPH program would be to increase the public health workforce in the Inland Empire, a mostly underserved population. Department Chair Mark Wolfson stated that, having received final approval from the systemwide Academic Senate and the Office of the President (UCOP) in November 2024, the Department launched the MPH program this academic year without PDST and met its recruitment goal of matriculating 15 students. Of these students, 80 percent were from the Inland Empire, 67 percent were first-generation students, and 73 percent were from underrepresented groups (URG). The Department proposed goals for PDST revenues. First, the Department would set aside 40 percent of PDST revenues for return-to-aid, mostly for need-based aid and some for merit-based aid and paid internships. Second, it would hire one staff member to provide student support services, especially for first-generation and under-resourced students. Third, it would use stipends to bring in community faculty to add a practitioner perspective to instruction. Fourth, the Department would invest in a professional development fund. The proposed PDST for 2025–26 would be \$7,002 per student and would increase by three percent every year thereafter. The Department consulted with faculty, students, and campus leadership; students provided input and helped shape the plan, and they supported PDST at the proposed levels. Projected benefits of this approval included high likelihood of student completion, enhanced acquisition of knowledge and skills needed to function as public health professionals, reduced debt load, and enhanced employment prospects.

Jeffrey Bury, Chair of the Department of Environmental Studies at UC Santa Cruz, stated that the Master of Arts in Geographic Information Systems, Spatial Technologies, Applications, and Research (GISTAR) program would be a two-year program designed to provide students with interdisciplinary training in advanced geospatial technologies and analysis to tackle the complex challenges in fields such as ecology, environmental policy, climate change, and environmental and social justice. Bo Yang, Assistant Professor of Environmental Studies at UCSC, stated that the GISTAR program curriculum would include core courses, hands-on training, and a capstone project that would provide students with an opportunity to work with faculty, public and private agencies, and industry. Students would work with tools such as geospatial artificial intelligence and would hone skills necessary for data analytics, visualization, and modeling. The Department planned to launch the GISTAR program in fall 2025 with an initial cohort of ten students and anticipated that enrollment would grow to 30 students, mostly California students, by fall 2029. Mr. Bury stated that the proposed plan would span five years, and PDST, which would begin increasing by three percent in 2026, would go toward outreach and recruitment efforts, maintaining a cutting-edge level of technologies, hiring support staff, and other activities. At least 33 percent of PDST would be set aside for financial aid, which would be used to support students from underrepresented groups, low-income and first-generation students, and California residents per the Native American Opportunity Plan.

Regent Beharry noted that, for UC Berkeley's Civil and Environmental Engineering program, out-of-state and international students outnumbered California students in total enrollment and number of applications. Resident students were also outnumbered in UC Davis' Business program. Regent Beharry called for more marketing to and strategic recruitment of resident undergraduate students from UC and the California State University in order to fulfill the funding Compact with the State. He added that he would be comfortable with a PDST increase for nonresident students if it meant that costs for resident students could be lower.

Regent Beharry moved to amend the recommendation such that the approval of these PDST plans is contingent upon the implementation by each plan of a PDST waiver for Native American students that follows the criteria of the Native American Opportunity Plan. He noted that many of the programs have already agreed or planned to do so, but his amendment would create a requirement.

Regent Beharry suggested a future agenda item examining the revision of Regents Policy 3103: Policy on Professional Degree Supplemental Tuition to include such a waiver as a requirement for all PDST programs in the future.

Committee Vice Chair Anguiano asked why UC Riverside's Public Policy program proposed to increase PDST by 20 percent for the first three years. Mark Long, Dean of the School of Public Policy at UC Riverside, replied that it was the goal of the School to offer a high-quality Master of Public Policy program that is affordable. The School developed the program with students, staff, faculty, and alumni, and students supported this large increase, which would enable the School to provide more return-to-aid. Two-thirds of PDST revenue was set aside for competitive financial aid packages to help with recruitment

and affordability, and need was also a consideration. There would be more funds for students' professional activities, for student affairs staff, and for faculty, which would allow for more course variation, similar to larger UC public policy programs. PDST has been unchanged since the launch of the program in 2015–16, and both inflation and the introduction of a five-year Bachelor of Arts (BA)/MPP program have eroded the PDST revenue. The School anticipated that, by 2029–30, the increase would restore, in real dollars, what the program had received initially.

