UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY
Videoconference Minutes
Monday, June 5, 2023

Attending: Melanie Cocco, Chair (UCI), Kathleen Bawn, Vice Chair (UCLA), Darlene Francis (UCB), Katie Harris (UCD), Manoj Kaplinghat (UCI), Dorothy Wiley (UCLA), Holley Moyes (UCM), Sara Lapan (UCR Alternate), Geoff Cook (UCSD), Thuan Le (UCSF), Julie Bianchini (UCSB), David Cuthbert (UCSC), Tricia Bertram-Gallant (Director, Academic Integrity Office, UCSD), Todd Greenspan (Executive Advisor, Academic Planning and Policy Development, IRAP), Carmen Corona (Director, Academic Planning and Policy, IRAP), Susan Cochran (Chair, Academic Senate), Brenda Abrams (Principal Policy Analyst, Academic Senate)

I.   Chair's Updates

Chair Cocco remarked that UCEP has completed several major tasks this year and, unlike last year, there will not be any items carrying over to 2023-2024. The agenda packet includes a report from Deloitte on UC Online which will be discussed by UCEP next year. The report is not comprehensive, and the analyst will ask the administration for the full document. The Intersegmental Committee of the Academic Senates (ICAS) approved standards for the new California General Education Transfer Curriculum (Cal-GETC). This is the final piece of ICAS's response to Assembly Bill 928 and Chair Cocco indicated that UC did not lower its standards but the bar has been raised for students transferring from the California Community College (CCC) system to the California State University (CSU) system.

The chair drafted a memo to Academic Council, which was informed by Provost Newman's consultation with Council on May 24th, regarding the approval of the UCSC Creative Technologies proposal. During the May 24th discussion, the provost made it clear that the plan is to turn UC into an online university, and Chair Cocco noted that Provost Newman was at the University of Massachusetts which created the online Global program. The online programs at UMass Global (UMG), Penn State World University, and other universities are separate entities, but UC's online degrees will not be separate. The provost has stated that, when done right, online and in-person instruction are equally good, and there is a claim that these degrees can be offered without significant expense.

Provost Newman dismissed concerns about cheating in online courses along with the suggestion that online programs may need to be monitored more closely than in-person ones. In addition, the provost informed Council that a new executive director has been hired for UC Online. Following the UCEP discussion in May about the data on distance education programs the committee would like to see (such as graduation rates), Chair Cocco met with Vice President Brown in Institutional Research and Academic Planning (IRAP) at UCOP to explore what IRAP can provide. The vice president thinks the data can be provided to the committee.

Chair Cocco shared UMG data with the committee:
- Provost Newman has reported that this online university has a 75% graduation rate but this figure includes master's degree students
- UMG's eight-year graduation rate for undergraduate students is 59%
- In 2021, UMG bought Brandman University, a major online university in California, and it is substantially more expensive than UC
- UMG policy sets the maximum class size at 35 and the average class size is 23 students

- However, UMG is able to keep class size small without significant expense because 85% of the faculty are part time and are not tenured or continuing faculty
- It is unclear how UC can maintain small online classes with tenured faculty without significant expense

Discussion: A member remarked that it is important for faculty to acknowledge their implicit biases with respect to online education and suggested that faculty should work with instructional designers.

II.   Consent Calendar

Action: The May 1st and May 15th videoconference minutes were approved.

III.   Consultation with Institutional Research & Academic Planning (IRAP)
  - *Todd Greenspan, Executive Advisor for Academic Planning and Policy Development, IRAP*
  - *Carmen Corona, Director, Academic Planning and Policy, IRAP*

According to Executive Advisor Greenspan, the chancellors want to achieve the big enrollment increase for 2023-2024 the Legislature has funded. IRAP asked the campuses to project their enrollment targets and it appears that UC should get close to the 8k FTE increase next year. In February, UC anticipated an increase of 4,600 FTE and the additional 3k will be freshmen and transfer students along with some projected growth in summer. UC's compact with the governor is driving the discussions about enrollment and requires growing by a total of 14k students by 2026-2027 (including the 8k FTE), but the campus multiyear plans fall short by about 2,500. The next step is to ask the chancellors if they want to revise the 2026-2027 plans.

