

March 17, 2022

Richard Hughey, Vice Provost and Dean of Undergraduate Education
Office of the Chancellor

RE: Academic Integrity Proposed Policy

Dear Richard,

The Academic Senate has reviewed your request for the proposed revised Academic Integrity Policy. The following committees have responded: Affirmative Action and Diversity (CAAD), Educational Policy (CEP), Graduate Council (GC), International Education (CIE), Planning and Budget (CPB), Privilege and Tenure (P&T), Rules, Jurisdiction and Elections (RJE), and Teaching (COT). All responding committees support the overall goals of this policy proposal in helping to strengthen student success initiatives, closing equity gaps, and streamlining workload issues for faculty and staff on campus. The issue of academic misconduct and integrity is critical in determining how to best educate and support our students, faculty and instructors. The responding committees appreciate the opportunity to provide feedback on this important proposal for our campus.

The reviewing committees voiced several concerns. First, embedded in this policy proposal is the creation of a new unit on campus, the Academic Integrity Office. Some committees (CIE, CPB, GC) noted this addition to be surprising, found the proposal to be lacking in development, and recommended a review separate from the rest of the policy. CPB would have liked for there to be more justification and explanation regarding the staff, space, budget and timing of this request. Similarly, GC also had questions about the structure and operations of a new office and “how it would interact with other divisions, including Graduate Division.” CCI recommended for “resources to be directed to educating students about academic integrity and prevention” instead of a new unit. While CAAD, COT and CEP were supportive of an Academic Integrity Office, CAAD wondered if it relies too heavily on the the student discipline leg of the student development-instructor pedagogy-student discipline triad, and argued that the student development and instructor pedagogy legs need to be further developed. They additionally elaborated the need for “more resources directed to approaches that reduce the uncertainties and pressures that lead to cheating rather than to streamlining reporting and punishment.” In referencing the UC San Diego model as being aspirational for UC Santa Cruz, CEP recognized the need for longer term resources in “establish[ing] new norms, procedures, and educational opportunities”, and urged the development of “clear and measurable outcomes” for further assessment and review.

The proposed policy articulates a need to better centralize reporting and responsibility pathways in this new structure. CIE sought further clarification regarding the roles of the Provost, the Academic Conduct Board and the VPDUE in regards to the administration of discipline in the establishment of the new policy and proposed unit. Currently in [CAPM 308.240](#), the College Provosts are responsible for academic integrity issues, leading RJ&E to ask how the role and responsibilities will change for the provosts in this new policy? They support the removal of this

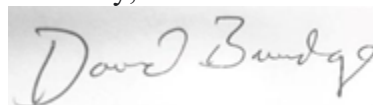
responsibility from the provosts to “improve consistency and allow for the establishment of clear evenly applied standards and a single point of contact for faculty.” Likewise, as the committee that adjudicates grade grievances, CCI remained uncertain how the policy “will address instances in which, despite expert review, the evidence is inconclusive?” Furthermore, P&T expressed concern about the role of TAs since they often evaluate the written work and exams. They asked, “What does the policy state in terms of the role of TA’s and the responsibility of faculty in regard to TAs being attentive to potential cases of academic misconduct?”

On a point of near unanimity, CAAD, COT, CEP, CCI, CPB, GC and P&T all opposed the proposed \$50 fee as it didn’t appear that the money was significant as a revenue source for the unit, and could cause an undue burden on the student. CPB further noted that a fine “creates a conflict of motivations” for the proposed unit. CAAD further expressed concern “with racial bias in reporting” that would potentially “levy a tax on specific demographic groups.” CEP also commented that the fine unnecessarily “engage[s] students in a punitive fashion” and “counterproductive” in promoting “restorative goals.”

We would like to underscore the importance for broad campus communication regarding the policy revision and possible establishment of the Academic Integrity Office. CCI remarked on the absence of how this revised policy will be messaged across campus to students and faculty, to ensure transparency and “serve as a step in shaping students’ understanding of academic integrity.” Similarly, CEP and COT highlighted the value of broader casting of clear communication on campus from a punitive to a restorative approach in “cultivating an educational culture that would reduce the needs for disciplinary actions” (COT).