Regent-designate Brooks noted that many of the less diverse programs were proposing the largest PDST increases. She asked if these programs would be able to attract qualified diverse students with these large increases. Ms. Zhan replied that the UCLA School of Nursing had a diverse group of faculty and students; 40 percent of students identified as URG and 48 percent identified as first-generation and from socioeconomically low-income families. Among graduate students, 44 percent were Pell Grant recipients when they were undergraduate students at UCLA. Diversity programs included UCLA's Summer Health Professions Education Program (SHPEP) to enroll pre-health students from disadvantaged backgrounds. About 25 percent of SHPEP participants were interested in nursing. The School of Nursing reached out to these students, and the School's diverse faculty shared their education and career paths with them. The School engaged in holistic review of applications, considering not only financial need and merit but also commitment to underserved communities. There was increasing diversity among students and faculty. Mr. Diaz added that, in writing proposals and making presentations, programs were discussing both successful strategies, which become best practices, and unsuccessful strategies. Programs were also calibrating after hearing directly from the Regents, and they took feedback seriously and were held accountable.

Upon motion duly made and seconded, the Committee approved the President's recommendation as amended and voted to present it to the Board, Regents Anguiano, Batchlor, Beharry, Drake, Hernandez, Leib, Pack, Park, Reilly, Salazar, and Sarris voting "aye."

4. **WHAT'S PAST IS PROLOGUE: HUMANITIES RESEARCH TODAY**

[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. UC faculty from the humanities disciplines have won major prizes and awards and have raised millions of dollars in endowment funds. In 2023–24, UC awarded over 5,000 undergraduate degrees, 600 master's degrees, and over 400 doctoral degrees in arts and humanities disciplines.

Julia Lupton, UC Irvine Distinguished Professor of English and Interim Director of the UC Humanities Research Institute (UCHRI), explained that "What's past is prologue," a quote from William Shakespeare (1564–1616), meant that history is alive through the stories one tells and the landscapes in which one lives. Ms. Lupton was the co-director of the New Swan Shakespeare Center at UC Irvine, whose productions of Shakespearean works to

5,000 patrons every summer raised issues that were important in the present day. The annual Shakespeare Trial, produced in partnership with the Schools of Law at UCI, UC Berkeley, and Stanford University, posed fresh questions about crime and punishment and offered the experience of the courtroom as theater. Ms. Lupton presented a video excerpt from the 2022 Shakespeare Trial based on “Romeo and Juliet,” in which UCI actors staged scenes from the play and Dean Erwin Chemerinsky of UC Berkeley School of Law presented his arguments to an audience acting as the jury. Ms. Lupton shared that her research on Shakespeare and virtue found that virtue had been a broader and more dynamic concept in the past but was no longer prominent in contemporary ethics. In the ancient world, virtue was the excellence of a person, plant, thing, or bodily function; the Ancient Greek philosopher Aristotle (384–322 B.C.) described virtue as the actualization of potential in relation to a goal. With this research, Ms. Lupton and other scholars were broadening the understanding of Shakespeare’s world.

There was Shakespearean programming across the UC system. Shakespeare in Yosemite was produced in partnership between UC Merced and the U.S. National Park Service and was staged both on the Merced campus and at Yosemite National Park. This program created new connections between environmental research, literary studies, and theatrical performance for new audiences, becoming a new model for other institutions. Ms. Lupton presented a video excerpt from a recent performance of “Romeo and Juliet,” which featured red-legged frogs that were reintroduced into the park’s ecosystem. As UCHRI’s Interim Director, Ms. Lupton worked to develop new pathways for knowledge creation. The next day, the Institute would be convening faculty, K–12 teachers, and archivists at UCI for a conference named “Mapping New California Histories.”

