NOTICE OF PUBLIC MEETING

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold the following public meeting remotely with a video livestream available for members of the media and the public. Subjects of the meeting will include remarks from the Committee Chair and University Provost, as well as a review of the academic program request template and a presentation on Artificial Intelligence in Higher Education.

Livestream information is available at: https://trustees.uoregon.edu/meetings. Meeting materials will are available at: https://trustees.uoregon.edu/upcoming-meetings.

The meeting will occur as follows:

> **Wednesday, August 27, at 9:00 a.m. Pacific Time**
> Remotely via Zoom

BOARD OF TRUSTEES

6227 University of Oregon, Eugene OR 97403-1266 **T** (541) 346-3166 **trustees.uoregon.edu**

The University of Oregon is an equal-opportunity institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

Board of Trustees of the University of Oregon
Academic and Student Affairs Committee | Public Meeting
9:00 a.m. | Monday, August 27, 2025
Virtual Meeting Via Zoom

Convene
- Call to order & Roll Call

1. **Chair's Report.** Elisa Hornecker, Academic & Student Affairs Committee Chair.

2. **Provost's Report.** Chris Long, Senior Vice President and University Provost.

3. **Review of Academic Program Request Template.** Kody Kelleher, University Secretary and Advisor to the President.

4. **Presentation and Discussion Regarding Artificial Intelligence in Higher Education.** Abhijit Pandit, UO Chief Information Officer, and Lee Rumbarger, Associate Vice Provost for Teaching Engagement.

Meeting Adjourns.

Agenda Item #1

Committee Chair's Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

Agenda Item #2

Provost's Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

Agenda Item #3

Review of Academic Program Request Template

Kody Kelleher, University Secretary and Advisor to the President

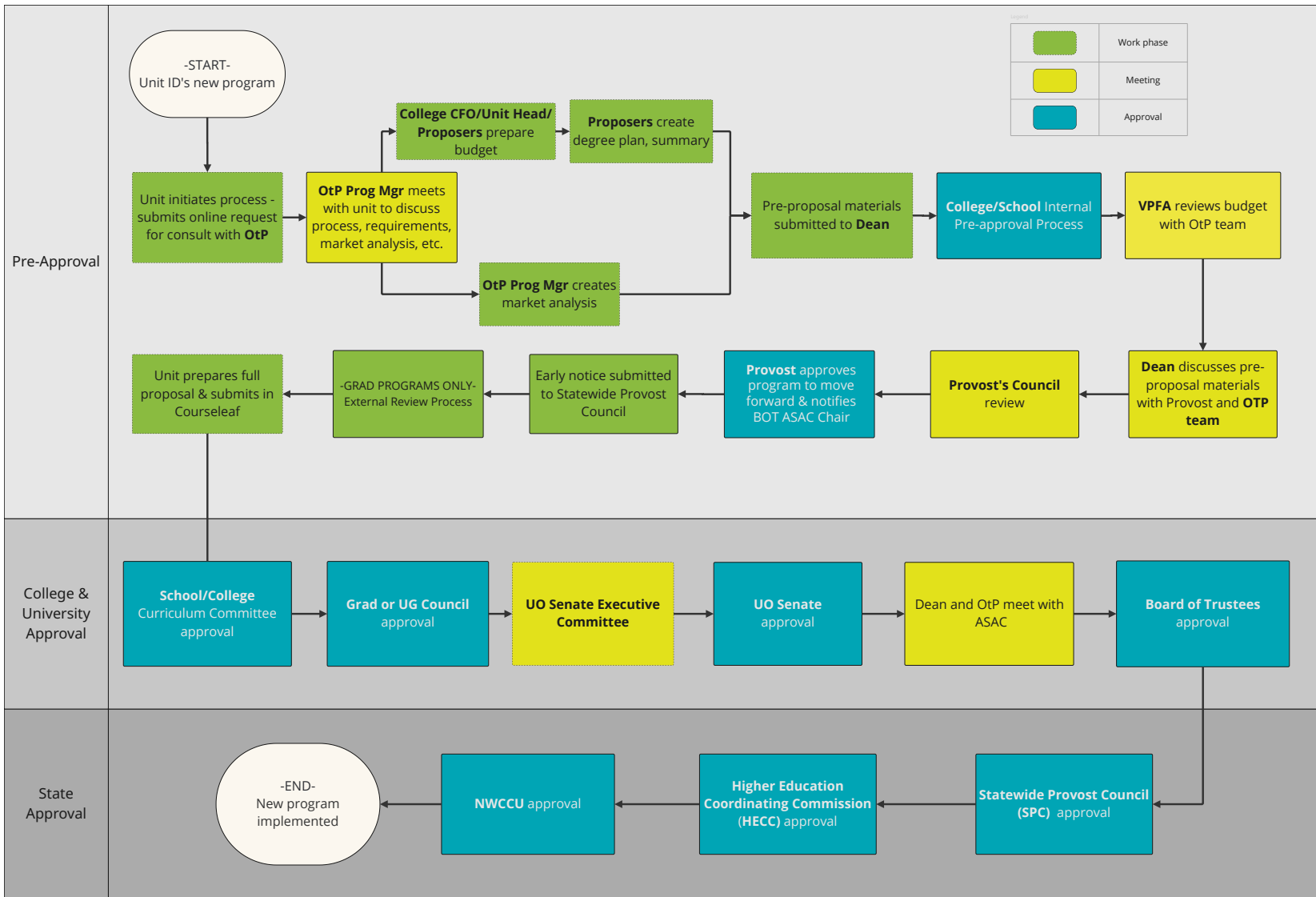**Summary of Academic Program Request Process & Template**

Any significant change in the University's academic programs as defined by the Higher Education Coordinating Commission (HECC) must be approved by the Board prior to submission to the HECC.

