

The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

July 16, 2025

The Academic and Student Affairs Committee met on the above date at the UCLA Luskin Conference Center, Los Angeles campus.

Members present: Regents Anguiano, Batchlor, Brooks, Hernandez, Leib, Park, Sarris, Sures, and Wang; Chancellors Frenk, Gillman, and Larive; Staff Advisor Frías

In attendance: Regent Komoto, Regents-designate Craven, Melton, and Tokita, Regents Analyst Sheridan, General Counsel Robinson, Provost Newman, Vice Presidents Brown and Gullatt, Chancellors Hu and Lyons, and Recording Secretary Li

The meeting convened at 1:45 p.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 May 14, 2025 were approved, Regents Anguiano, Batchlor, Hernandez, Leib, Park, Sarris, Sures, and Wang voting “aye.”¹

2. APPROVAL OF DELEGATION OF AUTHORITY FOR LIMITED PROFESSIONAL DEGREE SUPPLEMENTAL TUITION MULTI-YEAR PLANS

The President of the University recommended that the Regents authorize the President to approve multi-year plans with proposed Professional Degree Supplemental Tuition increases capped at three percent for California residents and five percent for nonresidents.

[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. Graduate programs assessing Professional Degree Supplemental Tuition (PDST) have been required to submit multi-year plans for the Regents’ review and approval since 2018–19. This action would delegate this authority to the President for PDST plans that meet the above criteria starting in fall 2025. First-time PDST assessments and proposed increases that are greater than three percent for California residents and greater than five percent for nonresidents would still be subject to the Regents’ review and approval. All PDST proposals submitted to the Office of the President (UCOP), including delegated proposals, would undergo the same intensive review process to ensure that they do not affect UC’s commitment to excellence, access, inclusion, and

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

affordability. Ms. Newman underscored that this action would not erode the review process, which campuses regarded as very stringent and based on critical metrics.

Regent Park asked if programs determine the duration of a PDST increase. Associate Vice President Caín Diaz replied that programs could submit proposals lasting up to five years.

Regent Park asked whether programs could decide when to return and request further increases. Mr. Diaz replied that, under the current process, a program could propose a revised multi-year plan before the completion of the existing plan.

Regent Park asked whether a multi-year three percent increase meant an additional increase of three percent every year of the term or a three percent increase held steady for the entire term. Mr. Diaz replied that it depended on the proposal. Some programs might propose an annual increase of three percent for each year of the term, and some programs might propose a three percent increase in the first year that is held flat for subsequent years.

Regent Park asked what this item would delegate to the President, given the variations that were just discussed. Mr. Diaz clarified that the delegation applied to programs requesting three percent or less for California residents and five percent or less for nonresidents in any of the years. However, if a program requests an increase of three percent in years one and two and then four percent in year three, then the program must come before the Regents.

Regent Park stated that she understood the impetus for the recommendation but could not support it today for three reasons. First, the consent agenda was an existing administrative mechanism that saved time. Second, in the past, many PDST proposals have been presented at once. These could be spread out over time. Third, Regent Park did not wish to support any PDST increases given the future situation for students. She acknowledged that programs would face difficult choices. Finally, she worried that the delegation would affect the Regents' ability to look into the work of the programs and the populations they served.

Regent Hernandez expressed agreement with Regent Park. Regents not only considered the proposed increase, but also demographics, such as the number of foreign and domestic students, growth, and diversity. Regents made recommendations that they would revisit the following year. He cautioned that this could lead to a lack of checks and balances.

Regent Sures expressed support for the recommendation. In his view, the Regents have to give UCOP the ability to approve what he characterized as modest increases. There was a limit to the increases and a sense of checks and balances.

Regent Anguiano asked if there was a way to inform Regents about issues such as demographics and growth outside of the approval process. Ms. Newman noted the possibility of providing an annual report to the Board.

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board, Regents Anguiano, Batchlor, Leib,

Sarris, Sures, and Wang voting “aye” and Regents Brooks, Hernandez, and Park voting “no.”

3. **ALUMNI OUTCOMES—TOP EMPLOYERS ACROSS UC CAMPUSES**

[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 nearly two-thirds of UC alumni graduate without student debt. UC alumni experience steady income growth and are more likely to own a home or launch a business than their peers without a college degree. In UC’s most recent graduating class, over 24,300 Pell Grant recipients earned a bachelor’s degree, and the majority of Pell Grant recipients earn more than their families within four years of graduation. One-quarter of faculty at UC and 20 percent of faculty from the California State University held UC Ph.D. degrees, and one-third of California legislators were UC alumni. UC operated one of the country’s largest health education programs, and 70 percent of UC’s medical residents practiced in California. The University was developing a labor market forecasting unit that would analyze occupational changes, the skills in demand, and the evolution of the demand. Ms. Newman compared how much time was needed to create new degree programs with the quick shifts in the labor market.