Cecilia Tsu, Associate Professor of History at UC Davis, began her remarks with an anecdote about her time as a graduate student at Stanford University. Ms. Tsu recalled that her advisor had warned her that local history was deemed amateur and provincial, so she recast her dissertation about the history of Asian immigrant farmers and farm laborers in the Santa Clara Valley, now known as Silicon Valley, as a case study with national and transnational implications instead. Teaching history at UCD has since evolved her views on local history. Most of Ms. Tsu’s students were born and raised in California and were hungry to learn about their state, particularly the history of indigenous peoples, how the state was shaped by migration and immigration, and the history of UC Davis and the town of Davis. Knowing local history empowered students to understand the wider world and how they could make an impact with that knowledge. As the faculty advisor of the California History-Social Science Project, Ms. Tsu learned that teachers wished to teach local history, but existing local histories tended to celebrate the experiences of white people and did not resonate with the three-quarters of California public school students who were not white. This presented an opportunity for UC students to conduct local history research while providing K–12 teachers with curriculum content. With grants totaling \$29,000 from the UCD Public Impact Research Initiative and UCHRI, Ms. Tsu launched “Uncovering Diverse Histories of Yolo County,” a project in which Ms. Tsu and a cohort of six UCD students spent 12 weeks combing through Yolo County archives. The team found that, at the height of the anti-Chinese movement, Chinese merchants were respected members of the community but also faced racism and opposition for allegedly running opium and

gambling operations. Some African Americans entered Yolo County enslaved despite California joining the union as a free state in 1850. Ms. Tsu presented a picture of the grandchildren of Mary Ann Winrow Johnson (ca. 1806–1889) performing at the Woodland Opera House in 1903. Ms. Winrow Johnson had been enslaved when she came from Missouri in 1855. The team partnered with Woodland Opera House to create an exhibit of its research. Through this project, students learned the value of multi-step archival research, navigating digital databases, paper indexes, and microfilm machines. Students observed that some local history books contained much granular detail but no narrative of the broader significance of local events, and that scholar and professional historians should participate in documenting local history. In the next stage of the project, the team would help develop educational resources for elementary and secondary schools. A lesson plan based on the exhibit at the Woodland Opera House would be ready in time for Black History Month in February 2025. The team would continue to research Japanese American farmers in Yolo County and Mexican *braceros*, or laborers, during World War II. One of the graduate students from the team would be making a presentation about the project at the UCHRI conference, and another was developing a dissertation on African American history in Northern California. An undergraduate student from the team was employed by a private historical consulting firm upon graduation, two other students planned to become middle school teachers, and one student planned to become an archivist. Ms. Tsu joined the Yolo County archives' advisory board and planned to publish an article in *California History*, a UC Press journal. Community members and descendants of local families have reached out to the project to share their stories, and researchers at other UC campuses were receiving similar responses. Ms. Tsu concluded that UC humanities faculty should remain at the forefront of community engagement with local history.

Regent Sarris shared that the entire Yocha Dehe tribe of Yolo County, which endowed a chair at UC Davis, was descended from two survivors. Local history was very important for California tribes, as the U.S. Department of Interior was making decisions based on the assumption that these tribes had been forcibly relocated. There were 110 federally recognized tribes in California, each with deep local histories.

Regent Park shared that she had recently asked Randy Bass, her former English professor at Georgetown University, for his thoughts on whether the humanities were dying and the role of artificial intelligence (AI). In Mr. Bass' view, the humanities had a profound influence on world events and daily life, but there was a fear that humanities were dying in academic institutions due to the lack of funding and attention they received compared with science, technology, engineering, and mathematics (STEM) disciplines. Regent Park stated that academic institutions should support the role that the humanities play in the real world and consider what it means to be human. She asked how AI affects humanities research, noting that some felt as if AI could bring about a revival of the humanities and cross-disciplinary work. Ms. Lupton replied that humanists were engaging creatively with AI but were also asking important questions about the effect of AI on ethics and creativity, on the understanding of writing and reading, on teaching and mentorship, and on the evolution of languages as they become flattened by AI algorithms. Humanists were also examining the labor and energy costs of AI. Ms. Tsu noted how technology has transformed the work of historians. Many archives were now digitized, which created new possibilities. Over the

summer, she observed her students approaching research differently from the way she did as a student. Some of her students shied away from AI, wishing to do their own work, but there were ways that humanists could use AI, such as to summarize a timeline of events with some guardrails to ensure accuracy.