Academic program requests follow an established process at the University of Oregon (UO) where programs are reviewed by various internal stakeholders, including faculty, Deans, the University Provost and the University Senate (see Exhibit A for a full flow chart of the process).

The Academic and Student Affairs Committee (ASAC) discussed a new template for academic program proposals at its May 21st, 2025, meeting to standardize and set expectations for incoming program requests. Based on discussion at that meeting, ASAC Chair Hornecker and board staff revised the draft template which is included in the meeting materials. Additionally, a step was added in the academic program approval process flow chart for the Provost to notify the ASAC when a program has been approved by the Provost internally. This step was added to give Trustees a sense of what programs are moving through the internal process and next in line for board approval.

The ASAC will review and discuss these documents to ensure they capture all components necessary for oversight and accountability of new academic program requests moving forward.

University of Oregon - New Program Approval Process 2025

Legend

🟩	Work phase
🟨	Meeting
🟦	Approval

Pre-Approval

-START-
Unit ID's new program

Unit initiates process - submits online request for consult with **OtP**

OtP Prog Mgr meets with unit to discuss process, requirements, market analysis, etc.

College CFO/Unit Head/ Proposers prepare budget

Proposers create degree plan, summary

OtP Prog Mgr creates market analysis

Pre-proposal materials submitted to **Dean**

College/School Internal Pre-approval Process

VPFA reviews budget with OtP team

Dean discusses pre-proposal materials with Provost and **OTP team**

Provost's Council review

Provost approves program to move forward & notifies BOT ASAC Chair

Early notice submitted to Statewide Provost Council

-GRAD PROGRAMS ONLY- External Review Process

Unit prepares full proposal & submits in Courseleaf

College & University Approval

School/College Curriculum Committee approval

Grad or UG Council approval

UO Senate Executive Committee

UO Senate approval

Dean and OtP meet with ASAC

Board of Trustees approval

State Approval

Statewide Provost Council (SPC) approval

Higher Education Coordinating Commission (**HECC**) approval

NWCCU approval

-END-
New program implemented

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Academic Program Approval
Summary of Program and Requested Action
[Date of Board Meeting]

The Board of Trustees (Board) retains authority under Section 1.7.1 of the Board's Retention and Delegation of Authority Policy to establish and substantially revise academic programs, locations, and units of operation. Any significant change in the University's academic programs as defined by the Higher Education Coordinating Commission (HECC) must be approved by the Board prior to submission to the HECC.

Academic program requests follow an established process at the University of Oregon (UO) where programs are reviewed by numerous internal stakeholders, including faculty, Deans, the University Provost and the University Senate. Once a program has advanced through the internal processes and has been approved by the Provost, the Board's Academic and Student Affairs Committee (ASAC) is notified of the proposed new academic program or existing academic program change. Once approved by the UO Senate, the ASAC reviews proposals based on the following: alignment with the UO's mission and strategic goals, enrollment demand and ability to attract new students, strong post graduate career opportunities, positive financial return to the university, and benefit to the state of Oregon. Proposals supported by the ASAC are forwarded to the full Board for final approval.

Requested Action:

The UO requests approval from the Board of Trustees for a **[Degree and Major/revision/new location]**, offered through the **[Department]** in the **[School or College]**. The **[new program/revision/change]** would take effect **[Effective Term]**.

All appropriate University committees, the University Senate, and the Provost have approved the proposal.

Proposal Type: ☐ *New Degree* ☐ *Program Revision* ☐ *New Location*

Academic Program Proposal Summary:
(Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan. Provide additional context on why the proposal was developed (e.g., a new specialization based on current program, student demand, response to a market opportunity, leveraging a particular strength of the UO, etc.) Include data-based evidence justifying why the UO should adopt the proposal.

Academic Program Approval

Name of Proposed Academic Program:
Academic Department/School/College:
Geographic Site & Instructional Modality: *(Eugene/Portland; In person, Online, Hybrid)*
Evidence of Enrollment Demand: *(Provide data demonstrating how the program/location is expected to meet the projected enrollment targets)*

Projected Enrollment:

Year 1	Year 2	Year 3	Year 4	Year 5

(Provide any relevant information regarding the students projected to enroll, such as by academic/career interests, demographics, transfers, etc.; and include any indicators of success that will be used related to program enrollment)

Anticipated Degree Production:
(Include by location if applicable)

Year 1	Year 2	Year 3	Year 4	Year 5

Evidence of Post Graduate Opportunities:
(Provide data demonstrating the program/location will result in quality post-graduate opportunities for students, e.g., entering a positive labor market, advancing academic or research interests, increased earnings potential, etc.)

Similar Programs in Oregon:
(Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?)

Program Fee/Differentiated Tuition:
(Yes/No – If yes, what is proposed?)

Budget Summary: (see attachment)
What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any? (this will be included in budget attachment generated by VPFA Office)

