UNIVERSITY OF CALIFORNIA   ACADEMIC SENATE
UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY
Videoconference Minutes
Monday, October 5, 2020

Attending: Daniel Potter, Chair (UCD), Mary Lynch, Vice Chair (UCSF), Tony Keaveny (UCB), Katheryn Russ (UCD), Charles Smith (UCI), Megan McEvoy (UCLA), Matthew Hibbing (UCM), Juliann Allison (UCR), Geoffrey Cook (UCSD), Mary Brenner (UCSB), Tracy Larrabee (UCSC), Todd Greenspan (Director, Academic Planning), Ethan Savage (Analyst, Academic Planning), Mary Gauvain (Chair, Academic Senate), Robert Horwitz (Vice Chair, Academic Senate), Brenda Abrams (Principal Policy Analyst, Academic Senate)

I.   Welcome and Introductions

Chair Potter welcomed the members to the first UCEP meeting of the academic year. The analyst reminded the committee about the confidential nature of UCEP's discussions.

II.   Consultation with the Academic Senate Office
- *Mary Gauvain, Chair, Academic Senate*
- *Robert Horwitz, Vice Chair, Academic Senate*

Chair Gauvain and Vice Chair Horwitz introduced themselves, and Chair Gauvain noted that UCEP is a hard-working committee. The Regents met in September and the presentations largely revolved around the UC medical centers and the COVID-19 pandemic. The Regents are having ongoing discussions about the budgets for UC and the Office of the President. UCEP may be interested in seeing the report from the Regents' special task force on students' basic needs which should be completed soon. Meetings with administrators at the Office of the President largely focus on the budget, and different scenarios and models for how the shortfalls could be handled over the next several years are being studied.

Issues of educational policy, instructional delivery and student experience are coalescing because of the pandemic and remote instruction is at the center. It will be important for UCEP to pay attention to and keep Senate leadership updated about adaptations being made to instruction in the COVID-19 era. This year, the Senate is dealing with the decision the Regents made in May to eliminate the use of SAT/ACT scores in UC admissions and the first step is a feasibility study. Chair Gauvain is on the Feasibility Study Work Group's Steering Committee and Vice Chair Horwitz will co-chair the Working Group. Provost Michael Brown has assembled an impressive group of consultants to participate in this effort. The Work Group's recommendations will be submitted to the Regents in January 2021.

Chair Gauvain and Vice Chair Horwitz are considering how to establish a coherent systemwide approach to the climate crisis, using what UCSD's Senate is doing as a model. Vice Chair Horwitz explained UCSD engaged in a comprehensive process last year of thinking through how the UC system, campuses, and faculty can address the climate crisis. This goes beyond carbon neutrality to decarbonization and to changing current faculty practices and activities that might reorient research and teaching. UCSD's divisional Council has approved the task force report, and the Representative Assembly will consider it later this month. The report includes a series of recommendations to the Chancellor including creating a new standing committee of UCSD's Senate dedicated to ensuring follow through on actions related to the climate crisis. The question now is how to replicate this on a systemwide basis. Academic Council will ask divisional chairs to disseminate UCSD's report across their campuses to encourage discussion.

Vice Chair Horwitz reported that the Committee on Preparatory Education (UCOPE) will try to address issues related to the Entry Level Writing Requirement (ELWR) and the Analytical Writing Placement Exam (AWPE), Some campuses do not want to use the AWPE while others are in favor of the Exam, and a task force will be established to investigate the systemwide Requirement. Chair Gauvain mentioned that UCEP and the Board of Admissions and Relations with Schools (BOARS) will work with UCOPE on this effort. It was also noted that Chair Potter will represent UCEP on the Intersegmental Committee of the Academic Senates which also includes the Senate chair and vice chair along with the chairs of BOARS and UCOPE and representatives from the California Community College and the California State University systems.

Discussion: It is not yet clear how UCEP can be involved with the climate crisis work, but UCSD's task force had an education group. One question could be whether UC should have a required general education course on the climate crisis to ensure that students are educated about the issues. Faculty should consider the resources students are asked to use for their courses and shift to more environmentally friendly alternatives. Asked if remote instruction will be central to UC's response to the climate crisis, Chair Gauvain responded that some Regents are very interested in remote instruction as a way of increasing access to the university and this may dovetail with climate responsibility. However, UC will need to think carefully about how to thread the needle. Although remote instruction can have some environmental benefits, it also substantially changes what faculty do as educators and as researchers. and UC does not want to become an online institution. Some activities that sound like good ways to help the environment may not be and a quantitative analysis of this would be valuable.

