The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
March 16, 2022

The Academic and Student Affairs Committee met on the above date at UCSF-Mission Bay Conference Center, 1675 Owens Street, San Francisco and by teleconference meeting conducted in accordance with California Government Code §§ 11133.

Members present:	Regents Anguiano, Elliott, Hernandez, Park, and Torres; Ex officio member Drake, Advisory members Blas Pedral, Cochran, and Timmons; Chancellors Block, Larive, May, and Yang; Staff Advisor Tseng
In attendance:	Assistant Secretary Lyall, General Counsel Robinson, Provost Brown, Vice President Brown, Chancellor Wilcox, and Recording Secretary Li

The meeting convened at 1:50 p.m. with Committee Chair Park presiding.

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

    Upon motion duly made and seconded, the minutes of the meeting of January 19, 2022 were approved, Regents Anguiano, Drake, Elliott, Hernandez, Park, and Torres voting "aye."[1]

2. **APPROVAL OF MULTI-YEAR PLANS FOR PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR FOUR GRADUATE PROFESSIONAL DEGREE PROGRAMS**

    The President of the University recommended approval of the multi-year plans for charging Professional Degree Supplemental Tuition (PDST) for four graduate professional degree programs as shown in Display 1.

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

DISPLAY 1: Proposed Professional Degree Supplemental Tuition Levels[1] for Four Programs

	Current Level			Proposed Level		
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Public Health, UC Berkeley						
Resident PDST Level	$10,176	$10,176	$10,176			
Nonresident PDST Level	$10,176	$10,176	$10,176			
Joint Medical Program, UC Berkeley-UC San Francisco[2]						
Resident PDST Level	$24,486	$24,486	$24,486			
Nonresident PDST Level	$24,486	$24,486	$24,486			
Law, UCLA						
Resident PDST Level	$38,532	$39.688	$41,672	$43,756	$45,944	$48,240
Nonresident PDST Level	$34,558	$37,950	$41,672	$43,756	$45,944	$48,240
Business, UC Riverside						
Resident PDST Level	$32,148	$33,111	$34,104	$35,127	$36,180	$37,266
Nonresident PDST Level	$32,148	$33,111	$34,104	$35,127	$36,180	$37,266

[1] The amounts reflect the maximum PDST levels to be assessed, effective as of the academic year indicated. Assessing PDST levels less than the level indicated requires approval by the President with the concurrence of the Chancellor. PDST levels may be assessed beyond the period covering the program's approved multi-year plan but not in excess of the maximum levels specified in the final year.
[2] The Joint Medical Program is a five-year program, in which the first 2.5 years are at UC Berkeley. The PDST levels in the display are for the first half (2.5 years) of the program at UC Berkeley. Students are assessed the PDST levels for the UC San Francisco Medicine program in the second half of the program at UC San Francisco.

[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 introduced the item, an action to approve the multi-year tuition plans of four existing professional degree programs. The UCLA Law and UC Riverside Business programs sought increases to their Professional Degree Supplemental Tuition (PDST), but the UC Berkeley Public Health program and the UCB-UCSF Joint Medical Program did not. PDST supplemented State support and allowed the University's professional schools to maintain program quality as well as advance diversity and competitiveness. The programs were designed to address employment markets for various professional services. Mr. Brown stated that he and Office of the President (UCOP) staff have reviewed these proposals and worked closely with campuses to ensure that each proposal addressed objectives of concern to the Regents: maintaining instructional quality and student academic support, minimizing cost and student debt obligations, supporting student public service ambitions, demonstrating effective student consultation, and advancing diversity and inclusiveness. All four proposals met the requirements of Regents Policy 3103: Policy on Professional Degree Supplemental Tuition.

Jennifer L. Mnookin, Dean of the UCLA School Law, stated that the School had about 1,000 J.D. students and a number of self-supporting students receiving a master's degree in law. The School of Law was one of strongest in the country in environmental law, immigration law, and critical race studies, as well as in private sector areas such as business and tax law, entertainment law, and technology. Aside from becoming leading attorneys in many areas, many graduates pursue public interest work. The program proposed a three percent increase of resident PDST next year, followed by permission to increase PDST up