Summary of Requested Action: Proposal for a [New Degree in XXX OR Location change for [Degree]
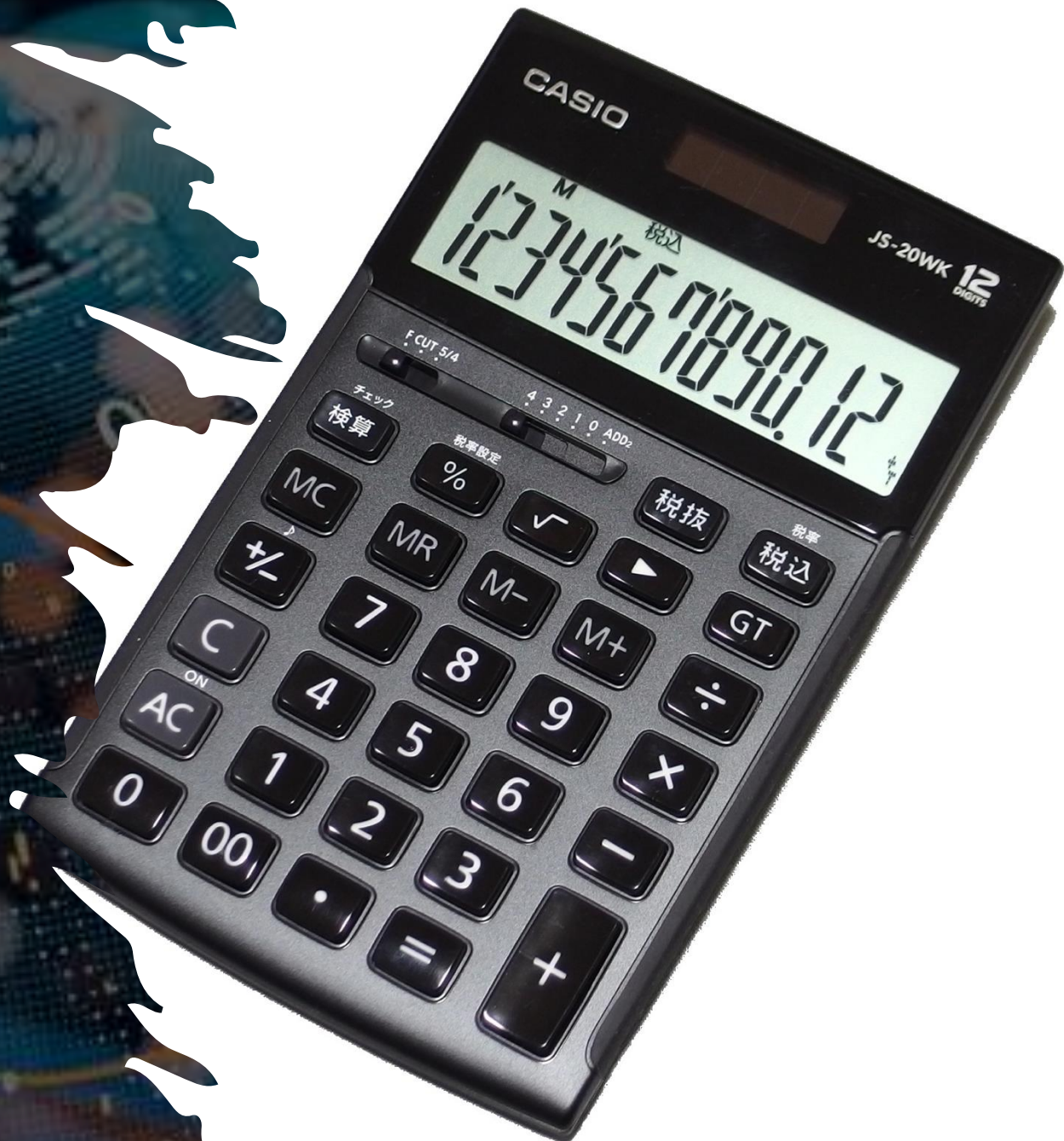Page 2 of 2

Agenda Item #4

Presentation and Discussion on Artificial Intelligence in Higher Education

Abhijit Pandit, UO Chief Information Officer, and Lee Rumbarger, Associate Vice Provost for Teaching Engagement.

Teaching, Learning, & Career Preparation with AI

Discussion with the Academic and Student Affairs Committee | *August 27, 2025*

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Agenda

- Unique challenges AI Imposes
- AI and impact on Higher Education
  - Students
  - Faculty
  - Career Preparation
- UO's AI journey thus far
  - ADAPT/AI Council
  - AI Pilots
  - Teaching & Learning | Policy & Resources
  - Teaching & Learning | AI Health Check
  - Teaching & Learning | Online Supports
  - Teaching & Learning | Student Supports
  - Teaching & Learning | Next Steps in Faculty Support
- Discussion Topics

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Unique Challenges AI Imposes

- **AI exposure precedes institutional guidance**
  - Students, faculty and staff often encounter AI tools **at home before** institutions provide formal guidance or policies
  - **Creates inconsistency, risk and a sense of "learning in the dark"**
- **High curiosity, low clarity**
  - There is a strong interest in AI across roles, but there is little **shared understanding** of what it means for teaching, learning and operations.
  - **The "desire" to adopt outpaces the "awareness" of the how and why**
- **Fragmented narratives and misinformation**
  - Faculty may fear academic **dishonesty**. Students may view AI as a **shortcut**.
  - **Competing perceptions make unified adoption difficult**
- **Learning curve overload**
  - Many stakeholders are **still** building digital fluency and now must **also adopt AI fluency**
  - **Created cognitive load and tension across existing systems**
- **Faculty and staff may feel replaced, not reskilled**
  - AI's capabilities to "teach" or "advice" raises **existential concerns**
  - **Emotional responses can stall progress if not addressed early**

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npr

NEWS ⊕   ✈ CULTURE ⊕   ♪ MUSIC ⊕   🎧 PODCASTS & SHOWS ⊕   🔍 SEARCH

TECHNOLOGY

'Everybody is cheating': Why this teacher has adopted an open ChatGPT policy

JANUARY 26, 2023 · 5:01 AM ET

Mary Louise Kelly

▶ **5-Minute Listen**   **+ PLAYLIST**   ⋯

Impact of AI on Academic Misconduct Cases

- **Increased Sophistication of Misconduct:** AI can generate text, code, images, and even full research outlines that are increasingly difficult to distinguish from human-created work.

- **The "Grey Area" of Assistance:** Students are grappling with understanding where legitimate AI assistance ends and academic dishonesty begins.

- **Potential for Increased Volume:** The ease with which AI can produce content might lead to a greater number of academic misconduct cases, putting a strain on our existing review processes.

- **Shift in Focus for Assessment:** We are being challenged to move beyond simply detecting cheating to focusing on whether genuine learning has occurred.