The limited availability of housing close to campus has a local environmental impact because it leads to longer commutes. Strategies could include students and faculty dividing their time between being on campus and remote instruction, or sharing classrooms and offices. There is a tension between balancing pedagogical concerns with environmental and financial concerns. Administrators seem eager to utilize remote instruction after the pandemic in the interest of budgetary efficiency, but they do not acknowledge that neither faculty nor students are enjoying remote instruction. A member hopes that UCEP concentrates on what is best pedagogically, not just for the students but also for the instructors. It should also be noted that it is expensive and takes careful thinking to do online education well and there are hidden costs for course design and ongoing technical expertise. The remote instruction UC is providing due to the pandemic does not meet the standards of true online education.

Given the major losses to the UC system, and the medical centers in particular, there are concerns about how vulnerable faculty are to job losses or furloughs. Chair Gauvain commented that budgets are going to unfold differently at each campus over time, leading to different faculty experiences. Some medical center units, such as elective surgery, have more capacity for recovery than other units or the main campuses, which have different kinds of financial pressures. There will not be a one size fits all solution for UC's situation.

III.   Systemwide Review: The Online Undergraduate Degree Task Force Report

UCEP will have an initial discussion about the report from the Online Undergraduate Degree Task Force (OUDTF). The deadline for comments is December 9, 2020. Since Chair Potter was a member of the OUDTF, Vice Chair Lynch will lead UCEP's discussion. The Academic Council formed the task force to examine the implications of possibly creating full-time, online undergraduate degree programs at UC. The OUDTF began its work in fall 2019 before the COVID-19 pandemic began, but the crisis was not the main focus of the group's discussions and the task force made a distinction between the remote instruction required due to the pandemic and online education. Task force members held differing opinions about the value of online education, but everyone did agree that online courses have a role to play in undergraduate education. There was not consensus that undergraduate degrees could be done fully

online in a way that would meet the standards faculty consider appropriate for a University of California undergraduate degree.

The July 2020 report provides three distinct policy options with the strengths and weaknesses of each. The first option (UC-Quality On-campus Degree) would prohibit fully remote undergraduate degree programs and require at least one-third of all major units and also one-third of total units to be earned in non-remote courses. The second option (UC-Quality Remote Degree) would support the formation of entirely remote degree programs, but require that programs meet all ordinary expectations for a UC degree. The third option (Instruction-Only Remote Degree) would allow fully remote degree programs that satisfy the same coursework expectations as UC's face-to-face programs, but may not guarantee equivalent out of classroom opportunities. A model that was explicitly rejected was a program that would be taught by non-UC faculty that would cost less but may be of lower quality.

Discussion: Members are opposed to the Office of the President or any entities not affiliated with a campus offering degrees. Allowing the Innovative Learning Technology Initiative (ILTI) to offer degrees would be mission creep and resources would be redirected from the campuses to ILTI instead. Decisions about degree programs should be left to the campuses, not centralized at UCOP. One member does not object to a fully online undergraduate degree but believes that the degree title should be different. Another member objects to the focus on theoretical or aspirational traits of a UC degree rather than on the actual required traits of the degree. UCEP can comment on the task force's assumption about UC quality which speaks to the quality of the report. Members could think about the attributes of UC quality that may or may not be able deliverable online. It is important to figure out when online education works best, such as differences based on discipline or between freshman and upper division students. It would be difficult to offer courses that involve experiential learning like apprenticeships, labs or performance online.

One thing to keep in mind is the value of students being in the same physical setting as faculty and other students and the importance of learning that occurs outside of classrooms. A member argued that it may be necessary to rethink what is required to get a degree. Another member recommended considering what undergraduate education would look like if the budget were not a concern and where online instruction would fit in. Vice Chair Lynch pointed out that UC's budget will be a problem for many years ahead, so one question is how to provide high quality education that is also resource efficient. There will be challenging trade-offs. All systemwide Senate committees have the opportunity to opine on the OUDTF report and Council may ask UCEP to discuss the feedback and make recommendations. Members should discuss the report with their divisional committees and Vice Chair Lynch will provide questions to help focus those conversations.