President Drake commended the work of the New Swan Shakespeare Center, recalling its launch when he was UCI Chancellor. Universities were entrusted with protecting the humanities and must resolve to continue that work in the face of attempts to rewrite history in profound and dangerous ways. President Drake emphasized the need to be grounded in the truth of history.

Staff Advisor Frías asked Ms. Tsu how much has changed in Yolo County, noting the continued use of certain antiquated terms like *bracero*. Ms. Tsu replied that there was change over time but there were ways in which history was still relevant and should be taught. The population of Woodland was majority Latino(a), and Yolo County had many migrant laborers. How Yolo County became an agricultural region and the history of its *bracero* and African American populations were largely unknown. Teaching these histories to K–12 students could bridge the past with the present.

Regent Beharry noted the role of the humanities in interdisciplinary studies, citing the Department of Social Medicine, Population, and Public Health at UC Riverside, which was incorporating STEM disciplines and the social sciences. In his view, the new U.S. presidential administration was the result of a failure to invest in the humanities and social sciences. He noted that the humanities were absent from the funding Compact at the behest of the State. While the work of STEM was important, the humanities gave that work meaning. If Compact is to be renewed, UC must consider strategic and substantial investment in the humanities for interdisciplinary studies. Ms. Newman responded that UCHRI was on very stable footing after UCI secured an endowment from the Mellon Foundation, and UCOP has added to that endowment. UCHRI was convening humanities faculty from across the University for interdisciplinary collaboration. The humanities at UC were healthy; every year, 5,000 students graduate with humanities degrees.

Regent Batchlor remarked that science and technology provide one with the knowledge and tools to act, but the humanities enable one to reflect on whether and how to act. More of this was needed, not less. She agreed with comments made by Regent Park. The most valuable member of her executive team at MLK Community Healthcare had undergraduate and graduate degrees in poetry. Communication was a foundational skill, and students were eager to obtain marketable skills. The University could help students understand how much a background in the humanities prepares them for working in the real world.

5. **FINANCIAL AID APPLICATION EXPERIENCE FOR STUDENTS**

[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 recalled that, at the last meeting, Committee members asked for more information about the experience that students from families with mixed immigration status had with the new Free Application for Federal Financial Aid (FAFSA). Because of data privacy sensitivities, the background material provided for this discussion included summaries of student narratives collected from campus financial aid offices, text from some student emails, and written accounts from students, as well as indication of which cases were resolved. Resolutions sometimes took weeks or months, required technical work by campus financial aid staff and the California Student Aid Commission (CSAC), or required one-on-one counseling.

Associate Vice Provost Shawn Brick stated that FAFSA was revised this year for the first time in decades. Changes were made to the formula and the form itself. There were several delays from the federal government as well as calculation mistakes in the data sent to UC campuses. The new FAFSA required additional validation due to the form's relationship with the U.S. Internal Revenue Service; this presented a challenge for students from mixed-status families, whose parents or spouses did not have a Social Security number. Narratives from these students were included in the background material. Many of the delays and challenges from 2024–25 have been resolved; UC campuses were already receiving FAFSA data for 2025–26. Receiving information early enabled campuses to offer financial aid at the time of admission and to target outreach to students who had not applied. The Biden administration provided mixed-status families with a filing extension, but many families concerned about data privacy might still be reluctant to submit the FAFSA. According to current federal law, data from the FAFSA could only be used for financial aid administration. UC has worked with CSAC and its fellow segments of public higher education to make the California Dream Act Application (CADAA) an alternative to the FAFSA. Originally meant for undocumented students, the CADAA became available to students from mixed-status families last year. CADAA data was held by CSAC locally and not shared with the federal government, but without the FAFSA, UC could not provide federal financial aid. UC and its fellow segments were communicating these considerations to students in mixed-status families, and UC would offer financial aid based on the form students complete. UC did not expect the financial aid application process to affect students this year as it did last year, but students from mixed-status families had to decide which form to complete.