- **Equity Concerns:** While AI offers potential benefits for diverse learners, there's also a risk of exacerbating digital divides.

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2025 Back to School: Google Campus Visit

You've been selected!

To share the best of Google Gemini available for students, we're planning an inaugural tour across select universities in the US.

During the beginning of this academic year, we'd like to offer an engaging experience to your students about how they can get the best of Google Gemini ("Gemini Pro") for free for 1 year, and enhance their learning experience.

With your collaboration, we hope to visit your campus in the month of September, offering a pop-up event with interactive product demos, time with Google's product experts, and fun (e.g. swag).

During our visit, we're also keen to capturing social content that spotlights insights about Gemini from your students and/or faculty and staff–creating industry buzz together about AI for education.

By spending a day together on your campus, it also unlocks an opportunity to capture content together, to uplift your AI transformation story across the higher education industry: how AI is shaping the future of education, and what you're excited about Gemini.

- **Social media collaboration**: Co-create social media posts before, during, and after the event to drive buzz and amplify snackable insights from faculty, staff, and students about how they see Gemini as a helpful tool.

- **A feature on Google's key content platforms:** Based on insights and testimonials we capture, we'd love to also discuss about featuring them on Google's prominent content platforms–such as the official Google blog.

Forbes
FORBES > INNOVATION > ENTERPRISE TECH

Hype Or Reality: Will AI Really Take Over Your Job?

Bernard Marr Contributor
May 15, 2024, 01:31am EDT

GenAI set to replace these jobs, disrupt others — and worsen economic inequity

News Analysis
Jan 18, 2024 · 7 mins

abcNEWS
AI could eliminate nearly 8 million jobs in UK, study shows

The technology could herald a "job apocalypse," the study said.

By Max Zahn
March 27, 2024, 11:05 AM

THE WALL STREET JOURNAL.

AI Doesn't Kill Jobs? Tell That to Freelancers
There's now data to back up what freelancers have been saying for months

BUSINESS
Elon Musk expects AI will replace all human jobs, lead to 'universal high income'

By Breck Dumas, Fox Business
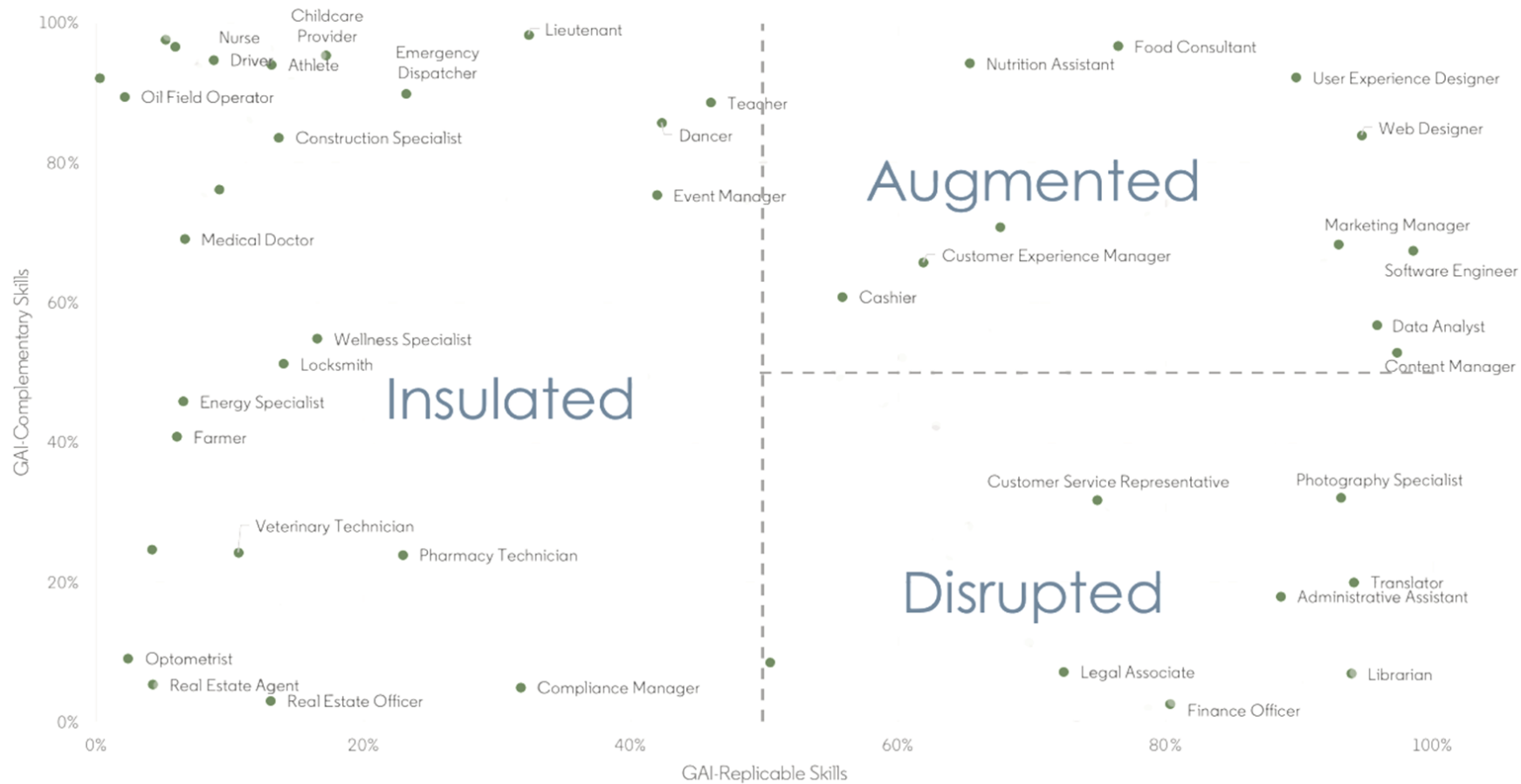Published May 26, 2024, 9:30 a.m. ET
107 Comments

Harvard Business Review
Business And Society | AI Won't Replace Humans — But Humans

Business And Society

AI Won't Replace Humans — But Humans With AI Will Replace Humans Without AI

Gartner

AI Is Reshaping work

Adapting To AI Must Address….