to five percent for the following four years. Nonresident PDST would grow by a greater amount to achieve parity with resident PDST. The School of Law spent about 40 percent of PDST on financial aid and would continue doing so with these increases. The School of Law would remain the second lowest costing law school among top 20 in the nation and would still be well below the average cost of public and private peer schools. PDST for all UC law schools had been frozen at 2012–13 levels through 2018–19. The School of Law achieved modest increases among its underrepresented student population in the last several years and planned to continue using PDST to maintain access and affordability, redistribute financial aid, and support diversity, equity, and inclusion. The School of Law also wished to bolster student services and continue investing in its clinical and experiential programs, which provided practical lawyering experiences that served unmet lawyering needs in the community. These programs were fiscally intensive because the student-faculty ratio must be kept low. Furthermore, the physical plant had ongoing, substantial needs. Inflation was central to conversations internally and with students when developing this proposal. The School of Law was one of the strongest schools in its cohort for socioeconomic diversity.

Regent Anguiano asked if there were special financial aid programs for students who wish to pursue public service careers. Ms. Mnookin replied that the School of Law provided support for students working at nonprofit and government organizations during their summers in law school and was growing the amount. The School of Law also funded postgraduate fellowships in public interest law, because finding one's first job in public interest law could be more difficult than finding private sector jobs. The loan assistance program has been more generous in recent years; the loans of graduates who remain in lower-income forms of law practice for ten years were completely forgiven. In the interim, UCLA fully covered loan payments of graduates earning up to $75,000 and partially covered payments of those earning up to $100,000.

Regent-designate Blas Pedral asked whether the summer funding for public service work was guaranteed or applied for, and how many students pursued this path. Ms. Mnookin replied that an application was required, but funding was guaranteed to all who go through the application process. Several hundred students were funded each year. Participants were required to engage in ten hours of pro bono work, half of which could be work training.

Regent-designate Blas Pedral asked about the conversations with students regarding inflation. Ms. Mnookin replied that the School of Law engaged with several student groups: the dean's student advisory committee, student government, and student affinity and identity groups. All three groups supported the proposal. Students recognized that stable, consistent, and anticipated increases were needed to provide students with their desired opportunities and education. The School of Law initially proposed a lower increase of three percent for two years due to the COVID-19 pandemic, but students reasoned that it would be more equitable to have consistent increases over time.

Regent Hernandez asked why PDST is not incorporated into regular tuition costs. Ms. Mnookin responded that the School of Law tries to be as clear and transparent as

possible about the total cost of attendance. This was comprised of the basic UC tuition, PDST, and campus fees. How these costs were separated was not a School of Law decision.

Committee Chair Park noted the materials and technology fee in the budget and asked what additional technology the School of Law was offering. UCLA Assistant Dean Steve Yu replied that the School of Law building has its own classrooms and did not receive funding from the campus. No money from the PDST increases was allocated to the instructional side of the budget, so the materials and technology fee was a separate line item. This fee covered classroom technology, the network, and audio/visual (A/V) equipment.

Committee Chair Park asked if this technology was representative of modern classrooms. Mr. Yu replied that classrooms were kept as modern as possible but noted the high cost of A/V equipment. Ms. Mnookin added that School of Law classrooms might not match the technological standards of peer schools, but they were all video-equipped to record classes for students who could not attend due to COVID-19 exposure or illness. School of Law classrooms were better equipped than some parts of the UCLA campus.

Committee Chair Park asked what percentage of students pursued public interest careers. Ms. Mnookin replied that this varied by year. About two-thirds of students took their first position in a private law firm, and one-third clerked for judges or went into public interest or government work. A number of people worked in the private sector for a period of time and then transitioned into public interest work, and vice versa. About one-quarter pursued public interest or government work as their first opportunity out of law school.

Committee Chair Park asked whether UCLA stayed in contact with graduates regarding the federal loan forgiveness programs. Ms. Mnookin noted that some graduates' loans were fully forgiven after ten years. The School of Law was fairly active in staying in contact with graduates but did not have a full-time counselor for them. Public interest career counselors have been added, as were new scholarships that have some overlap with public interest. For instance, the Achievement Fellows Program provided a full-tuition scholarship for academically strong students who overcame significant obstacles; a number of graduates from this program were pursuing public interest careers. The School of Law ranked fourth in the U.S. for the number of students who receive a Skadden Fellowship.

Committee Chair Park suggested surveying students on what kinds of ongoing counseling they wished to receive.