Vice President Brown stated that California was now the fourth largest economy in the world, and UC, the state’s second largest employer, fueled innovation through research, launched industries and startups, and educated a highly skilled workforce that meets the state’s employment needs. According to data on UC undergraduate alumni from the California Employment Development Department (EDD), there was strong initial placement in retail and manufacturing and longer-term growth in fields that often require a graduate degree, such as health care, education, and public administration. Data from the labor market analytics company Lightcast demonstrated that the top employers of UC alumni included major research and State universities, school districts, government agencies, and major California companies. Ms. Brown provided a demonstration of a new UC Information Center dashboard that presented alumni career pathways and top employers and occupations. Apple, which was cofounded by UC Berkeley alumnus Stephen Gary “Steve” Wozniak, employed alumni from all ten campuses in a range of positions. These included Craig Federighi, Senior Vice President of Software Engineering and UCB alumnus, and Destiny Garcia, a manufacturing and design engineer and UC Davis alumna. Ms. Garcia was a former foster youth who participated in the Guardian Scholars, McNair Scholars, and UC LEADS programs. At Disney, one of the highest grossing companies in the state, UC alumni had careers in both the arts and in business. Alan Bergman, the Co-Chair of Disney Entertainment, and Carlos Gomez, the Executive Vice President, Treasurer, and Head of Investor Relations, were both UCLA alumni. Disney staff who studied engineering at UC were helping the company become a leader in technological advancement in the entertainment industry. Kaiser Permanente had locations across California and employed UC alumni from every campus. Biological sciences alumni were physicians, optometrists, physical therapists, and pharmacists, and psychology

alumni were social workers, psychologists, registered nurses, and family therapists. Those who studied public health held management, administration, and consulting roles.

Institutional Research and Academic Planning (IRAP) at the Office of the President worked with campuses and alumni associations to produce this dashboard to provide information on employers, the positions UC alumni held, as well as hard and soft skills, and compared UC skills to what was sought by employers using information from job postings. Through this dashboard, IRAP aimed to share information, support faculty, ensure that students acquire needed skills from academic programming, and convey the University's impact to company leaders, policymakers, and advocates across the state. Ms. Brown presented regional maps that highlight economic impact, the number of UC employees and retirees, the number of Medicaid visits in the area, and the top companies employing alumni. For example, Julie Packard, Executive Director of the Monterey Bay Aquarium was an alumna of UC Santa Cruz, and Cristina Fekeci, Chief Development Officer at the aquarium, was an alumna of UC Berkeley.

Ms. Newman expressed hope that this dashboard would not only be an effective tool for deans and faculty but might also be of interest to the State legislature as it indicates how UC contributes to the prosperity of the state.

Committee Chair Leib stressed the importance of External Relations and Communications (ER&C) communicating to legislators that UC was creating well-paying jobs in California and comparing what UC can achieve with what other institutions can achieve.

Regent Sarris stated that these narratives about UC's impact on the state should be widely circulated. He thanked those who compiled the information and expressed pride in this work. Ms. Brown thanked her team as well as ER&C colleagues who provided feedback during the development of the dashboard on elements such as the regional maps.

Regent Wang stated that these data were a reminder of the importance of investing in alumni engagement, given current public perception of the University and the impacts of the COVID-19 pandemic and the political landscape on alumni. There was a large group of alumni across the country that UC could both mobilize and support. Regent Wang asked the campuses to continue to invest in alumni associations and to encourage collaboration among campus career centers, external affairs offices, and alumni groups. Lightcast data could also help campuses maintain alumni contact information. Regent Wang shared that Ms. Newman has spoken at Alumni Associations of the University of California meetings about how alumni could help students preparing to enter the workforce. Ms. Brown stated that IRAP worked with campuses to determine what information would be useful to them, all of which could be filtered by campus. Ms. Newman added that the role of alumni in UC's new Degree Plus program would be discussed at a future meeting. Alumni were a significant source of social capital and had tremendous reach in industry worldwide. UC planned to leverage alumni to help students with a more challenging labor market. Ms. Newman underscored the work of IRAP and the need to close the gap between the educational enterprise and the labor market.

Regent Anguiano offered three suggestions: to use these data to encourage employers of UC alumni to invest in the University; to increase collaboration with employers to determine what skills they seek; and to determine how continuing education at UC and lifelong learning could help alumni advance their careers.