Another topic for the chancellors is graduate enrollment, and the campuses proposed adding only 1,900 more graduate students by 2026-2027 whereas the compact calls for 2,500. Executive Advisor Greenspan indicated that the strike has resulted in significant uncertainty in terms of the graduate student enrollment and the Regents have asked for a presentation on this in September. The increase in graduate student enrollment will be in professional degrees, academic masters, and PhD programs but not self-supporting graduate degree programs. The funding is tied to enrollment and years ago the State stopped providing monies for faculty lines, so the campuses will make decisions about support for Senate faculty. UC is behind on the compact goal to increase ladder faculty by about 1,100 due to separations and because hiring has been flat the past few years.

Director Corona reported that IRAP is preparing a detailed report for the July Regents meeting on the compact. The report will discuss goals for undergraduate and graduate enrollment as it relates to California's workforce needs in Science, Technology Engineering and Math (STEM), as well as in health care and teacher preparation programs. This presentation was rescheduled from May to July and could possibly be postponed again.

Discussion: Chair Cocco reported that the Committee on Planning and Budget analyzed faculty hiring and determined that the 1,100 faculty will not be for new students but rather for the current student population. Executive Advisor Greenspan clarified that the compact calls for UC to double the number of student credit hours generated through undergraduate online courses. There are concerns about administrative and political decisions leading to a major influx of students being admitted and the pressure to teach them will prevent faculty from designing the best online curriculum possible. The Senate should strive to hold people accountable for providing students with support systems. Faculty

might think more purposefully about how online education is used and departments could be encouraged to come up with creative ways to offer some requirements online when the curriculum is suitable for that modality.

IV.   Consultation with the Academic Senate Office
   o   *Susan Cochran, Chair, Academic Senate*

Senate leadership has spent considerable time dealing with transfer from the CCCs, an effort involving the Academic Council Special Committee on Transfer Issues, Chair Cocco, and the chairs of the Board of Admissions and Relations with Schools and the Committee on Preparatory Education. Chair Cochran is a member of the Associate Degrees for Transfer Intersegmental Implementation Committee ("the AB 928 Committee"). Transfer is complicated because thousands of students, each with individual dreams, are attempting to attain four-year degrees by completing half of the work at one set of universities and the other half at another set. There is not a single approach to transfer that will work for all students, particularly because there are many different majors that can be pursued, but various stakeholders from Regents to lawmakers insist the transfer process can be simplified. During last week's ICAS meeting, the committee celebrated the completion of two years of work on Cal-GETC.

The State Senate approved the governor's proposed 5% increase in base funding for UC as well as monies to reduce the cost of swapping out non-resident undergraduates at UCB, UCLA and UCSD for California residents. It rejected the governor's requirement that UCLA participate in the transfer admission guarantee program and accept associate degrees for transfer (ADTs) as guarantees of admission for transfer students. The Office of the President (UCOP) and the Academic Senate have been focused on Assembly Bill (AB) 1749, sponsored by Assemblyman McCarty, which would make preparation for CSU and UC identical. The bill will require that UC accept students with ADTs and at least a 3.0 grade point average. One problem with AB 1749 is that all CCC students will be required to take higher order Math and Science courses not needed to transfer to CSU and which are very difficult for some students. UC has tried to explain to the governor's office and legislature that this bill will place unnecessary barriers in front of students, emphasizing that this approach is not student centered.

Academic Council received an update from UCOP's labor team on continuing issues with graduate student researcher (GSRs) and teaching assistants (TAs) and their unions. A central issue right now is that GSRs and TAs did not complete teacher preparation courses during the strike and in many cases were given the grade of unsatisfactory. The UAW is filing unfair labor practice complaints against UC, arguing that these courses are required for employment, thus the GSRs and TAs were free to strike and not complete them while UCOP's position is that the courses are academic. Faculty are concerned about their capacity to support student employees on grants going forward because the labor contract has significantly raised the cost of GSRs.