Committee Chair Park noted that there was not much improvement in the number of Hispanic/Latino(a) faculty. Ms. Mnookin replied that there was a broader pipeline issue regarding Hispanic/Latino(a) individuals entering the law teaching profession. In the last year, the School of Law has engaged in targeted searches for black and Native American law faculty. Next year's search would focus on hiring a Latino(a) faculty member.

Committee Chair Park asked if School of Law enrollees were reflective of the underrepresented students in applicant and admit pools. Ms. Mnookin replied that the numbers for underrepresented student admissions were slightly higher than those of

underrepresented student applications. She stated that she could provide these data. Recently, a philanthropic gift enabled the creation of a new set of full-tuition scholarships for students pursuing tribal advocacy, and the number of students pursuing this work doubled. There has been a roughly 20 percent increase in black and Latino(a) enrollees.

Yunzeng Wang, Dean of the UC Riverside School of Business, stated that the MBA program has awarded over 2,000 degrees since its launch in 1983. The School of Business aimed to unlock potential through exceptional educational experiences and foster success in a collaborative environment, thereby contributing to the upward mobility of its diverse student population. *U.S. News & World Report* ranked UCR number one in the nation for social mobility for three consecutive years and ranked its MBA program among the top 100 MBA programs in the nation. The School of Business proposed increasing PDST by three percent every year for five years to address inflation, support financial aid, and maintain program excellence. The increase would be used to hire additional faculty to improve the student-faculty ratio, hire additional staff to expand instructional support and prepare students for entry into the workforce, and provide additional scholarships to improve program diversity. A minimum of 33 percent of PDST would be going to financial aid. In recent years, the program has implemented strategies to diversify its student body, recruiting from the UCR undergraduate population, other campuses, and from the California State University. The program offered support to underrepresented minority (URM) student organizations and worked with the Hispanic Chambers of Commerce to recruit students from among their employees and place UCR students into their businesses. Targeted scholarships were offered to URM and low-income students. While enrollment data have shown some positive trends in diversity, these strategies were just a starting point. Much more work was needed to diversify faculty. Last year, UCR hired a woman faculty member, and this year, an African American faculty member, a Latino faculty member, and a woman faculty member. UCOP recently approved $500,000 in funding for UC Riverside to hire four additional diverse faculty members.

Committee Chair Park, referring to the written materials, asked why the trend line in the program's application and enrollment data has occurred. Mr. Wang replied that the pandemic played a major role in these data. In the last five to seven years, UCR launched multiple parallel programs, and trends and student interest could also have an effect on the programs students choose. UCR wished to attract more resident students to the MBA program, which was the School of Business' signature program.

Committee Chair Park remarked that the program's areas of concentration seemed traditional and asked if prospective students might be interested in new industry or entrepreneurship. Mr. Wang replied in the affirmative but noted the long history of the MBA program in business schools, where the addition of specialist programs in some schools has had an impact on more traditional programs. The UCR School of Business was focused on strengthening its MBA program but was also evolving the curriculum to account for new trends.

Committee Chair Park, referring to the written materials, asked why the median salary was lower than salaries of graduates of competitor schools. Mr. Wang acknowledged this,

adding that efforts have been made to improve salaries. Last year, the average salary of a School of Business graduate was $85,000. This was reasonable in the Inland Empire, which lacked headquarters of top companies but had government and public service entities, as well as logistics companies. Outreach needed to go beyond the Inland Empire.

Regent Anguiano noted that student debt seemed higher than at comparator schools. She asked how the program would decrease student debt load over time. Mr. Wang replied that the School of Business was taking two approaches: providing more financial aid and finding higher-paying jobs for students. Part of the PDST would help expand these efforts.

Committee Chair Park stated that Regents wished to see improved faculty diversity, higher graduates' salaries, and lower rates of student debt the next time this program is presented.

Michael Lu, Dean of the UC Berkeley School of Public Health, stated that PDST would remain at 2021–22 levels through to 2023–24. The master's degree and doctorate degree programs were designed to train change makers who advocate for health equity and social justice worldwide. The School of Public Health, ranked eighth in the nation, has doubled the percentage of underrepresented students from 12 to 29 percent in the last three years. In-state, two-year MPH students paid tuition and fees that were slightly below the average of public peer institutions and $33,000 less than private peers. The School generated about $4 million in PDST last year; 46 percent was allocated to supporting student services and staff benefits, and 42 percent to supporting graduate student instructors. PDST funding for financial aid was $260,000, because the School had $5.7 million in other restricted funds for scholarships and fellowships last year. The School was proposing no PDST increase because it was more financially secure than it had been three years ago, maintaining a balanced budget through improved fiscal management and increased revenue generation. The School removed structural deficits and grew its philanthropic efforts, receiving a $7 million gift from Blue Shield to create a pipeline for underrepresented students pursuing a public health career. In consultation with students and faculty, the School decided not to propose a PDST increase in light of the financial impact of COVID-19 on students and their families.

