

The Regents of the University of California

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

May 20, 2020

The Academic and Student Affairs Committee met on the above date by teleconference meeting conducted in accordance with Paragraph 3 of Governor Newsom's Executive Order N-29-20.

Members present: Regents Anguiano, Butler, Elliott, Kieffer, Lansing, Ortiz Oakley, Reilly, Weddle, and Zettel; Ex officio members Napolitano and Pérez; Advisory members Gauvain and Stegura; Chancellors Block, Larive, May, Wilcox, Yang, and Interim Chancellor Brostrom; Staff Advisor Klimow

In attendance: Regents Blum, Cohen, Estolano, Guber, Kounalakis, Leib, Makarechian, Park, Sherman, Simmons, and Um, Regents-designate Mart and Muwwakkil, Faculty Representative Bhavnani, Secretary and Chief of Staff Shaw, General Counsel Robinson, Chief Investment Officer Bachher, Provost Brown, Executive Vice President Byington, Executive Vice President and Chief Operating Officer Nava, Interim Executive Vice President and Chief Financial Officer Jenny, Vice Presidents Brown and Nation, Interim Vice President Lloyd, Chancellors Christ, Gillman, Hawgood, and Khosla, and Recording Secretary Li

The meeting convened at 12:00 p.m. with Committee Chair Anguiano presiding.

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

Upon motion duly made and seconded, the minutes of the meeting of March 18, 2020 were approved, Regents Anguiano, Butler, Elliott, Kieffer, Lansing, Napolitano, Ortiz Oakley, Reilly, Weddle, and Zettel voting "aye."<sup>1</sup>

**2. UPDATE OF COVID-19 IMPACT ON THE UNIVERSITY OF CALIFORNIA: ACADEMIC AND STUDENT ISSUES**

[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 Brown clarified that the presentation would report on what happened during the transition to remote instruction in response to the COVID-19 pandemic rather than plans for future remote instruction. The University has rapidly taken steps to support educational continuity while reducing the spread of COVID-19. On or around March 10, UC began to suspend in-person instruction and shifted to remote instruction. By March 19, California issued a statewide stay-at-home order, and transition to remote instruction was challenging for all campuses. Quarter system campuses had to make quick decisions about

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

examinations and the spring term. Semester system campuses had to make changes to the current semester, as well as make earlier decisions about commencement and summer instruction. Students had to make rapid changes as well, moving off campus while maintaining progress toward their degrees. With the help of campus resources and instructors with online instruction experience, instructors were able to convert most courses to remote instruction. The stay-at-home order prevented instructors from using innovative, on-campus education technologies, such as group data analysis and interactive displays. Field study, the UC Washington Center, and the Education Abroad Program were shut down. Some UC Center Sacramento programs could continue remotely, but internship experiences were affected. Laboratory and studio courses were especially challenging to convert, but some instructors found innovative ways to do so. The UC Davis College of Biological Sciences consolidated all upper division capstone laboratory courses into one “mega-course” focused on COVID-19. The necessity of hands-on experience in laboratory courses made them more difficult to convert and more likely to be cancelled. Campuses were considering boot camps for laboratory skills during summer session so students could succeed in future laboratory classes. With regard to proctoring and assessing online examinations, there were concerns about the integrity of certain types of examinations. Monitoring students in their homes was a challenge, and there were privacy concerns. Mr. Brown commended the Academic Senate for addressing many academic issues, such as extending grading flexibility systemwide. Understanding how students learn in this environment was ongoing.