Chair Cochran has heard from campuses and departments that the number of new doctoral students admitted to UC for this coming fall has dropped precipitously. Administrators anticipated that graduate student in the Humanities would decrease but the biggest declines have been in STEM fields. Decreases appear to be happening in units that have a model of principal investigators (PIs) supporting graduate students with their grant funds even if those students are not directly in their labs, and this is the first place PIs are starting to cut back on expenses to deal with increased labor costs for GSRs. Additionally, the UAW's message about the difficulty of finding housing is dissuading GSRs from coming to UC.

Chair Cochran described Provost Newman's comments to Council about the future of undergraduate education at UC. The provost's idea is to employ both in-person and fully online modalities that emerge organically at the departmental level to make a UC education more accessible to all Californians. Provost Newman is planning a congress in August on reconfiguring graduate education and a congress on undergraduate education may follow. The Academic Planning Council (APC) has established a workgroup on the future of UC doctoral programs to be co-chaired by UCSB's divisional Senate chair and UCI's vice provost for graduate education and it is a response to issues that emerged in the context of having GSRs and TAs represented by a union. UCAP's chair and the vice provost of academic personnel at UCOP will co-chair another APC workgroup that will figure out how to implement achievement relative to opportunity principles for faculty harmed by the pandemic.

Senate leadership has met privately with several Regents unhappy with the Senate's approval of the systemwide regulation which establishes the residency requirement for undergraduates. Chair Cochran had the opportunity to talk to UCSC Chancellor Larive about the Creative Technologies proposal while attending the last Regents meeting and everyone involved with the program is committed to the success of this major. However, the Regents want fully online undergraduate education and degrees that do not distinguish between modalities, so Senate leadership is working with the provost on ways to address their concerns. This will be an ongoing issue.

Discussion: Although it is not addressed in Deloitte's report, Chair Cochran shared that the UC Online Advisory Committee discussed the issue of students enrolling in UC Online courses only to drop them once they are accepted into the in-person offerings. This work is a burden on registrars who have seen that most students will drop the UC Online class. The administration is rethinking the role of UC Online since various problems have prevented it from fulfilling the original goals for it. The program has moved from directly under the provost's office to the vice provost of graduate, undergraduate, and equity affairs, removing it from the core of the academic mission at UCOP. Chair Cochran has not met UC Online's new executive director and does not know what his responsibilities will be as the program is re-envisioned.

V.   Contract Cheating and Generative Artificial Intelligence
   o   *Tricia Bertram-Gallant, Director, Academic Integrity Office, UCSD*

- Instructors have to design fair and honest assessments to demonstrate learning so the university can certify that students have obtained particular levels of knowledge and ability.
- When anything goes wrong, the certifications UC issues start to lose value, which is where contract cheating and generative artificial intelligence (GenAI) come into play. Cheating has always been a problem but has become far easier and less detectable.
- Contract cheating is different because students can have someone else complete assignments or take class for them, and this is a huge industry that tells students life is too short to spend on academics, rationalizing cheating for students who might otherwise not have considered it.
- GenAI recently emerged and, while it was originally designed to complete sentences, it has evolved beyond programmers' training and does a variety of things well but is often unreliable or untruthful.
- Students can now outsource their work to not only other humans but to GenAI which is often free. Students might take what GenAI produces and modify it in an attempt to avoid detection, so their perception of their legitimate work is blurred.

- There are concerns about documents students are turning over to the third-party companies as well as the fact that students with the resources to access the paid versions of these products have an advantage over other students.
- Instructors at all levels need guidance and a good step is updating UCEP's annual statement about academic integrity.
- The urgency of this situation is such that Director Bertram-Gallant recommends the reconvening of the presidential working group on GenAI with a focus on its impact on teaching, assessment, learning, and integrity.
- The Certification Integrity Action Alliance seeks to increase regulation or legislation around contract cheating and GenAI.
- The Senate is encouraged to advocate for increased funding for resources related to teaching, learning, and assessment including computer-based testing centers on every campus for all courses regardless of modality. Testing centers are central to assessment security.
- At the campus level, workgroups should be tasked with creating guidelines to help faculty figure out how to: discuss contract cheating and GenAI with students; assess the impact on equity, privacy, security, and integrity; determine the impact on course and program approvals and processes with particular attention to online courses; and understand how students and faculty are thinking about and using GenAI.
- Faculty should receive compensation for incorporating GenAI into teaching and redesigning their assessments.