The UCB-UCSF Joint Medical Program (JMP) was the only medical school program embedded in a School of Public Health. JMP students spent 2.5 years at UC Berkeley and 2.5 years at UCSF and graduated with a master's degree and M.D. JMP trained doctors to provide the best patient care and fight for health equity and social justice, and the program was working hard to become more diverse, inclusive, and anti-racist. Overall numbers of underrepresented faculty and students were better than the national average, but more could be done. In-state students paid slightly above average compared with public peer institutions and $80,000 less over five years compared with private peers. About 90 percent of PDST was spent on faculty salaries and benefits, while other restricted funds were used to exceed the 33 percent return-to-aid threshold. In the past few years, JMP eliminated over $300,000 in annual structural deficits and raised more than $1 million in philanthropy to balance its budget for the first time in over a decade. In consultation with faculty and students, JMP proposed no increase in PDST for the next two years.

Committee Chair Park noted a decline in black and Latino(a) ladder-rank faculty at the School of Public Health. Dr. Lu replied that, prior to his arrival, the School lost 20 percent of its ladder-rank faculty due to retirement or separations, and was working to recruit more diverse faculty. The search committee underwent unconscious bias training, equity advisors played a larger role in recruitment, and candidates submitted diversity statements and made diversity presentations. The School has been successful in recruiting more diverse faculty, having hired ten black faculty members and ten Latino(a) faculty members. Dr. Lu expressed confidence that the School would be able to demonstrate the outcome of these efforts in two years.

Committee Chair Park asked about earnings for graduates of the School of Public Health's MPH program. UC Berkeley Public Health Assistant Dean for Students Quin Hussey replied that a fair number of graduates choose to work in the public sector, which did not pay at higher levels. The average entering salary was $75,000 to $90,000 per year. Graduates who worked in the private sector or in health care would be paid more.

Committee Chair Park, referring to the written materials, asked why "Benefits/UC Retirement Plan (UCRP) Cost" was a standalone line item in JMP's current PDST. Dr. Lu stated that he would provide the Regents with more information.

Committee Chair Park asked if JMP's efforts to increase Hispanic and Latino(a) enrollment in the written materials were proposed or in progress, and if there were other things the program could do. Dr. Lu acknowledged that there was more that could be done. Some of the biggest barriers to medical education have been financial, so JMP augmented its efforts to raise funds for scholarships and fellowships, especially for underrepresented students. There had also been a lack of intentional outreach, but with new leadership as of last year, JMP was making a more concerted effort to reach out to the California State University and the community colleges in order to build a pipeline. JMP could do more to build a sense of community and belonging within the program; this required diversifying the faculty. The program could also improve the support it provides to underrepresented minority (URM) students, as JMP's best ambassadors were its current URM students. JMP was also tackling climate issues by incorporating more anti-racist pedagogy in the curriculum and medical school training, as well as addressing issues related to power, privilege, and positionality.

Committee Chair Park suggested that all the programs consider what assistance could be given to graduate students who choose public interest careers, such as ensuring that they avail themselves of federal loan forgiveness opportunities.

Regent Elliott recalled that the Regents had previously approved three rather than five years of JMP's PDST program due to concerns about the lack of any plans for improving student diversity. Noting that the number of URM students has remained flat, Regent Elliott asked what would be different that would improve those numbers. Dr. Lu replied that JMP had new leadership and a new commitment to diversity, inclusion, and anti-racism. After the last PDST approval, unaddressed structural issues necessitated the resignation of the former director and the recruitment of the current director, who was committed to diversity

and social justice goals. Dr. Lu expressed optimism about the direction that JMP had taken. The program was doing what it had not done before.