Ms. Newman invited Chancellor Frenk to share his perspectives on lifelong learning. Chancellor Frenk stated that UCLA viewed itself as a provider of evolving educational services throughout a student's entire career path. The "UCLA for Life" initiative would explore pedagogy and the possibility of offering lifelong educational services through a subscription model. Alumni engagement would be very valuable for this initiative.

Regent Brooks asked how these data could be used to identify academic and cocurricular activities that would improve students' employment prospects, noting the disjunction between education and employment. She suggested that these data could be applied to K–12 engagement or the K–12 curriculum. Ms. Brown responded that IRAP sought to disseminate this information, engage with both the campuses and industry, and build capacity for further research. By identifying overall trends, UC could more proactively identify changes in the labor market. This would be a learning process for IRAP.

Regent-designate Craven remarked that the dashboard, particularly its "skills demand" and "alumni skills" tabs, would be a great resource for graduates who study in-demand disciplines but do not know how to proceed. Campus career centers could help students utilize the dashboard to connect to alumni in the same industry and to determine the jobs that are available to a student graduating with a certain degree. This tool could help freshman students pick programs and contact alumni in similar industries. Noting Regent Brooks' comments, Regent-designate Craven suggested adding a tab on experiences and opportunities that alumni had as students that match the employment data. Ms. Newman agreed this tool should be integrated from the beginning of a student's time at UC and would be made available to faculty and advisors. Lightcast was drawing data from millions of job listings to develop skill assessments. Comparing these skill assessments with the skills students acquired, as well as where they acquired these skills, would be discussed during a future presentation of the UC Degree Plus program. She and Ms. Brown met with dean's councils to explore data specific to their colleges. Data must be tracked in real time in order to observe changes in the market, such as the lesser-known fact that the unemployment rate of philosophy degree holders was half that of computer scientists. The University sought to give its students every advantage in the competitive labor market.

Staff Advisor Frías suggested making this tool part of the curriculum so that students can begin to create a plan as soon as they enter UC.

4. **SCIENCE, SOLUTIONS, SANTA CRUZ: HOW THE SEYMOUR MARINE DISCOVERY CENTER POWERS COMMUNITY-DRIVEN CLIMATE RESILIENCE THROUGH RESEARCH**

[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 UCSC has been a leader in marine and ocean sciences since the 1970s and had international renown. In 2018, the campus ranked third globally for research influence by citation. UC Santa Cruz's proximity to the Monterey Bay National Marine Sanctuary enabled its expansion of collaborative research initiatives. The Seymour Marine Discovery Center (Seymour Center) at UC Santa Cruz was a public science center and aquarium located on UCSC's 100-acre Coastal Science Campus alongside the Joseph M. Long Marine Laboratory, the Younger Lagoon Natural Reserve, the National Oceanic and Atmospheric Administration (NOAA) Southwest Fisheries Science Center's Fisheries Ecology Division, and the California Department of Fish and Wildlife. Research translation from Seymour Center informed the community about scientific discoveries and their practical implications. Since its establishment in 2000, the Seymour Center has educated 1.5 million people, including 200,000 youth.

Jonathan Hicken, Executive Director of the Seymour Marine Discovery Center, presented a video introducing the Seymour Center, whose mission was to educate on the role of scientific research in understanding and conserving the ocean. Through its three core guiding principles—science, solutions, and Santa Cruz—Seymour Center sought to deepen the impact of UCSC science on the Santa Cruz community, one of many coastal communities affected by wildfires, storms, and large waves. The Seymour Center connected science to solutions through storytelling that is relevant to the community. For example, one exhibit demonstrated the use of a ropeless crab pot to prevent whale entanglement and the resultant the shutdown of Monterey Bay crab fisheries, which affected the local economy and culture. Visitors were encouraged to shop for fish locally.

Examples of how the Seymour Center espoused these guiding principles included partnerships, exhibits, and the repair of a blue whale skeleton. The Seymour Center helped secure laboratory space at the Coastal Science Campus for the Amah Mutsun Tribal Band, a significant part of the community and a leader in coastal climate solutions, to engage in scientific research and community gatherings. In an exhibit entitled "On the Move," visitors built their own whale tracker tags, viewed elephant seal migration data, and learned about the California Marine Sanctuary Foundation's "Blue Whales Blue Skies" campaign, which encouraged large shipping vessels to approach major ports more slowly to reduce noise and the likelihood of striking a whale. This campaign came about because of the work of UCSC scientists. Thousands of letters written by visitors in support of the campaign were sent to companies, many of which agreed to slow down their vessels. Several years ago, the skeleton of a blue whale that had washed up north of campus in 1979 was decaying and in need of repair, but traditional restoration methods used materials that were fatal to marine life. In response, UCSC invented a new restoration technique that used a putty made of ground shrimp shells, and a local start-up company replicated bones using recycled hospital trays. The Seymour Center has found a way to engage the community at a time when trust in public institutions, higher education, and science was in decline.