Discussion: All nine undergraduate campuses have testing centers with computers but, with the exception of UCSD, the centers are only for students who need accommodations. UC needs to move away from paper-based tests because they are expensive, have a negative environmental impact, and do not allow for individualized assessments. A key aspect of testing centers is they provide a secure environment and flexibility for when students take exams. In addition to testing centers at every UC campus, Director Bertram-Gallant suggested UC could have reciprocal agreements with the CCC and CSU systems to make centers available within a 45-minute drive from the home of any California student.

Based on Provost Newman's response to a question from Chair Cocco during UCEP's April meeting, the campuses will need to provide the financing for testing centers. The director asserted that this is a shared problem, and it would behoove UC to devise shared solutions rather than trying to reinvent the wheel on every campus, and UCOP could help coordinate this effort. Faculty have told the chair that they would be inclined to offer more online courses if testing centers were readily available. As online offerings increase there is concern about UC losing its reputation for rigor.

One way UCEP can help address this problem is to convince the Senate to advocate and be very vocal about contract cheating and GenAI. The Senate has been too quiet about the threat to the academic integrity of UC degrees which are the responsibility of the Senate. Director Bertram-Gallant reported that in anonymous surveys students indicate that something should be done about academic dishonesty and that policies related to GenAI are needed. An important question is how to educate students about why cheating is not in their best interest and will impact them in the long term. Students have told faculty they feel compelled to cheat due to intense pressure to achieve at a demanding university and to keep up with peers who cheat. The perception that people are cheating is one of the main drivers of academic dishonesty, and oral assessments or proctored exams may help alleviate the pressure to cheat.

The director posited that faculty and staff could leverage what GenAI can do to free up their time, such as designing individualized assessments, and that faculty should move away from using products like lab papers as artifacts of learning and instead assess the process, which is where oral assessments can help. At present, it might be easier to sell the idea of testing centers than to shift how assessment is done. Faculty can use test banks to generate different questions for each student, but they still must review questions for accuracy and appropriateness, and it was noted that students can share the questions they were asked. Director Bertram-Gallant remarked that assessments should be designed to test students on the concepts that have been taught. A member suggested that faculty consider reverse engineering assessment but there is a strong attachment to traditional grading, so a major culture change would be needed. The success of UC's online offerings depends in part on having a comprehensive response to academic dishonesty.

Multiple programs are supposed to detect if GenAI has been used in written assignments, but the software companies all admit that they are not effective and should not be used to accuse students of cheating. Director Bertram-Gallant shared links to a notice sent to UCSD faculty and to a student panel discussion on GenAI (https://adminrecords.ucsd.edu/Notices/2023/2023-5-17-1.html and https://youtu.be/y0P1KyM0ubE). The UCSD Academic Integrity Office has advised faculty that the information from these detection programs is not sufficient evidence of cheating and that they should talk to students about their writing process. It may be valuable for faculty and students to discuss when using GenAI can be productive versus when it can be harmful as well as to provide opportunities for students to practice using GenAI since it might be an integral part of their future professions.

The director advocates that faculty develop their class code of conduct or ethics with their students at the beginning of the academic year and the code can address when GenAI would be acceptable to use in a specific class. Student might be asked to critique something written by ChatGPT and identify its flaws which can help students learn to write at a more advanced level. Encouraging students to use Grammarly can be a constructive use of GenAI because this requires students' active involvement instead of passively accepting corrections made by their instructor. Much like faculty, students have questions about GenAI including computer science majors expressing concerns about it taking their jobs. It is likely that a considerable amount of research on GenAI will be forthcoming.