Provost Brown explained that the JMP curriculum has evolved to be far more intentional and inclusive, and would soon be followed by the hiring of faculty that reflected that evolution. Dr. Lu expressed agreement. In the last year, JMP has worked to ensure that there was a clear, strategic vision for training, leveraging the opportunities that come with being the only such joint program. JMP was exploring how it could equip the next generation of physicians and public health leaders to advance health equity, fight for social justice, and dismantle the institutional racism that underlies health disparities in the U.S. The program was making sure that its curriculum was giving students the right competencies, and that it was recruiting students who wished to address health disparities. Regent Elliott expressed confidence in JMP's commitment.

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board, Regents Anguiano, Elliott, Hernandez, Park, and Torres voting "aye."

3. **TRANSFER PATHWAYS: ASSOCIATE IN SCIENCE FOR TRANSFER DEGREES IN CHEMISTRY AND PHYSICS**

[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 introduced the item. The Associate in Science for Transfer degrees in Chemistry and Physics built on the UC Pathways+ transfer guarantee program, ensuring that students transferring via these pathways earn an associate degree and complete the requirements needed for timely graduation from the University.

Executive Director Monica Lin reviewed the three UC transfer options: UC Transfer Pathways (UCTP), the transfer admission guarantee (TAG), and Pathways+. The UCTP degrees in Chemistry and Physics were developed by the UC Academic Senate and the California Community Colleges Academic Senate, and there was significant overlap between UCTP degrees and California State University (CSU) Associate Degrees for Transfer (ADTs). Unlike ADTs, however, UCTP degrees did not have a 60-unit cap. This constraint could pose challenges for community colleges as they develop ADTs with appropriate major preparation in science, technology, engineering, and mathematics (STEM) fields. Also unlike ADTs, UCTP degrees were designed with the expectation that some general education courses could be completed after transfer, which was typical in STEM majors with extensive lower division major preparation. Those who complete a UCTP degree earned an associate degree from their community college. Like the ADT, community colleges developed UCTP degrees based on their faculty's templates; this provided students with a college-specific roadmap of courses. These associate degree templates might be revised after the three segments of public higher education jointly create a singular general education pathway for transfer pursuant to Assembly Bill 928. Ms. Lin presented a table comparing the ADT and UCTP in Physics. The UCTP degree required

more major preparation courses and fewer general education courses. Twelve California Community Colleges have developed 21 UCTP degrees, 12 in Chemistry and nine in Physics, and began to offer them in fall 2021. More community colleges were expected to offer UCTP degrees in the coming years.

UC Santa Cruz Professor David Smith stated that the B.S. in Physics had a large, heavily sequential set of upper division requirements that was virtually universal in the U.S. and which left transfer students little margin for exploration or error. UC Physics faculty have devoted much effort to make sure that a two-year pathway to graduation is possible. Two courses added to the UCTP degree in Physics, Linear Algebra and Differential Equations, were prerequisites for nearly all upper division Physics courses. Transfer students were not accustomed to the pace and urgency at UC, and had less preparation and institutional familiarity than juniors who were freshman entrants. Additional major preparation at community colleges would allow for some flexibility in coursework at UC and could help transfer students overcome opportunity gaps. For instance, engaging in research led to improved graduate education opportunities. Flexibility allowed students to explore courses that were advantageous to career or education goals, or to recover from a misstep without extending time-to-degree. UCTP degrees placed a greater emphasis on major preparation courses because they were more difficult to make up than general education courses. Students with ADTs could still meet minimum transfer requirements for Physics and Chemistry at some UC campuses, and there were other transfer routes as long as a campus' minimum course requirements are satisfied.

Mendocino College Transfer Counselor and Articulation Officer Mark Osea shared the primary tools California Community College counselors and advisors use to assist students. One tool was the ASSIST website, which shows which courses accepted by CSU and UC campuses were available at community colleges, as well as CSU and UC selection criteria. Another tool was the UC Transfer Admission Planner (TAP), where students could create an initial profile that indicated their desired transfer major and campus, as well as the community college courses they planned to complete. Community college counselors encouraged students to complete the TAP early in order to connect with UC campus support programs, and UC counselors had access to students' TAPs so they could suggest courses that would make the students more competitive. Students would submit their TAP to the University for consideration as a Transfer Admission Guarantee. The last tool was the UC financial aid website, which counselors used to inform students about grants and scholarships like the Blue and Gold Program.