- **Desire > Awareness:** High curiosity and excitement without clarity on purpose or policy

- **Mismatched Expectations:** Faculty, staff and students often interpret AI's role and risks differently

- **Unstructured Adoption:** Users explore AI tools on their own before institutional guidance is offered

- **Mindset, Not just Skillset:** Successful adoption depends on trust, openness and a shift in beliefs – not just training

- **Ongoing Iterations:** AI adopts and evolves constantly, requiring institutions to adapt, communicate, and reinforce change continuously

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Varied University Approaches – Headline Summary

Poor coordination of AI experiments can lead to duplicated efforts and wasted resources

Insufficient, unstructured or low-quality data and knowledge can impede AI impacts

Limited knowledge and competencies among stakeholders about AI can create unrealistic expectations and unsustainable behaviors

Disconnect between vendor hype and measured return on AI investments must be managed

Governance for AI must balance experimentation and control of risks

Gartner

The Community-driven Initiative for the Adoption and Development of Artificial Intelligent Processes and Technology

ADAPT

AI Council – Membership

Co- Chairs:

Andrew Wheeler (IS)

Alicia Salaz (Libraries)

Faculty Representatives:

Computer and data science - Phil Colbert

Ethics - Ramón Alvarado, Philosophy

Law - Rebekah Hanley

Social sciences – Erik Ford (LCB)

Provost's Office: Hal Sadofsky

Staff Representatives:

Abhijit Pandit (IS)

José Domínguez (ISO)

Lee Rumbarger (OtP)

Jim Bouse (SSEM)

Ryan Hagemann (General Counsel)

Becky Girvan(Student Life)

Brian Hawkins (Communications)

Andre Le Duc (Safety & Risk)

Ofuma Eze-Echesi(OVPRI)

Greg Shabram (PCS)

Christy Long (CoS Representative)

Grant Schoonover (UESS)

Mark Schmelz (Human Resources)

Key AI Council Accomplishments

- Alicia & Andrew secured a $50,000 philanthropic gift to accelerate the initiatives of the AI governance council in July

- A sub-group focused on policy guidance & proposed policy revisions is ~50% of the way through review of existing university policies

- A sub-group focused on risk assessment is testing a risk assessment application on Zoom AI, and has also begun developing recommendations to balance risk management with the goals of fostering innovation

- Strategic planning: environmental scanning, desk research, and engagement with stakeholder groups across campus is underway.

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JurisGenius

The Civil Procedure clerk you always wanted

Civil Procedure Answers

Please ask a question relating to the "Civil Procedure" book and I will return my best answer derived from the full text.

👍 👎

Just now

Type your message

0/2000

UO Faculty and Staff AI Survey Results

- There is significant concern among faculty and staff about the impact of AI on student learning and academic integrity. A majority **(over 80%) agree that education methods need to change to ensure students' critical thinking and reasoning abilities are not undermined by AI**, and **over half believe AI is already affecting academic integrity at UO.**

- While many respondents see potential benefits of AI for research and administrative efficiency, **trust in AI-generated information is low, and privacy concerns are high.** Most respondents do not feel fully prepared to use AI effectively in their work, and a large proportion express **skepticism about the risks versus rewards of AI in academia**.

- There is strong support for the **university to provide structured AI-related training for both students and employees.** The most common barriers to adoption are lack of interest, perceived lack of value, insufficient tools, and lack of time or knowhow. Respondents emphasize the **need for clear policies, ethical guidance, and human oversight** in any future AI integration at UO.

- "This topic has **kept me up at night**, and I'm not exaggerating."

- "I believe, deep in my core, that writing is thinking. I believe that writing and reading are the best ways to grapple with the wicked problems in society these days. […] I worry that **GenAI will short circuit that**."

- "I don't think universal rules are necessary here, but it could be beneficial for students to have a **more generalizable understanding of the uses of AI during their academic journeys**."

- "I need help identifying what skills I need and what can be offloaded—what *don't* I need to learn? **What does 'good' AI use look like?**"

- "I **cherish the process of learning**. AI is taking that away from me. I don't want to train a bot."

- "In my best classes, professors have understood that AI will be used & they form groups and ways for students to stay connected and be interactive—the professors are asking questions like **'What do you think of this?'** vs. 'What is the right answer?'"

- "Put yourselves in students' perspectives: Given the opportunity to cheat, *why* **would you do an assignment if it looks like busywork?**"

AI at UO: Teaching & Learning | Policy & Resources

Guiding Principles:

Faculty should set course policies that are *learning-centered* and *transparent to students*.

AI-Related Teaching Support Programming

Highlights include:

- a year-long Teaching and AI "CAIT" Group, one of TEP's topical innovator groups co-facilitated by Associate Professor of Philosophy Ramón Alverado
- five-day UO Summer Teaching Institute, "Teaching in the Age of AI," with UO Online & Information Services
- an AI Health Check Service hosted by TEP and IS and led by Distinguished Teaching Professor Keli Yerian and her crack team of undergrads

