UNIVERSITY OF CALIFORNIA   ACADEMIC SENATE
UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY
Videoconference Minutes
Monday, December 5, 2022

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), Eric Schwitzgebel (UCR), Stephane Mel (UCSD Alternate), Thuan Le (UCSF), Julie Bianchini (UCSB), David Cuthbert (UCSC), James Weichert (Undergraduate Student Representative, UCB), Sadaf Bandeali (Graduate Student Representative),Todd Greenspan (Director, Academic Planning), Susan Cochran (Chair, Academic Senate), Jim Steintrager (Vice Chair, Academic Senate), Brenda Abrams (Principal Policy Analyst, Academic Senate)

I.   **Consultation with the Academic Senate Office**
      - *Susan Cochran, Chair, Academic Senate*
      - *Jim Steintrager, Vice Chair, Academic Senate*

- During the last Regents meeting, the Senate presented the results from the spring 2022 survey of faculty to the Academic and Student Affairs Committee.
- Senate leadership attended the Regents retreat where there was discussion about adding more students to the campuses, increasing efficiencies, and translating faculty work products into social good and patents. The faculty and staff advisors offered input regarding what happens in classrooms, administrative offices, and research labs which was a positive.
- Academic Council approved the new Senate Regulation (SR) 479, the California General Education Transfer Curriculum (Cal-GETC) for California Community College (CCC) students transferring to the California State University (CSU) or UC systems. This was required by Assembly Bill (AB) 928
- AB 928 also established the Associate Degree for Transfer Intersegmental Implementation Committee which will make recommendations to the governor for streamlining transfer.
- The Office of the President (UCOP) continues to negotiate with the UAW union which is representing the graduate students while the Senate focuses on providing guidance to faculty.
- Chair Cochran acknowledged the difficult situation faculty are in due to the strike and indicated that the model for graduate student funding will need to be examined.

Discussion: Chair Cocco described disruptive behavior strikers are engaging in and Chair Cochran indicated these incidents should be reported to the labor relations in campus human resources offices to be investigated. Decisions about grading options and deadlines are made at the campus level, not by UCOP but there is a good deal of communication and coordination among the divisional Senate chairs so there is awareness of what is occurring across the system. Senate leadership and faculty are concerned about the strike's impact on the students who were already vulnerable and division Senate chairs are talking with registrars about procedures to protect these students.

Chair Cocco asked if the Senate will be involved with selecting the faculty executive director for UC Online, noting that the position only requires a bachelor's degree. Vice Chair Steintrager is on the search committee and Chair Cochran has also been in touch with Vice Provost Gullatt regarding the search. A member asked about the language in SR 479 that allows colleges or school at UC to not accept Cal-GETC as satisfactory completion of its lower-division general education requirements. Chair Cochran explained that this language is related to UC's constitutional autonomy and that campuses admit CCC students who have not completed the Intersegmental General Education

Transfer Curriculum which Cal-GETC will replace. Everyone is trying to make it possible for students who want a four-year degree from CSU or UC, and the Legislature has stepped in to make transfer less complicated and confusing. At the same time, CSU and UC are committed to student success and not requiring Cal-GETC will allow them to continue being student-centered. It was suggested that the Senate should send clarification about this language to the campuses.

II.   Chair's Updates

- Council discussed the feedback from the systemwide review of SR 630.E and sent the comments back to UCEP to come up with a revision.
- Council determined that the feedback from the systemwide review of the Entry Level Writing Requirement Task Force report should be sent to the Committee on Preparatory Education.
- Chair Cocco described the unfair labor practice charges filed by the UAW which include: increased pay or benefits (there are no charges about decreased pay or hours); failure to provide accurate information about students on fellowships; failure to negotiate; conducting surveys about work/life balance; and intimidation for removing strike posters from display cases where no posters are permitted. The union would not have been able to legally call for this strike without having charges of unfair labor practices as justification.

III.   Consent Calendar

Action: UCEP's November 7, 2022 videoconference minutes were approved.

IV.   Program Proposals and Draft Guidelines for Proposal Reviews

➢ *UCB's Master of Advanced Study in Engineering proposal:*
- This will be a self-supporting degree program that will have 24 units in four areas: technical foundation, technical depth, technical breadth, and a capstone project.
- Students will complete 22 asynchronous online, one-unit courses and a two-unit capstone and they can choose from seven different engineering areas. It is an interdisciplinary program targeting working professionals.
- UCB expects about 200 students to be enrolled at a given time and students will be admitted three times during the calendar year. Forty Senate faculty and five adjuncts will participate.
- The market research was positive and the federal government's CHIPS act means there will be an increased need for semiconductor chip manufacturing and workforce development.
- It will be a flexible program that allows students to work at their own pace and develop a curriculum that meets their needs. There will be 100 courses, 35 available each term, and a third of the courses will be refreshed each year. Forty-five courses have already been approved by UCB's Committee on Courses of Instruction and the program will work with Coursera.
- The campus projects that the program will be revenue positive after year four.
- One weakness of the proposal is that only 55 of 247 engineering faculty voted on the program, with 32 voting yes, 10 voting no and 13 abstaining. A second vote was to occur, but the outcome is not reported, raising concerns about faculty support.
- Another concern is how this fully online asynchronous program will work when 15% of the students will be out-of-state and 65% will be international. The proposal does not state how many hours of instruction will be provided for each single unit course. Almost all of the instruction will be asynchronous and there will be only one hour of office hours a week but it is not clear if the office hour engagement is optional or required.