Committee Chair Park, noting the extensive course requirements in order to apply to CSU and UC as a Physics major, asked if UC consulted with CSU regarding the design of the ADT. Mr. Smith replied that the UCTP degree in Physics was the result of negotiation among faculty but was not required to transfer to UC. Some UC campuses' requirements were the same as the ADT. Multiple paths provided equity to students who do not choose an individual transfer degree. Mr. Smith underscored the complexity of transfer and the importance of the counseling that students receive at the community colleges.

Committee Chair Park asked Ms. Lin about next steps, such as increasing the number of community colleges offering UCTP degrees. Ms. Lin replied that the decision to develop UCTP degrees was made at any given community college. The UCTP degrees in Chemistry and Physics were pilot efforts that UC would be monitoring and from which other UCTP degrees could be modeled.

Mr. Brown asked how this pilot program would be evaluated for impact on student access and success. Executive Director Han Mi Yoon-Wu replied that the University would want to know how many students take advantage of the program and assess time-to-degree of the first cohort. A long trajectory was anticipated before good data would be available. Systemwide, there were 1,000 applicants interested in Chemistry and 500 in Physics; these were not large numbers.

Committee Chair Park asked if no other degrees would be developed until the pilot program is evaluated. Ms. Yoon-Wu replied that it would depend on how much the California Community Colleges have to do to update their degree templates to comply with AB 928. If many community college degrees needed to be modified, more STEM degrees could be added, or the community colleges might ask UC for the chance to catch up.

Committee Chair Park expressed her wish that the University continue reaching out to the community colleges regarding these degrees beyond the pilot phase.

Regent Anguiano asked about the outreach strategy for expanding the program to the other community colleges. Ms. Lin responded that the California Community Colleges Chancellor's Office announced the opportunity to develop these degrees in advance to give local community colleges time to determine general education preparation requirements in light of UCTP major preparation requirements. Ms. Lin offered to contact the California Community Colleges Chancellor's Office for a status update on degrees in development.

Regent Hernandez asked what the greatest barrier was that kept other community college campuses from offering UCTP degrees. Mr. Osea replied that the benefits of a UCTP were not clear. UCTP degrees took more time to complete, the selection criteria at some UC campuses were more extensive than others, and there were other ways to transfer to the University. He suggested better communication of the benefits and guarantees for students offered by UCTP degrees in outreach efforts.

4. **INNOVATIONS IN ASSESSMENT AND GRADING AT THE UNIVERSITY OF CALIFORNIA**

    [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 explained that campuses were reexamining their grading and assessment practices, particularly how they could advance or hinder educational equity issues. The project featured in this presentation was funded by the UC Berkeley College of

Engineering, the UCB Division of Undergraduate Education, and a grant from the California Education Learning Lab from the Governor's Office of Planning and Research.

UC Berkeley Professor Dan Garcia stated that he and UCB Professor Armando Fox were leading an intersegmental research approach in partnership with El Camino College and California State University, Long Beach. The current mantra in teaching—"fixed time, variable learning"—presented a significant problem for achieving equity goals, because desired changes could not be made within fixed time. In 1968, educational psychologist Benjamin Bloom introduced the concept of mastery learning, whereby students must show proficiency in earlier material before progressing to later material. The mastery learning approach of "fixed learning, variable time," might take more time but presented great opportunities for achievement gains. Mr. Bloom demonstrated that speed did not equal ability and that there were no universally fast or slow learners.

Mr. Garcia and Mr. Fox were applying mastery learning to their introductory course of 2,000 students with PrairieLearn, an open-source system from the University of Illinois Urbana-Champaign (UIUC) that authored question generators. Practice was regarded as formative assessment, and examinations were regarded as summative assessment. In Mr. Garcia's view, question generation helped address academic integrity issues. Examinations were taken at a computer-based testing facility, which could address cheating concerns related to examinations taken at home. This approach came from four key movements in education: Benjamin Bloom's mastery learning, Carol Dweck's growth mindset, Joe Feldman's grading for equity, and Linda Nilson's specifications grading.

Mr. Garcia highlighted some innovations stemming from such an approach. With question generators, instructors could transition from few high-stakes examinations to a higher frequency of low-stakes quizzes. Deadlines could soften; students could retake examinations or redo projects until they reach mastery. The "A's for All" model was rooted in the belief that every student could succeed. What it took to earn an A did not change, but students could earn the grades that time and interest allowed. This could help foster a sense of belonging in introductory courses. A course could be completed after the end of the semester or could be a variable unit course. Mr. Garcia and others believed that the A's for All movement had the potential to make the biggest difference in equity. He asked that the Regents understand, embrace, and share this vision. Under-resourced students had family responsibilities, part-time jobs, or longer commutes and needed more time and flexibility. The project needed seed grants and conferences, faculty and staff time, and the hosting of services in cloud computing.