Regent Hernandez stated that the Seymour Center could serve as a model for other campuses.

Regent-designate Craven stated that presentations like this one showcased the work of UC. He was heartened to learn about the restoration technique that UCSC invented.

Ms. Newman invited Chancellor Larive to comment on the expansion of marine and ocean sciences at the Santa Cruz campus. Chancellor Larive stated that UCSC valued its partnerships with the Amah Mutsun Tribal Band and with community organizations. She emphasized the importance of research translation at the Seymour Center of challenging topics like climate change.

Mr. Hicken invited Valentin Lopez, Chair of the Amah Mutsun Tribal Band, to comment on the tribe's partnership with the Seymour Center. Mr. Lopez recalled that the tribe's relationship with UC Santa Cruz began in 2009, and the tribe began to visit the Seymour Center about a year ago. Working with UC has given the tribe access to knowledge, data, the community, and libraries. Three students from the Amah Mutsun Tribal Band recently earned Ph.D. degrees related to environmental sciences, and Mr. Lopez expressed hope that marine biology students from the tribe would attend UCSC in the future. He stated that his tribal ancestors were scientists who studied fire and shellfish harvesting, noting that a shell mound north of Santa Cruz was 7,500 years old. The tribe's relationship with UC helped restore identity, wellness, and trust.

5. CAMPUS CLIMATE RESOURCES AND INCIDENT REPORTING

Committee Chair Leib invited Student Observer Audrey Jacobs to make remarks. This was Ms. Jacobs' last meeting as Student Observer, and he thanked her for her contributions.

Ms. Jacobs thanked the Regents for the opportunity to serve as Student Observer. She stated that campus reporting resources must be accessible to all students and that students must be aware of these resources and feel comfortable using them. She asked the Regents for a system of accountability and transparency, via the Systemwide Office of Civil Rights or another avenue, to determine the populations of students who were and were not using these resources. Some might not feel comfortable with reporting resources due to systemic racism and discrimination, or some might fear retaliation because of their identity or political affiliation. This applied especially to students of color, whose viewpoints might contradict the University's financial interests, or students affected by incarceration, whose trust in the justice system has been eroded. The data could be disaggregated and would indicate the multifaceted issues that students face. Ms. Jacobs stated that UC must do its best to make these resources accessible and culturally relevant to communities most affected by harassment and discrimination. She suggested working with student representatives from these communities or establishing an oversight committee.

Ms. Jacobs emphasized the importance of anonymity and confidentiality in reporting and whistleblowing, given the risk of retaliation, and she also underscored the need to document which populations were filing reports and which cases were being investigated and prioritized. This would ensure that case outcomes do not advance any particular political agenda or viewpoint. These systems were meant to be neutral third parties and resources for all students. Without such accountability, one would not know whether these

reporting systems are working as intended. Ms. Jacobs also stressed the need for systems that support students who experience and report incidents of discrimination or harassment, such as case management and mental health resources. She also called on the UC administration to work on rebuilding trust with students following years of historic and systemic harm, so that students could trust the University to uphold their rights and freedom of speech. Ms. Jacobs urged the Regents to keep these suggestions in mind as they review the incident reporting process. The University should be mindful of the student perspective when considering administrative processes.

Committee Chair Leib stated that he requested this item because he had been told that the administration was slow to respond to complaints filed regarding classroom incidents.

Provost Newman introduced the item, an update following a request from Regents in May for information on resources for registering complaints about hostile class environments. There were campus offices that helped students navigate the reporting process and coordinated review and referral to other campus offices. This past year, each UC campus developed an annual notification process and maintained a webpage with policies, resources, and reporting options. These notifications were provided during student orientations and convocations, at new faculty and staff orientations, and via social media channels and notices posted on campus. Campuses worked very hard to ensure that students are aware of their rights and feel comfortable exercising them.

Deputy Provost Amy Lee explained the ways students could learn how to file and submit a complaint against a faculty member that was solely a Faculty Code of Conduct matter under Academic Personnel Manual (APM) Section 015. Students could ask their department chair, dean, or another administrator how to file a complaint; information was also available on each campus' website. Students who were ready to file a complaint could contact the campus provost, vice provost, academic affairs/academic personnel office, student affairs/dean of students' office, or an academic leader such as a department chair, dean, or associate dean. Students could also report a concern to the whistleblower hotline or seek guidance from the ombuds office. Half of the campuses had an online portal or complaint form. At other campuses, students could file a complaint with the campus Division of the Academic Senate or seek guidance from the ethics and compliance office or the student advocate's office. These many different avenues students could use to raise their concerns would be included in the next annual notification process to the campuses.