The Academic Senate thanks you for the opportunity that included a broad review from many of our committees. We have enclosed the bundled responses as there are particularities regarding issues of the Academic Conduct Board (CCI, CIE, COT, RJ&E), the proposed form (CEP, CCI, COT), grading preservation (CIE, RJ&E), and the overall budget (CEP, CPB). Finally, we recommend that if the plan for an Academic Integrity Office continues to move forward, the Senate would like another opportunity to review a more fully developed proposal.

Sincerely,



David Brundage, Chair
Academic Senate

Enc: Senate Committee Responses (Bundled)

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
Tracy Larrabee, Chair, Committee on Educational Policy
Yat Li, Chair, Committee on Courses of Instruction
Melissa Caldwell, Chair, Graduate Council
Catherine Jones, Chair, Committee on Teaching
Kim Lau, Chair, Committee on Committees

Jorge Hankamer, Chair, Committee on International Education

Dard Neuman, Chair, Committee on Planning and Budget

Ken Pedrotti, Chair, Committee on Rules, Jurisdiction and Elections

Julie Guthman, Chair, Committee on Privilege and Tenure

Matthew Mednick, Executive Director, Academic Senate

March 8, 2022

David Brundage, Chair
Academic Senate, Santa Cruz Division

Re: Academic Integrity Proposed Policy

Dear David,

The Committee on Affirmative Action and Diversity (CAAD) has reviewed the proposal regarding the Academic Integrity proposed policy. The committee appreciates that the Vice Provost and Dean of Undergraduate Education (VPDUE) Hughey is seeking comments and feedback on this important issue on our campus.

CAAD is strongly opposed to a fee assessed on students who are reported for academic misconduct, as is done at UCSD. For one, this is unlikely to raise any significant money to fund the activities of the Office, and second, with racial bias in reporting currently suspected, this levies a tax on specific demographic groups. Similarly, requiring students to write apology letters and the like adopts a “writing-as-punishment” approach that has been roundly critiqued by scholarship in the field of Writing and Rhetoric.

In our review, members also reviewed the recent publication by Talia Waltzer and Audan Dahl’s 2022 publication, “Why do students cheat? Perceptions, evaluations, and motivations, Ethics & Behavior.” Members of CAAD were dismayed to learn from the work of Waltzer and Dahl that while students of Asian descent represent 28% of the student population at UCSC, they represent an astonishing 62% of the academic misconduct cases.¹ Their research further suggests that the vast majority of students at UCSC, regardless of demographic, cheat or contemplate cheating at some point, and that this does not vary across student demographics. Their research thus suggests overreporting based on race. This racial bias won’t go away with a more streamlined reporting procedure, and may in fact worsen, thus creating a punitive system at UC Santa Cruz that targets one racial group more than others. This is but one example of why it would be vastly preferable to direct more resources to strategies that aim to reduce cheating in the first place, including educating instructors on how to design courses in a way that puts less pressure on students to cheat, and educating students on what it means to act with integrity in university settings.

The two main psychological reasons identified by Waltzer and Dahl’s research for why students cheat are uncertainties about what constitutes cheating, and external pressures such as social obligations or financial pressures. We worry that some demographic groups may experience these external pressures disproportionately.

CAAD is glad to see that the proposal for the Academic Integrity Office acknowledges the importance of “the triad of student development, instructor pedagogy (with CITL), and student discipline”. Student development and education can address student uncertainties about what

¹ Talia Waltzer & Audun Dahl (2022): Why do students cheat? Perceptions, evaluations, and motivations, Ethics & Behavior, [DOI: 10.1080/10508422.2022.2026775](https://doi.org/10.1080/10508422.2022.2026775)

constitutes cheating, and instructor pedagogy on course design, such as creating more frequent lower stakes assignments, can reduce the pressure on students to cheat. However, the proposal for the Academic Integrity Office appears to focus on the student discipline leg of the triad, with requested staffing for an Academic Conduct Coordinator, appointment of an Academic Conduct Board, and a draft misconduct form meant to streamline the reporting of academic misconduct. While we acknowledge the efficiencies gained in centralizing a procedure that is now distributed amongst the College Provosts, we nonetheless find that the other two legs of the triad are inadequately developed in the proposed Office. Punitive approaches don't stop the problem. CAAD would rather see more resources directed to approaches that reduce the uncertainties and pressures that lead to cheating rather than to streamlining reporting and punishment. Indeed, CITL already has informational websites directed towards both students and instructors on strategies to reduce cheating. We would prefer to see more resources given to CITL for this work.