Regent Anguiano asked how this approach could be scaled. Provost Brown acknowledged that the Office of the President (UCOP) had not previously had an instructional unit until several years ago, when a unit for online instruction was established. However, the issues discussed were broader than that. UC could use the scale of its enterprise to disseminate best practices in instruction that would address issues like educational inequity. Some of the University's practices led to inequity in their outcomes. Beyond providing seed grants, UCOP could create various forums in which best practices are circulated.

Regent Anguiano asked for more information on how this could be scaled over time.

Regent-designate Timmons asked how this approach could be transferred to research- and writing-rich disciplines, where feedback and assessment were more detailed, complex, and time-consuming. Mr. Fox replied that there were certain aspects of instruction and course delivery that inherently scaled better than other aspects, such as the ratio of instructors to students. Assessing tasks like writing an essay or outlining a research agenda involved mentorship, but these tasks were also syntheses of skills that could be identified and built, with some skills more amenable to automated assessment. In software engineering, writing good code involved the development of specific skills that students synthesized. While this approach did not take the place of mentorship, it increased the leverage of mentors, who had more time to spend on high-value activities.

Vice President Pamela Brown stated that the written materials highlighted other practices being considered, such as peer assessment in UC Santa Barbara's Writing Program. UCOP was sharing these practices through campus teaching and learning centers. The University was learning which practices worked well with each discipline.

Chancellor Larive shared that, in her own experience working with faculty to address problems based in active learning pedagogies, teams of faculty spent one week observing each other implement solutions in their classrooms. She suggested this as a seed project.

Chancellor May shared that he advocated for mastery learning when he was an assistant professor some 30 years ago and was heartened to see the progress that has been made. He offered UC Davis as a partner for pilot programs.

Regent Hernandez remarked that bell curve grading created "winners" and "losers," and asked how more traditional faculty could be convinced to adopt these approaches. Mr. Garcia suggested that every faculty member read "Grading for Equity" by Joe Feldman. He would suggest that faculty transition away from the curve model, but even within that model, faculty could still incorporate softer deadlines, repeated examinations, or automatic assessment so that more students achieve an A grade. Mr. Garcia believed that students could succeed if they had more time. Mr. Fox added that many supported this approach. In fact, interested instructors had to be turned away due to the pilot program's limited resources. He observed that UC Berkeley faculty could not be told what to do, but one could create an environment, culture, and expectations that make clear the right thing to do, followed by peer and professional pressure to adopt it. Mr. Fox shared that, thanks to the dedication of Mr. Garcia and his teaching assistant, students who wished to pass one of Mr. Garcia's recent courses were able to do so. If more professors could demonstrate that this could be done, Mr. Fox believed that the culture could be changed.

Committee Chair Park asked Mr. Fox to share his thoughts on Regent Anguiano's earlier question about scaling these practices. Mr. Fox stated that, with the UCB Center for Teaching and Learning, the pilot program developed a workshop on effective and equitable assessment that served as pedagogical onboarding for instructors and technical onboarding for students. PrairieLearn was a free, open-source software but required operational

expenses such as hosting and administration. The program was in discussion with the campus to convert a facility into a part-time computer-based testing facility. He and Mr. Garcia welcomed collaborators and offered to share their efforts. Mr. Garcia added that current grading policies would regard this approach as grade inflation and needed to change. Conferring incomplete course status required much work and should be automated. Faculty needed support from deans, the registrar, and other leadership.

5.   **ACADEMIC INTEGRITY AT THE UNIVERSITY OF CALIFORNIA**

[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.]

Tricia Bertram Gallant, Director of the Office of Academic Integrity at UC San Diego, began her remarks by stating that a greater focus on mastery would increase students' intrinsic motivation and decrease extrinsic motivation regarding grades. As a result of stress from the COVID-19 pandemic and more opportunities and temptation to cheat, students have expressed greater concern about cheating, faculty have reported more academic integrity violations, and there has been a boom in the contract cheating industry. Persistent and normalized cheating would damage the value of a UC degree and 21st century competencies. The University must explore the modalities and pedagogies best matched for the realities of the 21st century. The UCSD Office of Academic Integrity was established in 2006 with a mission of promoting and supporting a culture of integrity in which educators helped create healthy, ethical learning environments where a cheating moment becomes a teachable moment. The office had a mix of career and student staff, as well as volunteers. Student staff provided advising, counseling, mentoring, and training.