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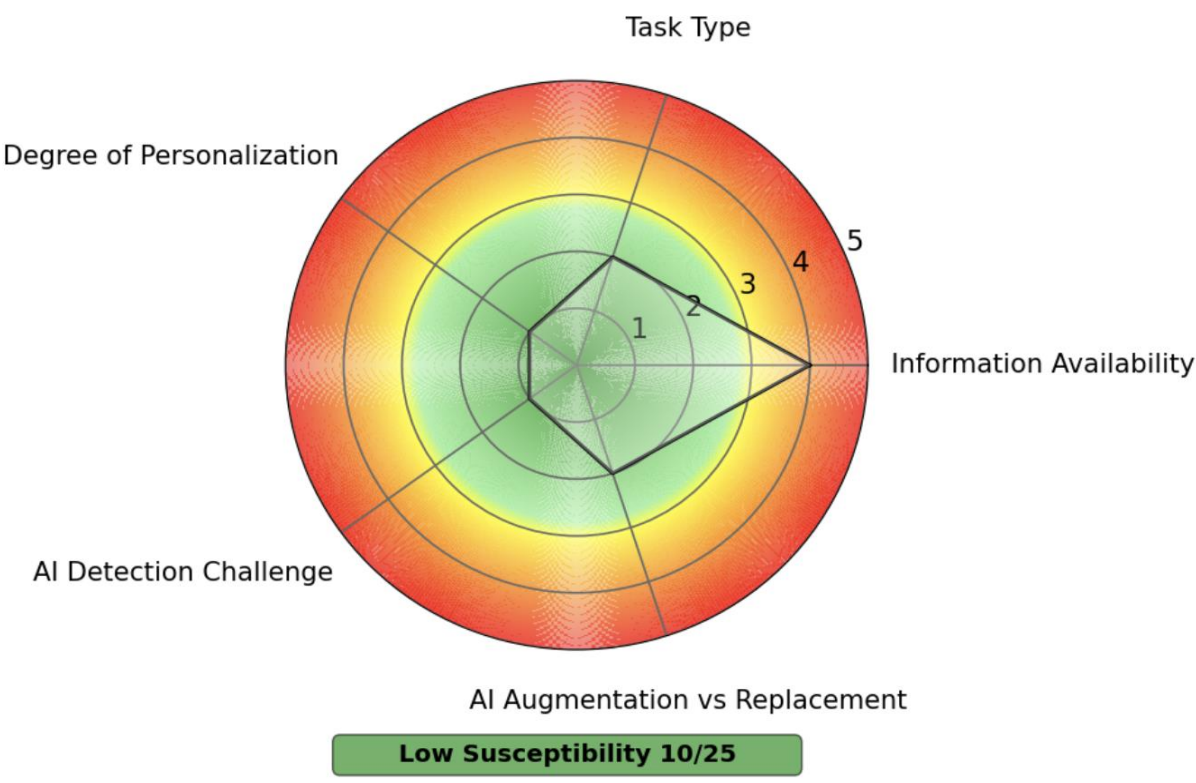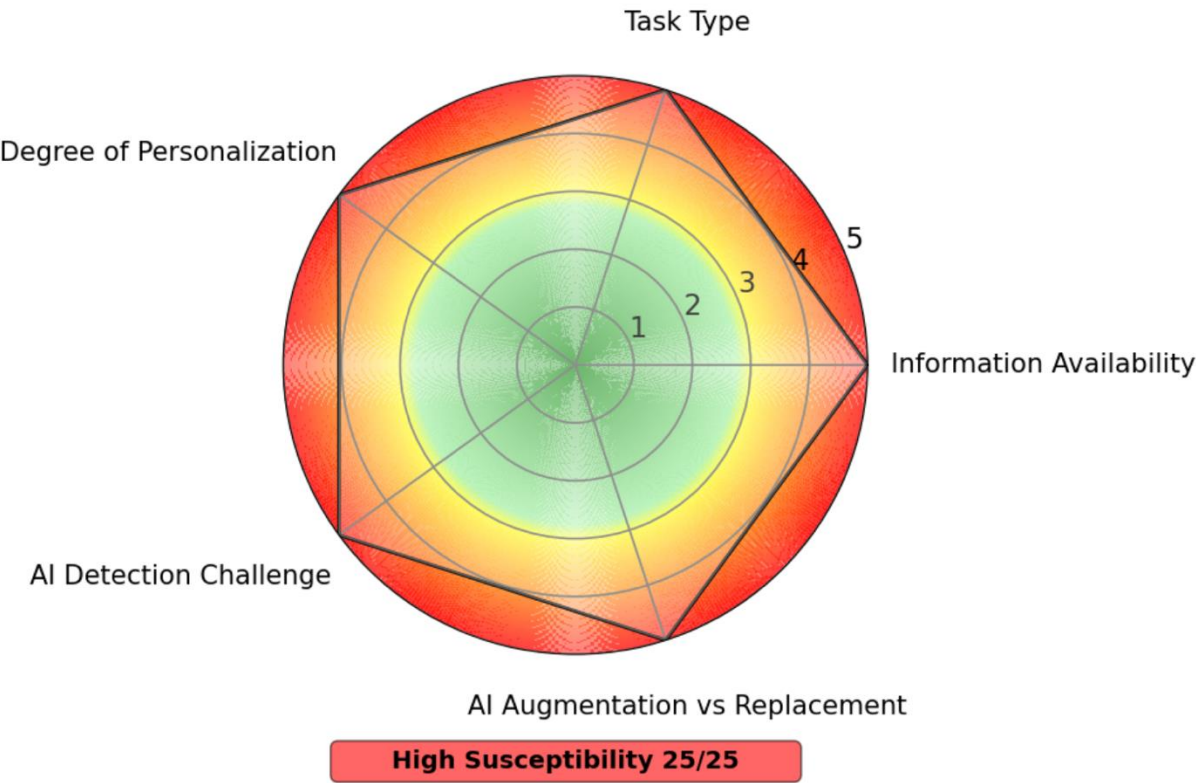
Criteria:
Task Type, Information Availability, AI Augmentation vs. Replacement, AI Detection Challenge, Degree of Personalization