IV.   Updating Systemwide Senate Regulations

Chair Potter reported that the pandemic brought attention to problems with the way certain systemwide Senate Regulations (SR) are written. A list of regulations that may need to be updated along with suggested changes was compiled in the spring, and the chair has noted which changes could be prioritized. UCEP has already proposed a revision to SR 630, the senior residency requirement. The Committee on Rules and Jurisdiction issued a ruling that "courses in residence" includes online courses that offered by the student's home campus and this clarification could be added to SR 610. The Coordinating Committee on Graduate Affairs should handle any changes to SR 694 on graduate student residency.

There are issues related to Pass/No Pass grading and the minimum grade point average (GPA) required to be in good standing and to satisfy the ELWR. The fundamental issue here is that five of the nine undergraduate campuses have a C- as the minimum for a passing grade and the other four have a C. The question is whether UCEP would want to recommend that all campuses adopt a C as the minimum for a

passing grade, which would be consistent with the minimum GPA of 2.0 to be in good standing and to graduate. The committee should consider if campuses would resist such a change.

Discussion: The passing grade for the ELWR could be changed to a C-. A member questioned whether changing grading would have an impact on equity and student success. Another member suggests postponing the discussion about any permanent changes to Pass/No Pass and C/C- until the pandemic is over. At some campuses a C- is a failing grade and students can retake the course. UCSC set a C- as failing after a good deal of thought and there would be resistance to changing it. Students taking courses for Pass/No Pass will run into problems with their financial aid, which requires a 2.0 GPA. Last year, a committee member suggested students should be able to take all courses for Pass/Not Pass and earn a degree but at some campuses this would result in a 1.7 GPA.

Chair Potter would like members to discuss changing the passing grade to a C at all campuses with their divisional committees to help determine if UCEP should pursue this matter. The point was made that campuses will need a reason to consider making this change beyond making grading consistent across the system. One member argued that from an equity perspective, there is no precision in grading and it would be more equitable and straightforward to use A, B, C, and D without breaking the grade down into plus and minus. The analyst recommended UCEP ask Academic Council's ELWR task force to look at the C/C- issue.

## V.	Intercampus Recognition of Transferable Minors

Chair Potter was contacted by the Associate Vice Chancellor of Undergraduate Education and Dean of Summer Sessions, Study Abroad, and Lifelong Learning at UCB to ask UCEP to consider if students could receive credit at another UC campus for a minor completed at a different campus. This would apply to any minor offered by one campuses that is not available at another campus. UCEP could decide that this should not be done or recommend specific approaches.

Discussion: According to the UCB representative, this matter was not sent to Berkeley's Undergraduate Council and the UCB Senate office stated the matter should be sent to directly to UCEP instead. Analyst Savage noted that there could be problems with the different number of units and classes at the semester and quarter campuses, and that there are probably other administrative issues. Chair Potter would like each campus to consider whether there should be intercampus recognition of minors and how this would be implemented.

## VI.	Consultation with the Office of the President
- *Todd Greenspan, Director, Academic Planning, IRAP*
- *Ethan Savage, Analyst, Academic Planning, IRAP*

The committee has received links to recent presentations to the Regents and to the 2020 University of California Undergraduate Experience Survey (UCUES). UCUES included a number of questions about students' experience with remote instruction in the spring. The undergraduate deans have met twice monthly over the summer and have held lengthy discussions about proctoring of online courses and identifying new approaches to assessments in online and in-person courses.

Discussion: A member expressed concern about the push to enroll graduate students in professional master's degree programs and Vice Chair Horwitz believes the Senate needs to take a close look at the self-supporting graduate degree programs (SSGDPs). SSGDPs struggle to support the faculty involved and threaten to cannibalize undergraduate programs.

## VII.	Campus Plans for Anti-Racism Curriculum

Vice Chair Lynch reported that schools at UCSF have developed anti-racism curriculum, an effort that has been driven by students of color who raised concerns how faculty work with and perceive them. One student pointed out that no one teaching or grading her were faculty of color. The concerns raise difficult issues that faculty may not easily understand. The School of Nursing invited representatives from the Office of Student Rights and Responsibilities to talk about how words can be harmful and how to respond when that happens. Teaching an anti-racism curriculum requires a certain level or preparedness and readiness on the part of faculty. UCSF faculty have been told not to conduct any assessments of students the week before and after the upcoming presidential election because of the possibility that students may be in distress over the outcome. UCEP members are asked to describe what is happening on their campuses in terms of anti-racism curriculum.