Committee Chair Leib expressed his wish to explore how one could receive a response more quickly. He stated his understanding that, while there was a timeline for conducting a formal investigation, there was no timeline for the Local Implementation Officer (LIO) following the initial complaint. Catherine Spear, Executive Director of the Systemwide Office of Civil Rights, replied that the LIO was the responsible point of contact for the Anti-Discrimination Policy, which had sections about the initial assessment of a report. There were time frames associated with reporting, and the individual making the report had the option of filing a complaint. Over the last year, campus LIOs have paid much attention to the initial assessment, which was to be made "as soon as practicable." LIOs sought to respond promptly to confirm a report and obtain information, even before a

student agrees to meet. Faculty and staff were also receiving prompt responses to their reports. Ms. Lee added that, under the new disciplinary process, the initial assessment would occur within 30 business days.

Committee Chair Leib stated his understanding that an individual would receive a response within 30 days. Ms. Lee stated that this was correct. Committee Chair Leib asked if the response would come from the LIO. Ms. Lee replied that the response would come from the office designated to respond to APM - 015 violations. New deadlines would be implemented in the fall. Ms. Spear added that 30 days was the goal for completing an initial assessment of a report, but offices would strive to respond much more quickly than that.

Regent Sures asked about the average amount of time that passes from receipt of complaint to full adjudication. Ms. Spear replied that she would follow up with that information. The time it takes to complete a full investigation could vary based on the number of parties involved, allegations, and potential policy violations. The goal was to complete the investigatory process within 60 to 90 business days; the systemwide average was slightly higher than that.

Regent Sures asked whether full adjudication occurred within six months. Ms. Spear stated that this was roughly the case and would include follow-up steps, including hearing and appeal rights. Regent Sures reiterated his request for data and noted that Regents were told that the process took over one year.

Regent Sures asked, of all the complaints UC received about professors in classrooms, how many times in the last five years administrative action has been taken as a result. Ms. Lee replied that such data were not centralized, and she would follow up with this information.

Regent Sures asked whether action was taken in particular circumstances. Ms. Newman responded in the affirmative. She acknowledged the value of reporting such outcomes to the Regents; the requested information would be provided.

Regent Sures asked if this information could potentially be provided by the next meeting. Ms. Newman responded in the affirmative, noting that this information would be gathered from campuses.

Regent Wang, referring to Ms. Jacobs' comments, asked whether reporting data could be shared anonymously to determine which populations were making use of reporting. Ms. Newman replied that the Office of the President (UCOP) had considered creating a systemwide data collection process but found that it would be very expensive. Instead, UCOP would compile data from the campuses based on a defined set of fields. These data would illustrate the progress of disciplinary cases and how long they took to adjudicate.

Regent Wang asked when campus data would be available. Ms. Newman replied that campuses were asked to implement these fields in the fall. Ms. Lee added that the data would be part of an annual report to the Regents.

Regent Wang asked what UC was doing to build trust on campuses, noting deep polarization across the U.S., and whether the updated time, place, and manner (TPM) policies were building trust, fostering dialogue, and supporting safety and freedom of speech. Ms. Newman noted the \$7 million that President Drake had released for campus programming consistent with each campus' culture, such as UCLA's Dialogue Across Difference Initiative. Cynthia Dávalos, Associate Vice President of Graduate, Undergraduate and Equity Affairs, added that as required by State Senate Bill 1287, every student would receive training this fall on TPM policies, the First Amendment, and harassment and discrimination. Her team was partnering with the Dialogue Across Difference Initiative, UC's National Center for Free Speech and Engagement, and the Systemwide Office of Civil Rights to develop this training event.

Regent Wang asked for a future agenda item discussing how campuses have used this funding and the impact of campus programming over the last year. Ms. Newman stated that campuses could report this, adding that repeated surveys of students addressed climate. Every member of faculty and staff were trained as responsible employees and were required to file a report if any student believes they experienced discrimination and harassment based on a protected category.

Committee Chair Leib acknowledged that there could be a cost associated with improving the incident reporting process. Ms. Newman suggested communicating timelines to students to set expectations and reduce tension.

The meeting adjourned at 3:25 p.m.

Attest:

Secretary and Chief of Staff