- There are also questions about the distinction between a correspondence degree and an online degree at the master's level and the proposal does not indicate how many contact and instructional hours would be involved in a one unit course with a two unit theses at the end.

Discussion: UC is not accredited to teach students outside of California, but members are not sure if this applies to graduate student programs. There is skepticism about whether the proposed program will provide the level of engagement and interaction with faculty that should be demanded for online programs in the UC system. A member argued that there are different ways to measure engagement of students in learning experiences that may not involve the faculty member although it is challenging to design asynchronous courses that have engagement activities. The order in which students will be expected to complete the courses is not clearly explained in the proposal.

Chair Cocco indicated that the Coordinating Committee on Graduate Affairs is responsible for reviewing mater's level programs, so UCEP should consider the potential impact of this program on the quality of undergraduate education. A member recommended compiling a set of best practices related to the concerns the committee has identified which could be useful for campuses when they are developing proposals in the future. Many existing self-supporting master's degree programs have figured out what is required to offer good online degree programs and future proposers can demonstrate that they have considered best practices in the design of their programs. Developing a list of best practices may require the review and assessment of current programs.

Action: Members voted to not approve UCB's Master of Advanced Study in Engineering proposal.

➢ ***UCI's School of Population and Public Health proposal:***
- The campus submitted a lengthy and thorough proposal which includes letters of support and endorsement from Senate committees, several deans and other stakeholders.
- The school will be comprised of four major departments: Epidemiology and Biostatistics; Environment and Occupational Health; Health, Society and Behavior; and Population Health and Disease Prevention.
- The proposal does not explain if the goals of combining the departments are improving the infrastructure and efficiency or reducing costs.
- There is no information about the ratio of the applicant pool to the number of students who will be accepted which would demonstrate demand for the program.
- Specific information about diversity, equity and inclusion as well as funding and financial support for students is not included in the proposal.
- The reviewers appreciated the effort that was put into developing the proposal.

Discussion: There is a concern about resources being shifted from Arts and Humanities programs when new schools are created. One suggestion is to include students on the school's standing committees. A member questioned whether all relevant stakeholders were consulted but Chair Cocco indicated that every Senate committee at UCI had the opportunity to weigh in and there were several iterations of the proposal.

Action: Eleven members voted to approve the proposal and one voted against.

Chair Cocco thanked the reviewers for their work and indicated that the discussion about the draft guidelines for proposal reviews will be postponed until January.

V.   Consultation with Institutional Research & Academic Planning
- *Todd Greenspan, Director, Academic Planning, IRAP*
- *Ethan Savage, Analyst, Academic Planning, IRAP*

o IRAP will meet with the chancellors this week to discuss the 2030 enrollment plan.
o Based on information from the campuses, 2023 systemwide enrollment is estimated to be about 1k more undergraduates but because of the big deficit of FTE in the summer and because students are taking slightly fewer units than pre-pandemic, FTE decreased by over 250.
o Funding from the Legislature and the compact with the governor depends on UC growing by 8k FTE in 2023-2023 but campuses anticipate growing by about 4k. UCOP will propose an enrollment plan to the state that would spread the additional enrollment over the next four years of the compact, so campuses would grow by up to 3500 FTE a year for the next four years. Some of this growth can be summer enrollment, students returning to prior course taking patterns, and by actual new students.
o The compact includes funding for faculty hiring but campuses make decisions about hiring Senate faculty.

Discussion: Chair Cocco mentioned that, as a result of the strike, teaching assistants will get a salary increase and this might be funded by hiring fewer faculty.

VI.   Draft Principles for Online Majors and Minors
- *Manoj Kaplinghat (UCI) and Eric Schwitzgebel (UCR)*

The principles document has been updated and now includes some information from the Online Undergraduate Degree Program Task Force report. It has sections on motivation, challenges, online courses, and online majors. The document describes issues related to engagement and equity and it establishes that an online major should be similar in quality to in-person majors. The Western Association of Schools and Colleges Senior College and University Commission (WSCUC) definition of an online course is used as the basis for a working definition of an online major. The ten principles are guided by: student engagement with faculty and other students; the assessment of online courses; equity for students from disadvantaged backgrounds; and quality. The representatives attempted to consider online majors and minors from the perspective of students in terms of the different interactions and experiences they have in their junior and senior years.

Chair Cocco reviewed a presentation prepared for Council on academic integrity that highlights issues related to cheating in the midst of increased online instruction. There is one third-party contract cheating website that, rather than simply providing students class notes, employs 70k experts with master's and Ph.D.'s in Math, Science, Technology, Engineering who work freelance and are online 24 hours per day seven days a week to provide step-by-step answers to questions posted by subscribers who might be actively taking online exams. Some of the contract cheating websites offer a money back guarantee for an A while other sites offer students 50% off their first exam. The chair found over 100 companies that will write papers for students for $10 to $15 a page.