Sincerely,



Kirsten Silva Gruesz, Chair
Committee on Affirmative Action and Diversity

cc: Tracy Larrabee, Chair, Committee on Educational Policy
Yat Li, Chair, Committee on Courses of Instruction
Melissa Caldwell, Chair, Graduate Council
Catherine Jones, Chair, Committee on Teaching
Minghui Hu, Chair, Committee on Academic Freedom
Kim Lau, Chair, Committee on Committees
Jorge Hankamer, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Ken Pedrotti, Chair, Committee on Rules, Jurisdiction and Elections
Julie Guthman, Chair, Committee on Privilege and Tenure

March 10, 2022

David Brundage, Chair
Academic Senate, Santa Cruz Division

Re: Academic Integrity Policy Draft Proposal

Dear David,

The Committee on Courses of Instruction (CCI) reviewed the proposed revisions to the Academic Integrity Policy at its meeting on February 28, 2022. CCI is grateful for the broad Senate review of this important policy as it has a significant impact on students and instructors. CCI notes that out of the twenty six grade grievances filed with CCI in the last four years, eleven grievances have been related to academic integrity.

In correspondence on June 21, 2022 CCI identified aspects of the draft Academic Integrity policy which required attention: procedural burden on faculty, the need for a preapproved cheating check system, and the inclusion of a faculty expert on the proposed board. Additionally, the committee strongly encouraged clear messaging about changes to the Academic Integrity Policy across campus.

While generally supportive of this policy revision, CCI had the following observations and questions:

Submission Form

Overall, CCI members found the *DRAFT Academic Conduct Public Form Revisions* would streamline the submission procedure and reduce instructor paperwork. CCI felt a significant improvement was the option for batch reporting. CCI notes this will greatly reduce the time and effort required for instructors to file in cases of widespread cheating. CCI appreciated that the form allowed for flexibility in regards to types of evidence that can be used and supported the option that the instructor and student can elect to meet remotely if more convenient. CCI members observed that the form revisions now require that instructors list all students that were even tangentially involved (for example a student whose work was copied without their knowledge). CCI was ambivalent as to whether this was an improvement.

Policy

Under the existing Academic Integrity Policy, CCI has found it difficult to adjudicate grade grievances in which the academic tribunal investigation resulted in “no findings.” CCI wonders how the revised policy will address instances in which, despite expert review, the evidence is inconclusive? CCI was unclear if documentation from a faculty member is still required should a student admit to violating academic integrity policies outlined in the

syllabus? It may be beneficial to provide students the option to come forward before significant procedural action is undertaken. CCI felt it important to make it clear to faculty that a meeting is optional for students but required for faculty. CCI supports the proposed Academic Conduct Board membership but notes that this may put additional burden on departments to find a faculty member to serve as subject area expert.

CCI applauds the reduction in paperwork for instructors but predicts that at least initially, this will result in an increase of cases. By removing an existing barrier, instructors will be more inclined to pursue possible violations. CCI is optimistic that in the long term however, a cultural shift may be possible should additional systems be put in place to help alleviate the circumstances that cause students to cheat.

Resources

Several CCI members recommend that instead of a new Academic Integrity Office, resources be directed to educating students about academic integrity and prevention. CCI advised that student support such as tutoring in subjects with a high occurrence of violations and advising should be prioritized. Specifically, CCI notes that students struggling with academic pressure could be referred to advisors to discuss the student's academic options and help with career planning. CCI believes this guidance could help students make better academic choices. CCI members noted that the pressure to succeed is higher on students that are retaking courses and that support could be directed to these students at the start of the course.

Proposed Academic Integrity Office

In regards to the proposed Office of Academic Integrity the committee opinion was mixed. Some CCI members note that the office would aid in making enforcement of the policy more consistent across divisions but other members were unclear what actual functions the office would serve. CCI does not support the required student fee. Generally, CCI felt the description of the proposed AIO was lacking in detail and that there may be better a way to allocate resources to fill educational gaps and address student needs more broadly.