Programs such as an integrity tutorial for new students, a ceremony recognizing integrity champions, and an integrity-themed art contest demonstrated UCSD's concern for integrity and countered the perception that cheating is acceptable or common. UCSD built individual capacity for integrity through a website with tips, workshops, and one-on-one consultations for instructors. UCSD's teaching and learning approach to academic integrity recognized that students were humans who make mistakes under stress and pressure. The Office of Academic Integrity built its training on David Kolb's theory of the experiential learning cycle. After a cheating moment, a student reflects on the experience, conceptualizes abstract ideas of integrity for use in future situations, and is given structured opportunities to practice ethical reasoning and acting. Ms. Bertram Gallant presented a list of 21st century competencies developed by students, staff, and mentors. The lessons that UCSD learned could be applied systemwide: making manifest how UC values integrity and ethics; coaching faculty and students on teaching and learning in the 21st century; and building ethical reasoning capacity in students. Ms. Bertram Gallant presented a list of steps the University might take. Of these, a systemwide conversation has begun through this presentation. She also suggested that ethics and integrity be infused in in-person and online teaching modalities, and that the McCabe–International Center for Academic Integrity Survey be conducted to establish a baseline of cheating attitudes, behaviors, and climate.

Chancellor May asked about the effectiveness of honor codes. Ms. Bertram Gallant replied that research has shown that a culture of integrity reflected in an honor code was what made a difference. An honor code symbolized a common understanding of integrity beyond grades. Honor codes were effective in schools that have had them for a long time and were an aspect of regional culture, but they did not guarantee a culture of integrity.

Committee Chair Park asked about students' concerns about cheating. Ms. Bertram Gallant stated that, when campuses transitioned to remote instruction, there was much conversation about privacy and equity, but not integrity. Excellence, equity, and integrity existed together. Students had a fundamental feeling of fairness, especially if they were graded on a curve or had time constraints. The knowledge that other students were cheating is demoralizing, and the behavior is also contagious. According to research, perceptions of peer norms, followed by faculty practices and culture, greatly influenced student behavior. Students' active involvement was needed to ensure progress in academic integrity.

UC Berkeley Professor Dan Garcia shared that his department encouraged faculty to publicly release examinations once they are administered to create more fairness. Ms. Bertram Gallant stated that students were concerned that those with more money were better able to cheat.

Committee Chair Park asked if cheating was more difficult to address given current technology. She also asked if technology-based interventions were needed, or if a culture of integrity alone was sufficient. Ms. Bertram Gallant cautioned against a technological "arms race," as UC did not have the same resources as contract cheating companies, but technology could still be a tool. PrairieLearn, for example, helped faculty automate assessments, giving them more time to mentor and coach students. In addition to creating a culture of integrity, pedagogy and assessment could be changed so that students' ability to learn and to demonstrate that learning are not artificially limited. Ms. Bertram Gallant posed the question of whether UC was doing enough to help students develop ethical decision-making skills and other 21st century competencies. Individuals in the present day faced complex ethical dilemmas. In one instance, a student was reported for an integrity violation because he had sought a third-party tutor after learning that the wait time for campus tutors was seven to eight hours. The University did not offer student support 24 hours a day, seven days a week, and this could be addressed using technology.

Staff Advisor Tseng shared staff's commitment to academic integrity, and that the rise in academic integrity issues presented challenges for staff. At UCLA, nearly 100 staff members served as volunteer panel members on the Student Conduct Committee. Ms. Tseng has served on the Committee for five years and has chaired conduct hearings for the last three years. She was disheartened by the pressure students felt to perform well academically while not knowing how to do so. The workload of staff serving on the Committee has increased significantly in the last five years. Ms. Tseng shared an example of one test in which 52 students were reported for integrity violations. Thirty students chose to pursue the hearing process, and many had similar experiences, such as feeling pressure related to the pandemic, working full-time, lacking resources, and not realizing that their behavior was considered cheating.

The meeting adjourned at 4:25 p.m.

Attest:

Secretary and Chief of Staff