Vice President Brown shared that the Office of the President (UCOP) partnered with UC Undergraduate Experience Survey (UCUES) directors and the Academic Senate to develop survey questions about COVID-19 and remote instruction. Preliminary survey results showed that students appreciated campuses’ shift to remote instruction and commitment to student health and well-being. Students were concerned about effective learning and performance on examinations due to remote learning and the pandemic. Students missed the on-campus experience, felt isolated from friends, and had difficulty interacting with other students. They wished to return to campus in the fall. Campuses were engaged in scenario planning and holding virtual yield events to attract freshman transfer and graduate students. The number of statements of intent to register was nearing campus targets. Summer melt, a phenomenon in which prospective college students “melt away” during the summer and do not attend college in the fall, was expected to increase this year. UC was nearing its two-year enrollment goal with the State, because undergraduate students, especially those in quarter system campuses, were taking more courses in the spring, and many were registering for summer online courses. Over 90 percent of students who responded planned to reenroll in the fall; one percent did not plan to reenroll; and the rest were unsure. UCOP was sharing these early UCUES responses to help campuses with fall planning.

Mr. Brown thanked Committee Chair Anguiano for her questions regarding the transition to remote instruction, noting that they helped shape this presentation.

Committee Chair Anguiano expressed her wish that future presentations on this topic be more data-driven, with information such as the percentage of in-person classes that could not convert to remote instruction and the transition's effects on retention and mental health.

Committee Chair Anguiano introduced Student Observer Luna Sebastian for her remarks. Ms. Sebastian stated that she is a political science major at UC Riverside. She thanked the University for its work adapting to the pandemic. While many students wished to return to campus in the fall, she called attention to concerns about safety. Ms. Sebastian was open to not returning to campus in the fall if that meant fewer lives would be at risk.

Regent Kieffer noted the longtime plans for the University to develop and use more online instruction. He asked for a future agenda item discussing lessons learned from efforts to transition to remote or online instruction; what could be pursued in the future; and what cost reductions could result from online instruction, if any. Mr. Brown replied that there were several lessons learned from the transition. First, online learning could be used to support surge space during renovations. Second, he echoed remarks made by Regent Pérez earlier in the meeting that events like the current pandemic tend to amplify inequity. Some students were thriving in this environment, taking more course credits and progressing more quickly toward degree completion, while other students were unable to participate effectively. These students did not have an isolated environment to participate in performance courses or in verbal dialogue. Many of these students lived in multi-generational homes, and it might be safer for some students to be on campus.

Regent Kieffer asked whether there was any reason to build auditoriums with hundreds of seats when students were only listening to lectures. Mr. Brown acknowledged that many faculty did not prefer lecture halls as a means of conveying instruction and felt it was forced upon them. There were comparative advantages with online instruction in terms of broader access. The university environment was designed to promote and facilitate learning, including extracurricular and co-curricular learning, and it was difficult to put that experience online. Some students do not need it, but other students do. UC must learn who thrives in what types of educational experiences and optimize them.

Ms. Brown stated that UCUES has received about 35,000 of its usual 60,000 to 70,000 responses. About 50,000 courses were transferred to remote instruction, and the difficulties of converting studio and laboratory courses were being addressed. Comparing remote instruction to online instruction has been challenging, in part because the stay-at-home order has prevented faculty from accessing technology for developing online courses. Campuses were using cloud technology to make their most popular courses more available, and students and faculty were using teleconferencing software to replicate as much of the classroom experience as possible. In light of UC's 2030 goals, there was a particular interest in learning about the experiences of first-generation and Pell Grant recipient students during the pandemic. More data would be shared in future meetings. Mr. Brown added that campuses were collecting and evaluating their data, and some faculty were conducting studies. The University would amass and integrate what it has learned.

Committee Chair Anguiano urged nuanced thinking and noted that remote, hybrid, online, and adaptive learning were different and affected disciplines differently. UC needed more data on the effectiveness of these types of learning for different disciplines and courses.