Messaging

Lastly, CCI observed that no details are provided in how the revised policy will be communicated to students and faculty. Clear directions for students and instructors is critical to the success of any changes to the policy and can serve as a step in shaping student's understanding of academic integrity.

Thank you for the opportunity to opine.

Sincerely,



Yat Li, Chair
Committee on Courses of Instruction

cc: Tracy Larrabee, Chair, Committee on Educational Policy
Melissa Caldwell, Chair, Graduate Council
Catherine Jones, Chair, Committee on Teaching
Minghui Hu, Chair, Committee on Academic Freedom
Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
Kim Lau, Chair, Committee on Committees
Jorge Hankamer, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Kenneth Pedrotti, Chair, Committee on Rules, Jurisdiction and Elections
Julie Guthman, Chair, Committee on Privilege and Tenure

February 25, 2022

David Brundage, Chair
Academic Senate, Santa Cruz Division

Re: Academic Integrity Policy Proposal

Dear David,

The Committee on Educational Policy (CEP) has reviewed the proposal regarding Academic Integrity and wants to commend Provost Hughey for this thoughtful proposal. As a quick summary, we appreciate your proposal as a first step to a more restorative model of justice for both those accused, and those who accuse them. We give our thoughts in detail, below.

The committee first wishes to acknowledge that a sustainable and integrative approach to issues of Academic Integrity is necessary to support the diverse students who join our academic community. We share in the perspective and research presented in the unit proposal, that cheating is most often a signal of larger issues surrounding the student, and should be treated as an opportunity to further educate and bring students into community - rather than to punish, shame or further exclude them.

We encourage the campus to educate faculty regarding this fact, sharing the research as the unit is promoted. This includes the opportunity to shift our perspectives as faculty around why cheating occurs and how it is often about issues far beyond the individual faculty or instructor. Recognizing that our transition to a restorative approach is a longer-term goal, we acknowledge that there will need to be deep discussions about how these situations are handled in the grading policy, and who has the final say in that decision chain. Similarly, we encourage increased transparency with respect to the Academic Integrity policy with all entering students as they join the community. This includes educating students about initial process needs, preponderance of evidence, and grading outcomes, as well as disciplinary measures or sanctions that may ensue.

In evaluating this proposal, committee members expressed general support for the foundation of an Academic Integrity unit that can relieve faculty workload related to formal complaints while also engaging subject area experts in adjudicating the specific cases brought forward. We reiterate our request that any form created for the submission of cases should allow for bulk submission of student information so that multi-student cases are not cumbersome to report. With respect to the question of Preserved Grades, the committee acknowledges that we are moving towards an educational approach, which suggests that there should be a more coherent and universal approach to preserved grades. As such we don't object to moving this out of the current policy for in-depth review.

The committee applauds the proposal in that it mirrors the efforts conducted at UC San Diego, which have expanded over the years into a robust program in scale with the needs of its campus. Learning from the success of this program, the committee notes that our own first steps towards this unit would clearly benefit from even more resources - especially the campus sees this as a long-term effort to establish new norms, procedures, and educational opportunities around issues of Academic Integrity. As such, we urge the Provosts to develop clear and measurable

outcomes for the program such that it can be reviewed in regard to these success factors in 2 years' time, so that additional resources can be dedicated if need be. Applying guidelines from successful programs and research in this area is something we highly suggest. To be perfectly frank, we are worried that you may not be allocating enough staff to this new unit, and if we are right, we want you to find this out as soon as possible.

Lastly, in light of the desire expressed by the proposal to reform our approach to issues of Academic Integrity, we strongly suggest that the \$50.00 fine be removed from both proposals. Rather than engage students in such a punitive fashion, we suggest that they instead perform public service in helping administer the program, as students do in the UC San Diego's program. Our goal is to support the restorative goals of this effort, and as such, we feel the fee is counterproductive.

Sincerely,



Tracy Larrabee, Chair
Committee on Educational Policy

cc: Yat Li, Chair, Committee on Courses of Instruction
Melissa Caldwell, Chair, Graduate Council
Catherine Jones, Chair, Committee on Teaching
Minghui Hu, Chair, Committee on Academic Freedom
Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
Kim Lau, Chair, Committee on Committees
Jorge Hankamer, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Ken Pedrotti, Chair, Committee on Rules, Jurisdiction and Elections

March 9, 2022

David Brundage, Chair
Academic Senate

RE: Undergraduate Academic Integrity Policy and New Office Proposal

Dear David,

The Committee on International Education (CIE) has reviewed VPDUE Hughey's proposed revisions for an undergraduate Academic Integrity policy, as well as the embedded second proposal for a new Academic Integrity Office.