Regent Beharry stated that there were recent reports that the Trump administration would use information from the FAFSA to target undocumented families. He asked if the University would advise students from mixed-status families to file the CADAA instead. Mr. Brick replied that UC would take the same approach as CSAC in providing students with the pros and cons of completing the two forms. Many continuing students have already provided FAFSA data to the federal government, so their risk assessment might differ from that of incoming students. UC would be describing these risks and benefits to applicants.

Regent Beharry, noting that enrollment has become stagnant at campuses like UC Merced, asked how UC would streamline the financial aid process to address the issues that affected students the previous year. Mr. Brick reiterated that he did not observe the same challenges

that UC experienced last year. Campuses were already receiving FAFSA data and were prepared to process them.

6. **FACULTY DISCIPLINE AND DISMISSAL POLICIES AND PROCESS**

[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 Vice Chair Anguiano invited Student Observer Audrey Jacobs to make remarks.

Ms. Jacobs stated that, according to the background materials provided for this discussion, sexual violence and sexual harassment, discrimination, and abusive conduct were the three main grounds for faculty discipline and dismissal. However, the written materials did not elaborate on what constituted misconduct related to discrimination. The initial complaint was handled by a Title IX officer or local implementation office, but the chancellor, President, or Regent had the ultimate decision-making authority. Ms. Jacobs stated that the lack of clarity left room for personal interpretation and possible institutional bias. This past year, several faculty members expressed via social media their opposition to UC investments, which they regarded as funding the genocide occurring in Gaza. In one instance, Denise Caramagno, a Campus Advocacy, Resources and Education (CARE) advocate at UCSF, received a notice of intent to dismiss for sharing a confidential email about a complaint her colleagues filed against her. Following Ms. Caramagno's public support for Rupa Marya, M.D., a professor at UCSF who raised concerns about the negative impact of Zionist beliefs on patient care and health equity, Ms. Caramagno's colleagues filed a complaint against her, claiming that she was condoning antisemitism. Nothing in the email about the complaint indicated its confidentiality. Rather, it appeared that Ms. Caramagno was being targeted for supporting an anti-Zionist viewpoint. Many UC faculty were facing backlash and complaints of antisemitism for calling for divestment from genocide of Palestinian people. The open-ended nature of faculty discipline and dismissal policies could be used to target certain political views or behaviors. Ms. Jacobs stated that, like students, faculty also deserved freedom of expression regardless of whether they agree with the actions of the University. These faculty policies were important and necessary for preventing discriminatory behavior and must be properly defined and implemented in order to be effective. Using them to target certain political viewpoints threatened faculty members' rights to freedom of speech. Ms. Jacobs noted disparities between the discipline and dismissal processes for Senate and non-Senate faculty. According to University Council-American Federation of Teachers, up to 11 Unit 18 lecturers have faced discipline charges related to pro-Palestinian protests, far more than what Senate faculty faced. Ms. Jacobs encouraged the Regents to clarify what constituted discriminatory conduct to ensure the fair and equitable application of these policies.

Provost Newman introduced the item, which intended to address questions about the faculty discipline process arising from recent events on UC campuses. The University recognized that there was room for improvement and has given much thought to concerns that Regents communicated. The Regents' main concern was the length of time that elapsed