AI at UO: Teaching & Learning | Online Supports
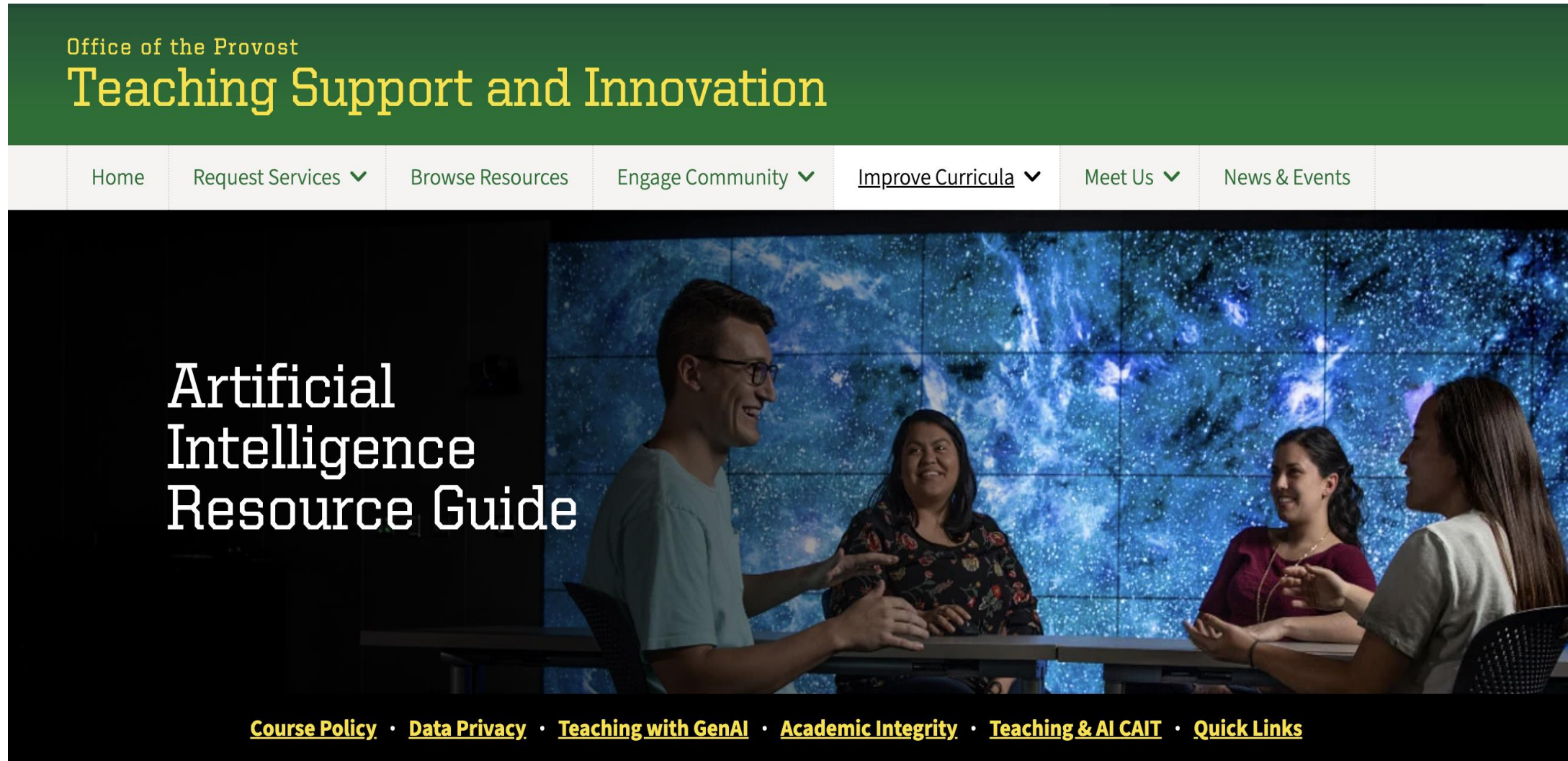
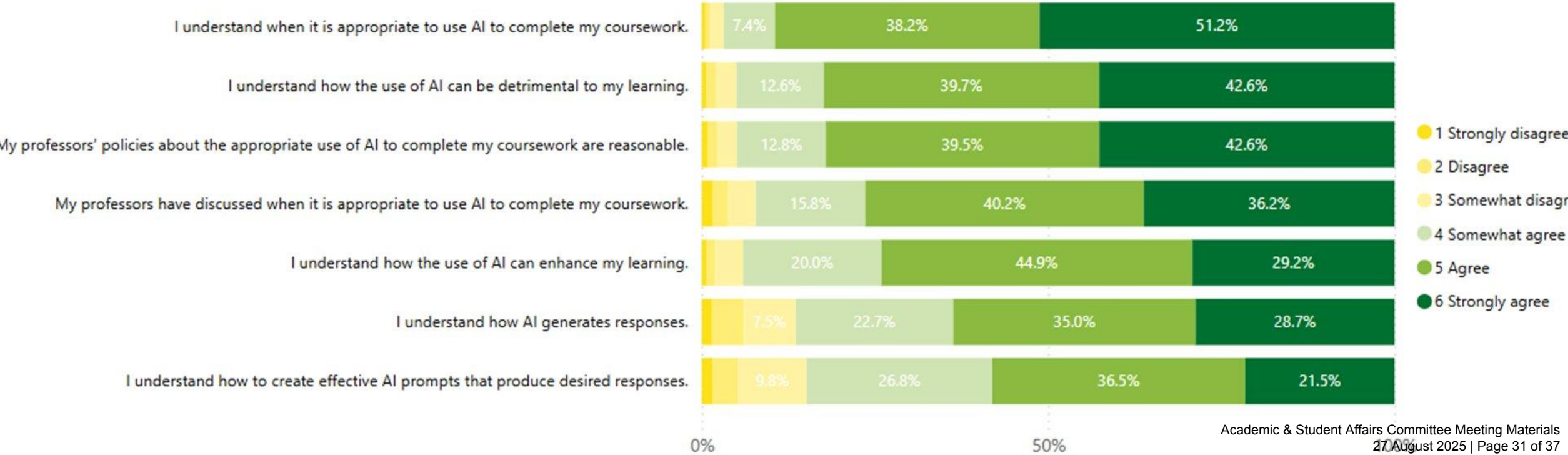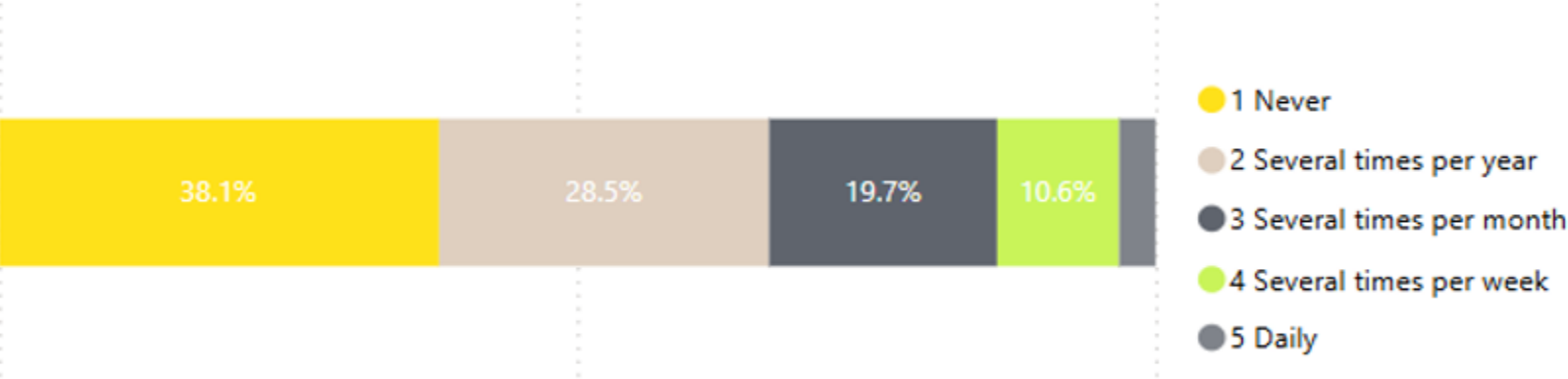Website with sample course policies, assignments, academic integrity:
https://teaching.uoregon.edu/ai