Academic Integrity Policy for Undergraduate Students

CIE agreed that a revised policy is needed, particularly given the inconsistencies reported in treatment of cases. CIE also supports the revisions focused on separation of academic issues from disciplinary issues. Overall, however, CIE noted the policy would benefit from more focused attention on a few issues, outlined below.

First, several roles are not clear, including: 1) the provost; 2) the Academic Conduct Board (ACB); and 3) the VPDUE role. Since these are the crucial roles, it needs to be entirely clear what they are supposed to do in the administration of discipline. The role of the provost, in particular, should be defined much more clearly. Especially since the new policy is motivated mostly by a felt need to add a layer on top of what we have now, which is the provosts.

The Academic Conduct Board does not yet exist, so any revised policy in which it is to play a central role needs to be very carefully articulated. In the present draft, neither the constitution nor the functioning of the ACB is very clear. In one place, for example (p.4 of the DRAFT Student Handbook Appendix AC) it says that "Individual cases will be reviewed by a subcommittee of the Board ..."; but in VPDUE Hughey's letter (May 19, 2021 to Chairs Larrabee and Li) the "Board" appears to consist of just three or four members. This probably means the subcommittee, but these things need to be clear.

P4 of the DRAFT is itself not very clear. The paragraph on the constitution of the ACB appears to confound the membership of the Board and the membership of the subcommittee for a specific case. CIE also wondered about whether the Academic Conduct Board is best appointed by the VPDUE, as is proposed.

More central to its purview of international education, CIE agreed that there should be resources provided for international students to better understand academic integrity standards, and to better train and integrate international students into expectations for academic work and writing. We understand anecdotally that there are significant numbers of international students involved in cases of academic integrity, but have not seen the data.

Finally, CIE had strong views as a matter of principle: 1) The administration of discipline should absolutely be outside of faculty responsibility. Faculty should not have the option of requesting "preservation of grade" as a disciplinary sanction. That would make the instructor a disciplinary officer, and that should be impossible; 2) The idea that the administrative apparatus should be (even in part) funded via monetary fines strikes the committee as repellent and on top of that a very bad idea. Violations of academic integrity policy are not like traffic violations, and it would not be good to deliver any message that they might be comparable. CIE opposes the imposition of the proposed \$50 fines on students involved in academic integrity cases.

Preliminary Proposal for Academic Integrity Office

CIE was surprised to see a proposal for an Academic Integrity Office embedded in the revised academic integrity policy proposal, and suggests that the proposal be fully fleshed out and submitted separately for Academic Senate review. The proposed establishment of an Academic Integrity Office requires some scrutiny. It plays a central role in the proposed implementation of the academic integrity policy, and may indeed be necessary; but the committee is reluctant to support further expansion of the administrative apparatus on this campus without a detailed plan and rationale for its need. In particular, it is impossible for CIE to weigh the budgetary tradeoffs of such a proposed office without a fully detailed proposal to review.

CIE appreciates the opportunity to comment on these two important proposals.

Sincerely,

A handwritten signature in black ink that reads "Jorge Hankamer". The signature is written in a cursive style with a long horizontal flourish at the end.

Jorge Hankamer, Chair
Committee on International Education

cc: CAAD Chair Griesz
CEP Chair Larrabee
CCI Chair Li
COT Chair Jones
CAF Chair Hu
CPB Chair Neuman
Graduate Council Chair Caldwell
RJ&E Chair Pedrotti
P&T Chair Guthman

March 9, 2022

David Brundage, Chair
Academic Senate, Santa Cruz Division

RE: Academic Integrity Policy

Dear David,

At the February 15 and March 1 meetings of the Committee on Teaching (COT), members reviewed the proposals related to Academic Integrity. COT appreciated the work of Talia Waltzer and others who have been researching these issues, and would like to thank Vice Provost and Dean of Undergraduate Education Hughey for proposing reforms to a system that has not kept pace with how the campus has changed and grown.