between infraction of the Faculty Code of Conduct and disciplinary action. In April 2019, the Academic Senate approved reforms to Senate Bylaw 336. The period between the date that disciplinary charges are filed and the date of the first privilege and tenure (P&T) hearing was shortened from 90 days to 60 days, and the P&T recommendation must be issued to the chancellor no more than 30 days after the hearing concludes. In October 2024, a joint administration-faculty task force began work on guidelines to ensure greater consistency across the ten campuses. In July 2024, at the request of the Regents, UC communicated guidance that “when a chancellor recommends dismissal of a faculty member who has tenure or security of employment under Academic Personnel Manual (APM) - 016 to the President, the chancellor is also requested to impose the disciplinary sanction of suspension without pay.” The joint administration-faculty task force was asked to consider additional measures to increase accountability and streamline the disciplinary process. These included the creation of a case-tracking system, which could reveal where delays were occurring and the pros and cons of setting target dates for the completion of investigations, the most time-consuming part of the process. Timelines were already mandated for sexual violence and sexual harassment complaints. From initial assessment to formal investigation and the Title IX hearing, the average time elapsed was 283 business days, with the formal investigation taking an average of 123 business days. Shortening the time to complete investigations would require additional resources, as existing personnel would not be sufficient. This was not a trivial consideration in a time of budgetary constraints. The joint task force would also consider whether there should be a good cause extension and under what circumstances. Ms. Newman suggested that it might be helpful for the chancellors to provide annual reports on cases and delays. The joint task force would also assess campus-level adjudications versus system-level hearings and recommendations. Campus P&T committees were able to handle the vast majority of disciplinary cases, which did not rise to the level of dismissal. Delays might result from the rare occasions in which faculty might be uncomfortable judging their peers; this could be addressed with a systemwide Senate P&T committee. Creating a systemwide P&T committee would invoke self-governance while creating distance between the body that recommends sanctions and the faculty under scrutiny. The University asked the joint task force to produce a report by May 2025.

Interim Vice Provost Douglas Haynes explained faculty discipline procedures and why they took time to complete. Faculty dismissal policies reflected faculty’s joint responsibility as public employees and essential partners in shared governance. Mr. Haynes presented a list of six types of disciplinary sanctions, which could be imposed singularly or in combination. Before a sanction is imposed, existing bylaws required an initial assessment, formal investigation, a decision to bring charges, and the opportunity for a hearing before an Academic Senate committee, typically P&T. The faculty member could waive the right to a P&T hearing and the administration could attempt to resolve the matter by negotiation, and the faculty member could accept proposed discipline or settle for an alternative action. The faculty member could still opt for a hearing if a resolution was not reached. Grounded in principles of due process, APM - 016 prohibited the chancellor from imposing a penalty more severe than what is articulated in the notice of intent. The chancellor had the final authority to issue most disciplinary sanctions, and the President had the final authority for denial or curtailment of emeritus status or demotion of a tenured

faculty member or instructor with security of employment. The Board of Regents had the final authority for dismissal. If the faculty member had no tenure or security of employment, final authority would remain with the chancellor.

The investigatory stage of the disciplinary process, a time when evidence was gathered and witnesses were interviewed, was typically slower than the early and concluding stages. Law enforcement might be involved, and UC might need to coordinate with the district attorney's office if criminal matters are involved. It might become difficult to adhere to a target completion date if there are many witnesses or there is an ongoing law enforcement investigation. APM and Regental Policy recognized complications and provide for extensions for good cause to protect the integrity of investigations and ensure that the process is based on compelling evidence. Complications included cross-complaints, large volumes of evidence, multiple events, and policy violations.

Faculty Representative Palazoglu delivered remarks on behalf of Faculty Representative Cheung, who was recovering from illness. Reforms have emerged from some of the darkest times in the University's history, when political forces overwhelmed UC and resulted in total abrogation of academic freedom. Regents Policy and the APM defined faculty conduct and discipline, and Senate Bylaws institutionalized due process. These policies ensured compliance with legal requirements and faculty governance over critical decisions affecting academic freedom and institutional integrity. The deliberate pace of disciplinary processes ensured that decisions are fair, transparent, and rooted in evidence, protecting against hasty or biased outcomes. The P&T process, a cornerstone of shared governance, reflected the principle that faculty self-governance is essential for maintaining academic excellence, institutional integrity, and public trust. Faculty involvement in the disciplinary reviews shielded the process from external pressures that could compromise academic freedom, enabling faculty to engage in teaching, research, and public service without fear of retaliation. However, freedom of speech and academic freedom were not limitless; faculty were obligated by the responsibilities specified in the Faculty Code of Conduct. Examples of unacceptable faculty conduct included introducing a significant amount of material unrelated to the course being taught; participating in or deliberately abetting disruption, interference, or intimidation in the classroom; and inciting others to disobey University rules when such incitement constitutes a clear and present danger that violence or abuse against persons or property would occur or the University's essential functions would be significantly impaired. Expediency must not compromise accuracy or procedural integrity, although it was incumbent on all at UC—the Academic Senate, the administration, and the Regents—to continue to engage in the regular review of policies and processes to determine where improvements can be made.