319 unique participants
72 for deeper dive support

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Student Experience in the Research University

Spring 2024

Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic settings. During this academic year, how often have you used such tools?

Top bar chart:
- 38.1% — 1 Never (yellow)
- 28.5% — 2 Several times per year (tan)
- 19.7% — 3 Several times per month (dark gray)
- 10.6% — 4 Several times per week (light green)
- 5 Daily (gray)

Bottom chart (agreement scale):
- I understand when it is appropriate to use AI to complete my coursework. — 7.4% / 38.2% / 51.2%
- I understand how the use of AI can be detrimental to my learning. — 12.6% / 39.7% / 42.6%
- My professors' policies about the appropriate use of AI to complete my coursework are reasonable. — 12.8% / 39.5% / 42.6%
- My professors have discussed when it is appropriate to use AI to complete my coursework. — 15.8% / 40.2% / 36.2%
- I understand how the use of AI can enhance my learning. — 20.0% / 44.9% / 29.2%
- I understand how AI generates responses. — 7.5% / 22.7% / 35.0% / 28.7%
- I understand how to create effective AI prompts that produce desired responses. — 9.8% / 26.8% / 36.5% / 21.5%

Legend:
- 1 Strongly disagree
- 2 Disagree
- 3 Somewhat disagree
- 4 Somewhat agree
- 5 Agree
- 6 Strongly agree

0% — 50% — 100%

Read more about the module at "Cross-Campus Collaborations to Build a Culture of Academic Integrity"

Coming Soon: New supports from UO Libraries and Information Services

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Academic misconduct vs. Pedagogical duty

If students do not use it epistemic technologies responsibly…

This may not be an issue of academic integrity/misconduct. Rather, this is an issue pertaining to our pedagogical duties.

We haven't taught our students what this tool is and how it does what it does
We haven't taught how this tool can/should be used
We haven't taught ourselves and our students how it can't/shouldn't be used

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Professor Ramón Alverado, Presenting on AI and 'Educational Ethics'

"This may not be an issue of academic integrity/misconduct. Rather, this is an issue pertaining to our pedagogical duties. We haven't taught our students what this tool is and what it does; We haven't taught ourselves or our students how this tool can/should, can't/shouldn't be used."

CAIT Identified Key Topics and Created Workshops on:

AI and the Teaching of Foundational Skills
AI and Educational Ethics
AI and Career Readiness & the Evolution of Professional Fields

Three constituencies:

What do **all instructors** need?
What do our **innovators** need and what infrastructure does the university need to benefit from their work?
What do **academic units** need?

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AI at UO: Teaching & Learning | Takeaways

- TEP and collaborators—including essential contributions from faculty leaders—have created compelling programs that are reaching a subsection of our teaching community. It's time to consider scaling up.

- Student uses of AI are rapidly evolving; the curriculum and individual assignments need attention to hold integrity.

- All instructors, innovator/leading edge instructors, and units are constituencies that each need attention.

- Insulating some parts of the curriculum from AI and integrating AI into others are both necessary .

- Questions about the purpose of our assignments, classes, and curriculum and how we use our time with students, build learning communities, and communicate transparently are all at stake in a conversation about AI—and in all the best conversations about teaching and learning. This is the good stuff.

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Next steps...

- Policy Crosswalk
- AI Council Strategic Plan
- Developing and piloting a training that can be available to all faculty
- Integration of AI into UO's approach to career readiness

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