COT supports these initial steps toward greater clarity and consistency, with the longer term goal of shifting the focus of UC Santa Cruz's academic integrity program toward education and restorative justice, along the lines of the UC San Diego model. We think this shift will more effectively support student learning and ultimately provide greater clarity on process and consequences for instructors. COT's additional comments generally align with suggestions made by other senate committees, particularly with regard to dropping the \$50 fee. COT also has questions or concerns about a student's support person in a hearing, development of a tracking system for trends, and how the online form supports combined reporting.

First, COT supports the establishment of an Academic Conduct Board, which will bring greater consistency to reviews, hearings, and decision-making. The composition of the subcommittees seems to be reasonable. However, COT members expressed a desire for further clarity on the role of the support person. The support person appears to be left to students to find for themselves, rather than someone who is always part of the process for any student. This raises equity issues, particularly if there might be cases when a student could bring a lawyer to support them. Even though the role of support person for an academic integrity hearing seems to be modeled on that role in student conduct hearings more generally, COT would appreciate a more developed account.

Second, COT supports the establishment of an Academic Integrity Office for greater consistency, focus, student representation, and other benefits. Having a single point of contact for instructors who are reporting will certainly make the process clearer from a faculty perspective. The proposed online form for faculty to fill out should also help with consistency and transparency. As Tracy Larrabee commented on the form, the language regarding instructor-student meetings should be changed to in person versus not in person, or in person versus remote. In addition, the new template's language is not very clear about how it addresses the situation of instructors who need to report multiple or many students in a large class. Is the combined reporting mentioned in the January 18 cover letter, and implied by the possible pluralization of student names, accomplished through the "other involved parties" or "supporting documents" sections? Moreover, COT members would like to emphasize the importance of developing practices for tracking patterns in disciplinary actions that can be analyzed to identify and help address inequities that may emerge.

Third, COT agrees with CEP that a fine of \$50 (or any amount) should be removed from both proposals. Such fines would have an inequitable impact, and, as CEP observes, service would be a more appropriate form of engagement and education for the students involved.

Finally, COT members agree that clear messaging to instructors and students will be vital for the success of these proposals. The strengths of these proposals demonstrate the value of thoughtful research into patterns within and perceptions of the disciplinary process. We hope the dialogue between research and practice will continue and imagine that sharing those findings regularly will cultivate faculty, staff, and student support for new processes. COT would be happy to collaborate with CITL and the Division of Undergraduate Education on materials to convey policy as well as to cultivate an educational culture that would reduce the need for disciplinary actions.

We appreciate the opportunity to comment on this important policy.

Sincerely,



Catherine Jones, Chair
Committee on Teaching

cc: Tracy Larrabee, Chair, Committee on Educational Policy
Yat Li, Chair, Committee on Courses of Instruction
Melissa Caldwell, Chair, Graduate Council
Minghui Hu, Chair, Committee on Academic Freedom
Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
Kim Lau, Chair, Committee on Committees
Jorge Hankamer, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Ken Pedrotti, Chair, Committee on Rules, Jurisdiction and Elections
Julie Guthman, Chair, Privilege and Tenure

March 10, 2022

David Brundage, Chair
Academic Senate

RE: Undergraduate Academic Integrity Policy and Academic Integrity Office Proposal

Dear David,

The Committee on Planning and Budget (CPB) has reviewed the proposed revisions to the undergraduate Academic Integrity policy and the embedded preliminary proposal for a new Academic Integrity Office. Because its purview is planning and budget, CPB is limiting its comments to the pre-proposal and to the proposed \$50 fine for students involved in academic integrity cases.

The aim of the proposed Academic Integrity, modeled on UC San Diego's office, is to fully disentangle academic from disciplinary conduct issues, establish greater consistency in decisions and sanctions about academic integrity cases, and reduce workload among faculty, staff, and administrators who currently spend a disproportionate amount of time on these issues. The pre-proposal calls for two permanent staff positions and a faculty director; funding for peer mentors; funding for a GSR conducting research; stipends for student members of a proposed Academic Conduct Board; and funds for programming and staff and systems support.