Committee Chair Leib stated his view that the timeline for the discipline process was still too long; it took years to reach certain decisions. He noted that, separate from the joint task force that Ms. Newman described, the Regents wished to have a working group to discuss this issue with the Academic Senate. In Committee Chair Leib's view, shared governance was not being applied to faculty discipline. He asked for clarification about what was happening. Ms. Newman recalled that she and Committee Chair Leib had discussed having a faculty-administration task force. The task force was asked to consider all of these

possible reforms, including shortening the timeline, requiring the completion of certain segments of this process that were too long, and a systemwide review process. She recalled that Committee Chair Leib had proposed a group comprised of three Regents that would meet with the task force on a monthly basis.

Regent Reilly expressed agreement with Ms. Newman's account. She recalled requesting that the administration and the Senate convene and undertake a comprehensive review of disciplinary policies, and that a panel of Regents would meet monthly to review the process and provide input before the task force presents the proposal before the Regents for approval. Regent Reilly suggested that Regents Leib, Sarris, and Anguiano comprise the panel of Regents.

Committee Chair Leib asked whether a decision would be made in May regarding timelines. He stated that the process for conducting hearings and administering punishments should also be explored. Ms. Newman replied that the joint task force has been asked to consider these matters and to develop recommendations by May so that the Regents could make a decision by July. It was a rapid but achievable timeline, one which Ms. Newman hoped would allow the task force to work judiciously and in the spirit of shared governance. Presenting to the Regents would invite dialogue and decision-making.

Committee Chair Leib stated that he would accept this approach and expressed hope that a decision could be reached during the July meeting.

Committee Chair Leib shared his view that some UC faculty have acted out of line, engaging in discriminatory behavior, and that the University must have a fair, quick, complete, and reasonable discipline process. He sought such a conclusion from the task force. Ms. Newman replied that all at UC were working toward this conclusion and that the chancellors shared Committee Chair Leib's concerns about timeliness. She believed that some of the reforms being considered, such as system-level review, would create a more fair and efficient process that still respects faculty self-governance.

Regent Elliott shared his hope that there would be a broad review of the disciplinary process, but this presentation seemed to limit the review to timelines and the loopholes that would be incorporated into them. He hoped the three-Regent panel would be able to share the perspectives of the Board before May. Ms. Newman responded that there was no intention of setting boundaries. Rather, she wished to demonstrate that the University has begun significant thinking about ways to address the timeline, which was a major concern that had been expressed. The involvement of the Regents would help the joint task force understand the Board's other concerns.

Regent Sures stated his view that the current process was unacceptable, and that several instances have demonstrated that faculty self-governance was not working. He believed that the May and July timetable was not fast enough and anticipated possible delays. He was fearful that decisions would still not be made one year from now. Regent Sures encouraged the three-Regent panel to consider this issue holistically. This system, which took too long and seemed to be unfair to all parties, likely needed to be upended. Anything

and everything should be open for consideration; nothing should be excluded. Regent Sures hoped that a decision could be reached more quickly so that outstanding issues could be adjudicated and justice could be served. Ms. Newman expressed appreciation for Regent Sures' concern. This was not a trivial undertaking for the University. The joint task force was expected to report back by May, the three-Regent panel would be taken very seriously, and the Regents would be able to take action by July. Ms. Newman stated that this was a fairly efficient timeline. She was committed to making sure that the joint task force works in ways that are respectful of all traditions as well as ambitions for fairness and balance.

Committee Vice Chair Anguiano stated that this was a first step toward holistic reforms that lead to a fair, transparent process that is based in evidence, protects both academic freedom and freedom of speech, and ensures that transgressions are not left unaddressed for inordinate periods of time. Committee Vice Chair Anguiano requested that the issue regarding non-Senate faculty raised by Ms. Jacobs be addressed as well.

The meeting adjourned at 3:45 p.m.

Attest:

Secretary and Chief of Staff