Discussion: UCSC's Center for Innovative Teaching and Learning is offering voluntary workshops which have been well-attended. UCSB faculty are participating in various workshops, but it is not apparent that anyone is stepping up to address the need for anti-racism curriculum. Students of color at UCSC have encouraged other students to email the faculty who have made their experience better. The difference between anti-racism and inclusion is unclear. UCD's chancellor set up an office of Diversity, Equity, and Inclusion to serve as a clearinghouse and to elevate and support the work of small programs across campus supporting diversity and inclusion. The Undergraduate Council at UCD has explored the overlap between student success and diversity and inclusion issues. Many students from underrepresented groups come from under-resourced school districts and have a harder time persisting or are pushed out of certain majors in part because of lack of preparation.

Anti-racism curriculum means faculty take active efforts to limit harm in their work and are positively moving forward to advocate for their students. Students are wondering if this is just the issue of the day and if things will simply revert to how they were done in the past. The UCSC representative published a paper with colleagues about inclusive teaching and how equity gaps were closed in a STEM class (http://respect2020.stcbp.org/wp-content/uploads/2020/08/8_Experience_24_paper_71.pdf). A member commented that when you are not part of the "group" there are things you cannot say and things you cannot understand, and this has to be accepted. The Committee on Committees should do a better job with respect to diversity when appointing faculty to Senate committees.

It is not clear at the moment if a set of guiding principles related to anti-racism curriculum are needed or if there are other ways UCEP can help. Members can think about their approach to learning, the language used in teaching, and how faculty behave with one another and with students. However, there is no central faculty leadership that will lead to change, and it may be insufficient for every campus to do its own thing. The analyst suggested inviting Vice Provost for Diversity, Equity and Inclusion to an upcoming UCEP meeting.

VIII.   Grading, Academic Integrity and Student Mental Health

Chair Potter indicated that faculty are aware of an increase in mental health challenges among students, and the COVID-19 pandemic has significantly increased the incidence of conditions, including major depressive disorder. Dissatisfaction with remote instruction is not equally distributed across different student populations. Added to this is an apparent increase in violations of academic integrity, including the website Chegg's tutoring service which students are using to cheat on coursework and exams.

Discussion: The UCB representative found that one quarter of his students cheated on a recent exam, and remarked that students feel they have to cheat in order to keep up. The campus culture relentlessly pushes students to get As and telling students about the honor code will not help with this pressure Students understand academic integrity but they are learning in order to get an A for a course. Not having a final

exam is one idea but many faculty members would oppose this. There are students who ask faculty to indicate precisely what they want to see, and some faculty focus on rigor to the point where they lose sight of the student experience and student success.

When classes were in person, vulnerable students were able to seek out faculty but remote instruction removes that opportunity. Students are increasingly at risk for substance abuse and self-harm, and they should be encouraged to reach out to faculty for help. One dilemma is how to get in touch with students who have stopped showing up for remote lectures. Faculty should consider ways to make learning less stressful and less damaging to students' self-esteem. Chair Potter suggested that members think about how UCEP can help address concerns about student wellbeing and mental health.

IX. Simple Name Change for U.C. Berkeley's College of Natural Resources

As a Compendium Committee, UCEP is asked to approve UCB's request to change the name of the College of Natural Resources to the Gordon Rausser College of Natural Resources in honor of Gordon Rausser, a former member of their faculty who gave a $50 million gift to the program.

Discussion: Members noted that buildings on different campuses are being renamed, so it is important that the background of this donor has been vetted.

Action: The motion was made and seconded to allow UCB to rename the College of Natural Resources to the Gordon Rausser College of Natural Resources, and the committee voted to approve the name change.

X. Goals and Priorities for 2020-2021

This topic was not discussed.

XI. New Business

The UCSC representative explained that the Santa Cruz Extension program offers a certificate in medical devices which the divisional committee has been asked to review. However, the committee has no expertise in this field. The representative would like to know if there is a policy about a University Extension program offering certificates in fields where there is no expertise at their associated campus. Director Greenspan thinks there may be a Senate policy for approval of extension courses that offer UC credit and the Extension deans may have guidelines for certificate programs. The UCSC representative will send the information to the committee analyst who will also look for relevant policies.

The analyst indicated that every effort will be made to limit UCEP's videoconferences to four hours. In order to do this, the committee should be prepared to handle business over email whenever feasible.

XII. Executive Session

There was no Executive Session.

Videoconference adjourned at: 2 PM
Minutes prepared by: Brenda Abrams
Attest: Dan Potter