CPB appreciates that the case for this new office is being made. Still, in its current preliminary state, and without a full rationale for the office or context for the proposed staff and program costs, the pre-proposal does not yet make a convincing case. For this reason, CPB cannot evaluate the budgetary impacts and trade-offs that would be involved in creating the office. For instance, the committee found itself asking these basic questions:

1. **Staff:** Why this constellation of staff? What roles would each staff member play, and what role would the compensated faculty director play? How would their success be evaluated?
2. **Space:** How much space would this office require, and does the VPDUE have a specific space in mind?
3. **Budget:** What budget would the envisioned center require, and from where is the funding envisioned to come?
4. **Timing:** Is this request being routed through the Resource Call?

CPB strongly opposes the UC San Diego model that applies "revenue" from fines to support the office for at least two reasons. First, given the cost of running such an office, "revenue" collected from students in academic misconduct cases is unlikely to do much to support the office. Second, and more important, CPB believes it is poor practice to fund necessary offices on the backs of students. CPB does not even think that fines should be structured to support an office as it creates a conflict of motivations. Third, CPB is deeply concerned that fees such as these would inequitably affect different student populations. Without reassurance that there would be no asymmetries, CPB opposes the fees altogether.

CPB appreciates the opportunity to review this document and looks forward to seeing a more complete proposal.

Sincerely,



Dard Neuman, Chair
Committee on Planning and Budget

cc: CAAD Chair Gruesz
CEP Chair Larrabee
CCI Chair Li
COT Chair Jones
CAF Chair Hu
CIE Chair Hankamer
GC Chair Caldwell
RJ&E Chair Pedrotti
P&T Chair Guthman

March 9, 2022

David Brundage, Chair
Academic Senate

RE: Undergraduate Academic Integrity Policy and Academic Integrity Office Proposal

Dear David,

Graduate Council (GC) has reviewed VPDUE Hughey's proposal for an undergraduate Academic Integrity Policy and New Office.

Because graduate student academic integrity cases go through a separate process via Graduate Division and Graduate Council, GC will not comment on undergraduate academic integrity issues. However, GC will comment on the proposal for the creation of a new Academic Integrity Office that is slipped into the overall proposal.

GC raised several questions about the proposed office. Council wondered why information about a proposed new administrative unit was included in a proposal ostensibly about policy and not presented as a clear and separate request. Council questioned the justification for the new office: is the creation of a new office appropriate? How will it be more effective than current practices and policies? What are the disadvantages and potential unintended consequences of a stand-alone office? Council advised that the proposal lacked detail about the operations of this office and how it would interact with other divisions, including Graduate Division.

Council also wondered whether a new office would adequately address systemic problems and whether it would ameliorate or exacerbate issues of inequities for students of color. Council questioned whether the proposed \$50 fee charged to students who face academic integrity charges is appropriate and could potentially exacerbate inequities. Council expressed skepticism that a \$50 fee would adequately support the funding of such an office.

Council appreciates the opportunity to review this proposal.

Sincerely,



Melissa L. Caldwell, Chair
Graduate Council

cc: CAAD Chair Gruesz
CEP Chair Larrabee
CCI Chair Li
COT Chair Jones
CAF Chair Hu
CIE Chair Hankamer
CPB Chair Neuman
RJ&E Chair Pedrotti
P&T Chair Guthman

March 1, 2022

DAVID BRUNDAGE, Chair
Academic Senate, Santa Cruz Division

Re: Academic Integrity Policy

Dear David,

On February 23, 2022, the Committee on Privilege and Tenure (P&T) reviewed a draft of the proposed Policy on Academic Integrity provided for review by Richard Hughey, the Vice Provost and Dean of Undergraduate Education. Although P&T was not assigned review, in light of the importance of the policy it opted to review and attend to issues even beyond committee purview.

Members supported the overall goals of the proposed policy: to create greater separation of the academic and administrative aspects of academic misconduct cases and to achieve greater consistency in the handling of such cases. The committee expressed concern about the significant costs of this expansion of administrative functions, but it also recognized that a dedicated office was better suited to achieve these goals than the current scheme. Members opposed the idea of fining students to pay for the office, however.

Members commented on several aspects that should be addressed for the new policy to work well. For instance, definitions of academic misconduct should be as clear and objective as possible. Faculty also need a guide over and above what is described in the policy as to what to do about misconduct once it is determined to have occurred. And since faculty are already so stretched in regards to service, incentives for participation on the board warrants attention.