Regent Park stated that UC Health had a more data-driven approach than UC's academic enterprise. As summer approaches, there would be an important opportunity for the academic enterprise to consider the kind of data it was collecting and how it planned to use that data to improve the academic experience, remote instruction, and online modalities. The University should have a concrete plan. UCUES provided good insight but was one of many types of data to collect. She asked how the chancellors were collecting data with a view toward improving the academic enterprise. Chancellor Gillman replied that one of several major studies that UC Irvine was conducting was the UCI Next Generation Undergraduate Success Measurement Project, which was funded by the Andrew W. Mellon Foundation and designed to be very systematic and nuanced in determining undergraduate success and successful teaching outcomes. In response to the pandemic, the study began asking students questions about remote instruction and mental health experiences. Data collection was ongoing, and he offered to share initial data released on May 12 with the Regents. UC Irvine was also collecting data on popular courses and how switching to remote instruction was affecting subpopulations of students. Campuses were working at a very nuanced level to better understand these outcomes. Chancellor Gillman offered to share more about what his campus was doing. Regent Park asked about data from faculty on delivering instruction and the technology used. There were things beyond the student experience that would affect the changes UC should make. Chancellor Gillman agreed.

Chancellor Yang stated that he has been videotaping the course he was teaching and received positive responses from students who preferred that flexibility. Some students have asked for the option to attend class on campus or remotely in the fall. Faculty might want to try remote instruction if they are not comfortable returning to the classroom, especially older faculty. UC Santa Barbara was working with professors daily to determine a way to reopen in the fall semester.

Regent Park acknowledged that UC Health is different but underscored that the academic enterprise should take a similar approach to data collection.

Regent Ortiz Oakley stated that the University should not view the current situation as episodic but rather an evolution to be embraced. UC should be intentional in its approach. He suggested gathering experts from fields such as learning, science, and technology-enabled learning to prepare faculty for this long-term transition. Otherwise, a student's bad experience in an in-person class would be the same via teleconference. This was directly related to faculty's ability to teach remotely, their comfort with it, and the way a classroom is organized. He asked whether these issues were considered. Mr. Brown replied that most people believed that a fundamental change has occurred. He clarified that this presentation was about what the experience has been. The transition was still ongoing; the University was still in crisis mode as it tried to plan for the future. Campuses were using what they were learning from this experience to think and plan. He compared the situation to flying a plane while building it. Systemwide, the Academic Senate's University Committee on

Educational Policy (UCEP) was actively thinking through these issues. His team was working both with the UCEP and the campuses. Ms. Brown added that campus provosts, vice provosts, and deans of undergraduate education have been meeting weekly and engaging in triage decision-making. Data would inform UC's actions for the fall and the future. In addition to UCUES dashboards, the Senate was collecting data from faculty as well. It might take one or two terms to evaluate the data, given the ongoing changes to grading and teaching. UCOP planned to leverage the data from various campus studies. Mr. Brown added that the Academic Senate has a task force on online education.

Regent Ortiz Oakley suggested acquiring expertise from other universities. He called attention to the financial implications of this transition, adding that UC should anticipate being in this situation for a long period of time. In his May revision of the State Budget, Governor Newsom has asked the segments of higher education to adopt a single learning management system for online learning. He asked whether there have been any reactions to that request. Mr. Brown responded in the negative. There was not one learning management system shared across the University. One challenge that some campuses faced while transitioning was having multiple learning management systems within one campus. Each learning management system had commonalities but emphasized something different. This was currently being studied.

Faculty Representative Bhavnani shared that the Academic Senate has an Online Undergraduate Degree Task Force exploring the prospect of online degrees with consideration of equity concerns. UCEP developed a survey on the transition to remote instruction; about 25 percent of faculty have responded. A parallel survey for students was also planned, but Ms. Brown, concerned about survey fatigue, asked that it be incorporated into UCUES. Of the responses so far, about 60 percent of faculty and students felt that students were learning much less under remote instruction. Students reported missing contact with each other, and faculty reported missing contact with students. There were issues of finance as well. It took one to 1.5 years and resources to develop good pedagogy for online courses. UC transitioned to remote instruction in ten to 14 days. More data was forthcoming.

Committee Chair Anguiano asked whether the Academic Senate was considering hybrid instruction, in which a portion of classes are taught online and a portion are taught in person. Ms. Bhavnani replied that the Task Force would present a report to the Academic Council in June. People who taught online courses were part of the Task Force. In her view, hybrid instruction might be the best choice so the students can still have the on-campus experience and a sense of community with their classmates.