UCSD is the only campus with a dedicated academic integrity office with staff focused specifically on these issues, while at the other campuses academic integrity is subsumed under the student conduct offices. The director commented that academic integrity is related to both teaching and learning and student misconduct. One suggestion is that the director should be invited to Academic Council early in the academic year and meet with UCEP on a regular basis along with the Regents. Chair Cocco will continue advocating for testing centers. The director agreed that UCEP members can share the presentation slides with divisional committees but it would be best to include the video of the presentation to provide context. Members thanked Director Bertram-Gallant for the informative discussion and recommendations. Links to various resources were shared during the discussion:
- https://www.bestcolleges.com/research/college-students-ai-tools-survey/
- https://www.senecacollege.ca/news-and-events/seneca-news/seneca-partners-with-google-cloud-to-pilot-interactive-tutor.html
- https://ovptl.uci.edu/news/chatgpt-faqs-6-months-in-a-campuswide-message-from-ovptl-and-the-campus-writing-communication-coordinator/

VI.   Update and Approve Distribution of the Annual Reminder about Academic Integrity and Intellectual Property

Chair Cocco explained that the annual reminder about academic integrity and intellectual property is advice to faculty regarding the information that should be included in the syllabus.

Discussion: A member recommended commenting on GenAI in the reminder, and Director Bertram-Gallant remarked that since some faculty may want to use GenAI in their courses, UCEP probably should not advise them against this. Instead, students should be asked to disclose if they have utilized GenAI and how. The annual reminder was a response to the third-party contract cheating websites that emerged several years ago when committee members agreed it would be helpful to notify faculty about their options including sending take-down requests. This document is not intended to replace campus student handbooks which address issues related to plagiarism and other infractions. Students might not realize that the syllabus is a contract and the guidance in the reminder can help faculty craft a syllabus that would protect them in the event they make a complaint. The director pointed out that intellectual property law is no longer clear cut because of GenAI. Chair Cocco will send the updated document to the members for approval and it will then be sent to Council with a request that it be distributed to the divisions in fall.

VII.   Guidelines for Proposal Reviews and Update of UCEP Handbook
   o   *Darlene Francis (UCB) and Julie Bianchini (UCSB)*

Chair Cocco views the guidelines for proposal reviews as a living document that may be updated yearly as new proposal submissions uncover issues not covered in the document. The UCSB representative explained that revisions were made so the guidelines use language that is consistent with the Compendium.

Discussion: One question is how "rigor" will be measured and Chair Cocco clarified that the proposers are asked to describe how the program meets UC standards for academic rigor, not to compare its rigor to other programs. Members should review the guidelines following the meeting and confirm if they approve the document. Once approved, the guidelines will be included in the updated UCEP handbook.

VIII.   Best Practices for Online Education

Chair Cocco would like to title the document "Principles for Online Education" because it is not a study of best practices. The UCI representative recommended that the principles be shared with the divisional Senates. Sections of the document requiring the committee's attention were highlighted.

Discussion: Members discussed the edits that have been made to the document. The principles can be considered a living document that the committee may choose to revise as needed. In light of the provost's remarks to Council about nothing being intrinsically wrong with online education, the principles should stress that online education is, in fact, unproven and requires study. The administration is interested in admitting as many students as possible but have not given much consideration to ensuring they complete their education. Chair Cocco thanked the UCI and UCR representatives for their hard work on the principles over the course of this academic year.

Action: Members voted unanimously to approve the principles and send the document to Council.

IX.   Priorities and Goals for 2023-2024

Chair Cocco asked members to identify priorities and goals for next year.

Discussion: Members suggested topics including:
- academic integrity and online education
- large enrollment classes
- issues related to online education
- the review of the UC Washington Center
- the review of the Deloitte report on UC Online

X.   Campus Reports/Member Items

There were no Campus Reports or Member Items.

XI.   New Business/Executive Session

Chair Cocco thanked UCEP members and stated that it was a privilege to work with these faculty who care about students and want the best education and outcomes for them. The chair noted that there was a lot of hard work this year but hopes that serving was a good experience for everyone. Members thanked Chair Cocco for her leadership and gave her a round of applause.

Meeting adjourned at: 2 PM
Minutes prepared by: Brenda Abrams
Attest: Melanie Cocco