One issue that P&T discussed was very much related to the committee's purview and requires clarification. The proposed policy states that "the instructor of record of the course is responsible for determining whether or not academic misconduct took place . . ." Could this be interpreted to mean that faculty are required to report when suspected academic misconduct takes place? Currently, it appears that faculty engage a great deal of discretion in reporting suspected misconduct, which is probably not ideal if the objective is to achieve more consistency, but any sort of mandate would make failure to report subject to discipline of faculty. Moreover, since TAs do much of the work of evaluating written work and exams, faculty may not always be aware of potential academic misconduct unless a TA brings evidence to their attention. What does the policy contemplate in terms of the role of TAs and the responsibility of faculty in regard to TAs being attentive to potential cases of academic misconduct?

Given these last set of issues, especially, P&T was grateful for the opportunity to review the proposed policy.

Sincerely,

/s/

Julie Guthman, Chair

Committee on Privilege and Tenure

cc: Tracy Larrabee, Chair, Committee on Educational Policy
Yat Li, Chair, Committee on Courses of Instruction
Melissa Caldwell, Chair, Graduate Council
Catherine Jones, Chair, Committee on Teaching
Minghui Hu, Chair, Committee on Academic Freedom
Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
Kim Lau, Chair, Committee on Committees
Jorge Hankamer, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Kenneth Pedrotti, Chair, Committee on Rules, Jurisdiction and Elections

March 1, 2022

DAVID BRUNDAGE, Chair
Academic Senate, Santa Cruz Division

Re: Academic Integrity Policy

Dear David,

During its meeting of February 1, 2022, the committee on Rules, Jurisdiction, and Elections (RJ&E) discussed the proposed revisions to the campus' Academic Integrity Policy (AIP).

A number of observations surfaced in the course of our discussion.

Currently the Provosts handle academic integrity issues (Duties of the provost: <https://apo.ucsc.edu/policy/capm/308.240.html>) this has made it difficult for faculty in the situation where offenders are from two or more different colleges. If the investment is to be made in the creation of the Conduct board it would seem that it should be the single point of contact for faculty in academic integrity cases. This would also help to address the workload concerns that have arisen. Additionally the policy seems to leave the decision to escalate a case to the board to the College Provosts, but there is no clear statement of the criteria for escalation, which could lead to inconsistencies in the proposed process. Also having a diversity of Provosts involved in the decisions to sanction can lead to an unfair variation in outcomes for students.

A number of paths seem possible. One is to eliminate College provosts entirely from academic integrity cases. This would improve consistency and allow for the establishment of clear evenly applied standards and a single point of contact for faculty. This would require a revision of the CAPM portion referred to above regarding the duties of the Provost. This was the path preferred by the committee.

Alternatively the Conduct board could serve as the single point of contact for faculty and the board could then refer cases to the provosts as appropriate. This would ensure consistency in referral. In cases in which multiple colleges are involved the Conduct board could adjudicate all such cases. Minor cases involving only a single College could still be delegated to the provosts, but this process would ensure consistency and fairness in regard only to "who decides" but still invites inconsistency with regard to the implementation of sanctions.

We note with concern that the draft modifications of academic integrity policy recommend "what grades appear on the transcript as fundamentally an academic issue that is separable from the student

discipline process,” thereby encouraging the establishment of academic policy or regulation for the grade option separate from disciplinary policy. The Committee believes the “preservation of grade” option is critical if academic integrity policies are to have real consequences, and therefore recommends CEP takes action to preserve this in conjunction with disciplinary policy.

We also urge that every effort should be made to streamline the process as much as possible so that it will be used as widely as possible.

Sincerely,

/s/

Kenneth Pedrotti, Chair

Committee on Rules, Jurisdiction, and Elections

cc: Tracy Larrabee, Chair, Committee on Educational Policy
Yat Li, Chair, Committee on Courses of Instruction
Melissa Caldwell, Chair, Graduate Council
Catherine Jones, Chair, Committee on Teaching
Minghui Hu, Chair, Committee on Academic Freedom
Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
Kim Lau, Chair, Committee on Committees
Jorge Hankamer, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Julie Guthman, Chair, Committee on Privilege and Tenure