Regent Weddle urged campus and systemwide leadership to regard students as stakeholders when making decisions about pedagogy and the COVID-19 response. Student involvement in decision-making has varied across the campuses. She also asked how UC was supporting graduate students, whose research has been disrupted. Mr. Brown responded that a number of academic and student support issues, such as extending time-to-degree, were being actively pursued on all campuses, especially for doctoral students. This was a high priority for faculty. President Napolitano added that UC has been

advocating strongly in Washington, D.C. for the extension of grant terms so that graduate students whose research or grant work was interrupted could have extra time and stay funded. Mr. Brown stated that campus residency has been maintained at the graduate and undergraduate levels.

Regent Reilly echoed the call for survey data from faculty and graduate students and commended the efforts of students, staff, and faculty. Ms. Bhavnani stated that she would share that data.

Regent Makarechian asked what has been learned and how it would be used in the future. He asked whether UC would bring students back to the dormitories, forcing them to borrow money. UC was also discussing whether to eliminate the SAT/ACT, which would save students money. He recalled his own college experience in crowded lecture halls. The data collected could be used to restructure the first two years of undergraduate education, and the money saved could be invested into upper division and graduate students. He asked who could look into this and prepare a report. Students attending UC were coming to some of the most expensive regions in the state. Mr. Brown concurred that this needed to be vigorously studied and that it needed to inform how the University proceeds.

Regent-designate Muwwakkil asked what lessons had been learned from this experience regarding graduate students, particularly undocumented or international graduate students. He asked whether campuses, as time-to-degree was extended, planned to bridge the gap in CARES Act and other federal funding to these students. He also asked if housing contracts would be extended commensurately for these students. Mr. Brown explained that doctoral students were, in effect, paid to attend UC. The University was pursuing interventions for grants. Campuses were addressing issues with tuition waivers. All the campuses shared a uniform concern about supporting students under severe financial constraints. Ms. Brown added that UCOP could compare responses from the Ph.D. Career Pathways Survey with those from UCUES.

Committee Chair Anguiano asked whether the faculty survey asked questions about their current experience with remote learning or their longer-term experience with online learning. Ms. Bhavnani replied that the survey asked faculty to compare their experience teaching online courses to the experience of remote instruction. Institutional Research and Academic Planning at UCOP could help examine those responses in more detail. Generally, faculty preferred online instruction to remote instruction, especially since they had to transition to the latter so rapidly. Ms. Brown stated that she found that the additional comments from both surveys have provided a much better understanding of people's experiences and suggestions for improvement. These data were available to the campuses via online dashboards available to campuses for making present and future decisions.

Regent Estolano applauded Regent Makarechian for asking about the implications of the pandemic for resources, construction, and the undergraduate residential experience. She emphasized the value of on-campus experience and was heartened by the Senate task force, and she hoped that a systemwide task force has been created to consider how lessons learned could be applied to expanding access to more people and redesigning the residential

experience, particularly for first-generation students. UC should make the most of this opportunity for a scientific analysis of the campuses' different approaches and a discussion of its future. She wished to see bold recommendations on ways to reengineer the graduate and undergraduate student experience. Mr. Brown replied that the Academic Senate was engaged in these discussions before the pandemic and that campuses had their own studies. He could explore coordinating and integrating them for a systemwide perspective. Regent Estolano stated that it was very expensive to educate students or expand the University using the existing model. This was a chance to determine whether UC could become accessible to a broader spectrum of students.

Regent Guber noted that teachers were now essentially performers on camera and needed to be trained as such so that the curriculum is resonant, memorable, and actionable. Teachers do not only convey information; they are also conveying engagement.

Committee Chair Anguiano expressed her agreement that the University should consider the long-term implications for accessibility and affordability.

Regent Pérez cautioned against stratifying access according to people's needs. UC should determine the modalities that align best with successful student outcomes. He emphasized the difference between online instruction and the remote instruction that was the result of this emergency transition.

The meeting adjourned at 1:05 p.m.

Attest:

Secretary and Chief of Staff