Studies have found that two-thirds of students admit to cheating on at least one assignment in college. Chair Cocco advised Council that there should be rooms on campus for in-person exams for online courses to prevent students from utilizing the cheating websites and faculty should be aware of how cheating is occurring. Additionally, faculty should consider highlighting academic integrity in teaching statements, and UCEP's principles document should include strong cautions about these websites which are multibillion dollar companies.

Discussion: One concern is about the 50% threshold language because people outside of the Senate will not understand that an online course could require an in-person component. The proposed three-year review cycle is based on self-supporting graduate degree programs and it would have significant workload implications but the ten year review cycle for traditional majors might be too long. The principles document should discuss hybrid and hyflex courses because they may be defined differently across the system. Hyflex courses are required to have the same level of engagement, making them more demanding and resource intensive and faculty have to explain how the online environment will be monitored. UCEP should consider the need for guidance about asynchronous courses. Demonstrating that students are engaged with the course material is difficult and the principles could recommend that faculty work with instructional designers. Chair Cocco thanked the UCI and UCR representatives for working on the principles document and explained that UCEP will continue discussing it.

VII.   Proposed Residency Requirement ~ Senate Regulation 630. E

Chair Cocco described the feedback from the systemwide review of SR 630.E and shared a proposed revision that should address the questions and concerns raised by the divisions. The chair suggests referring to the policy as the "campus experience requirement" instead of the "residency requirement" and one campus proposed using "on location" instead of "in person." The revision also clarifies that classes taken during the summer will count towards the requirement.

UCB and UCI indicated that they do not track which courses are more than 50% online and the proposed regulation includes that the rationale for keeping track is because every campus has to be accredited and WSCUC wants to know how many courses being taught are more than 50% online. Federal financial aid rules require engagement activities for online instruction, and an institution should be able to provide a list of the courses with online instruction and the two engagement activities for them. If there are no engagement activities, the courses are regarded as correspondence courses and students who take more than 50 of their units in correspondence courses cannot receive federal financial aid.

Discussion: Members commented that the phrase "in person" makes more sense than "on location" in terms of what is meant and it is easier to understand. Chair Cocco met with UCSC's divisional chair to discuss the proposal for a Creative Technologies online program and clarified that SR 630.E would not prevent this campus from having an online major but it does prevent the program from prohibiting students in the online major from ever setting foot on campus. The campus experience policy means students must be on campus for at least a year and students in the Creative Technologies program would take the five elective courses in person. The Creative Technologies proposal will need to be revised if SR 630.E is approved. Chair Cocco remarked that UC does not know if fully online programs will fail or if the students will fail to complete the courses and degree, so requiring one year on a campus will provide data on whether isolation is a problem for students and if degree and course completion rates are comparable to those for fully in-person classes.

UCM tracks all courses and limits the number of online courses students can take to 50% of all of courses and no students are close to this limit as of now. This is a preventative measure because this division does not want students to get accidental online majors. Chair Cocco noted that campuses will be able to apply for a variance of SR 630.E that will need to be approved by UCEP. It might be useful for another committee member to review the feedback from the systemwide review to make sure no critical details have been overlooked.

Action: Twelve members voted in support of the revision of SR 630.E and sending it to Council.

VIII.   Reports from Representatives on Other Committees

The UCSC representative described the recent meeting of the UC Education Abroad Program (EAP) Advisory Committee. The EAP's executive director indicated that it has been challenging to recruit directors because the different calendars do not align, so EAP is trying to adjust the amount of time that someone spends on site. The executive director explained that, while directors are recruited every November, EAP is not recruiting now because current directors have not completed their two-year commitment or have opted to serve another year. Some institutions have reported that there have been directors who never checking in with the institutions but instead focus on their own research. In addition, there have been a few incidents of inappropriate behavior so a few directors have been asked to vacate their positions.

One major issue was the budget situation following the COVID-19 pandemic since few students were studying abroad. Participation started to increase last year, and EAP is approaching normal numbers now with the possibility of more growth next year. But the program was significantly under-funded since its revenue is generated by student participation, so UCOP made a one-time contribution by way of the CARES act to stabilize the program. The analyst clarified that UCEP representation is written into the charge for the UCEAP Advisory Committee as well as other groups like the UC Washington D. C. Center and UC Online advisory councils.

IX.   Vote on UCEP's In-Person Meeting

Chair Cocco asked members to vote on whether the committee should have one or two in-person meetings at UCOP.

Action: The majority of members voted for having one in-person meeting in 2023 and the chair and analyst will identify the best date.

X.   New Business/Executive Session

Chair Cocco encouraged members to consider if they are interested in becoming the vice chair of the committee next year.

The chair explained that the Academic Council's Special Committee on Transfer Issues has asked UCEP for feedback on a proposed process for reviewing UC's twenty transfer pathways.

Discussion: The committee did not have any feedback on the proposed process for reviewing the transfer pathways.

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