NOTICE OF MEETING
Tuesday, December 10, 2019, 3:30 p.m.
Garren Auditorium, Biomedical Sciences Building, 1st Floor

ORDER OF BUSINESS

(1) Minutes of Meeting of October 15, 2019 7

(2-7) Announcements

(a) Chair Maripat Corr Oral

(b) Executive Vice Chancellor Elizabeth Simmons Oral

(c) Enterprise Systems Renewal: Research (Sandra Brown)
   • Kuali Research
     Linda Collins, Assistant Vice Chancellor, Contract and Grant Administration
   • Kuali Conflict of Interest
     Jennifer J. Ford, Director, Conflict of Interest, Research Compliance
   • Kuali Institutional Review Board
     Kip Kantelo, Director, Human Research Protection Programs

(d) Students in Distress Oral
   Mary Anderson, Director, VCSA Case Management Services

(e) UC Presidential Search Academic Advisory Committee Oral
   Professor Javier Garay, Department of Mechanical & Aerospace Engineering

(8) Special Orders

(a) Consent Calendar

   Committee Annual Reports 75
   • Committee on Academic Personnel
   • Committee on Undergraduate Scholarships and Honors

   Representative Assembly Senate Council Members Oral

(9) Reports of Special Committees [none]

(10) Reports of Standing Committees

(a) Undergraduate Council, Anthony Burr, Chair; and Karen Gocsik, 84
   Director, Analytical Writing Program
   • Division of Arts and Humanities Proposal to Expand Analytical Writing Program
Course Offerings

(b) Undergraduate Council, Anthony Burr, Chair; and Educational Policy Committee, Geoffrey Cook, Chair
   • Proposal to amend Divisional Bylaw 200, Educational Policy, and Bylaw 210, Undergraduate Council

(11) Reports of Faculties [none]

(12) Petitions of Students [none]

(13) Unfinished Business [none]

(14) New Business
# REPRESENTATIVE ASSEMBLY MEMBERSHIP - 2019/2020 Roster

## EX OFFICIO MEMBERS

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## Elected Members & Alternates

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**ADVISORS**

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MINUTES

Chair Corr called the meeting to order. A quorum was present (see attached attendance sheet), along with other Academic Senate members and guests. Chair Corr welcomed everyone to the first Representative Assembly meeting of the academic year, and introduced Vice Chair Steven Constable and Professor Gerry Mackie, Parliamentarian. Chair Corr introduced the Academic Senate staff present: Ray Rodriguez (Director); Alain Montgomery (Assembly Recorder); Trevor Buchanan (Technical Support); Lori Hullings (Associate Director); Courtney Campbell (Senate Analyst); and Andrew Flores (Executive Assistant). Chair Corr reviewed the Academic Senate Bylaws governing membership, privileges of the floor, and voting.

MINUTES OF THE MEETING ON JUNE 4, 2019
There were no objections and the minutes of the June 4, 2019 meeting were approved as submitted.

ANNOUNCEMENTS BY THE CHAIR OF THE DIVISION

Systemwide Update
President Napolitano will Step Down
Chair Corr shared that President Napolitano will step down from her role in August 2020. A special committee comprised of Senate faculty from each campus will be appointed to advise the Regent’s search committee. Chair Corr explained that pursuant to Regents Policy 7101: Policy on Appointment of the President of the University the University of California Board of Regents, Chair John A. Pérez has appointed Regents to the Special Committee. The Special Committee will select a firm to assist in the confidential search process. Various constituent groups of the University will be consulted. Constituent groups include the Academic Advisory Committee, UC Chancellors, Laboratory Directors, Vice Presidents, students, staff, and alumni. Nominees for the Academic Advisory Committee from UCSD have been vetted by the Committee on Committees and put forward to Systemwide Chair Kum-Kum Bhavnani. University Committee on Committees is meeting to discuss nominees for the Academic Advisory Committee and will seek to form a committee that has a representation of the 10 campuses.

Divisional Update
Chair Corr shared that the School of Public Health has received all formal approvals and the Dean search is underway.

Chair Corr asked faculty to be patient with staff as multiple new IT systems are rolling out this year. In September of 2019, University of California Outside Activity Tracking System (UC OATS) went live where faculty reports work they are engaged in off campus. Also, Chair Corr apprised the Assembly that in January 2020, the Kuali Research project will go live. This system will impact grant submission with COI. Also, in July 2020 the new financial information systems will be rolled out.

[The slides and/or handout provided for this presentation are included with these minutes as Enclosure A]

At the close of the announcements, Chair Corr invited Executive Vice Chancellor Elizabth Simmons to address the Assembly.

ANNOUNCEMENTS BY EXECUTIVE VICE CHANCELLOR ELIZABETH SIMMONS
Executive Vice Chancellor Simmons thanked Chair Corr and greeted the Assembly. Executive Vice Chancellor Simmons announced that pursuant to the General Campus Growth Plan, the General Campus added 70 new ladder rank faculty and teaching professors in the last three years with 2019-2020 being the last year of the current multi-year hiring cycle. General Campus Divisional Deans have been asked to create three year hiring plans that take several factors into account and propose carefully targeted growth that can make the most impact in the following areas: 1) Improving student success and the undergraduate experience, 2) Expanding faculty diversity, 3) Strengthening academic and scholarly excellence, and 4) Promoting cross-divisional collaborative hiring and scholarship. The plans should also include a forecast of expected faculty departures and reallocation of vacant positions.

Executive Vice Chancellor Simmons explained that the faculty growth plan includes a target for new ladder-rank faculty and teaching professors, with at least 1/3 earmarked for teaching professor positions. Key factors in the feedback process include:

- Time-to-degree, graduation rates, and opportunity gaps
- Support for general education teaching in the colleges and divisions
- Evidence-based plans for inclusive framing of new positions and search processes
- Opportunities to accelerate scholarly impact and visibility of units and campus
- Metrics for measuring progress toward goals laid out in divisional plan

Executive Vice Chancellor Simmons noted that plans should also incorporate available divisional/departmental revenue streams (e.g. philanthropic gifts, funds from self-supporting programs) for FTE salaries, renovation costs, or start-up costs.

Executive Vice Chancellor Simmons also provided a comprehensive overview of the following funding models and incentives to support campus priorities:

- **Faculty Hiring Incentive Programs**
  Executive Vice Chancellor Simmons reported that UC provides five years of partial salary support to campus units that hire current and former UC President's and Chancellor's Postdoctoral Fellows as ladder-rank faculty. To date, nine such fellows have been hired. Executive Vice Chancellor Simmons explained that as in 2018-19, the EVC’s Office is again offering 0.5 FTE as matches to general campus, Health Sciences, or Marine Sciences academic units that hire eligible current or former PPFP/CPFP fellows into ladder-rank positions.

- **Chancellor’s Joint FTE Program**
  Executive Vice Chancellor Simmons shared that 11 hires were approved as part of most recent round in Spring 2019 and that the next call for proposals is Spring 2020.

- **Graduate Student Funding Model**
  Executive Vice Chancellor Simmons shared that the following three changes will take effect this year and that other potential changes are under discussion with the Senate: 1) PhD and MFA students must receive combined financial support at least equivalent to a Teaching Assistant appointment at 50%; 2) Graduate Student Researcher Tuition Fee remission process has been separated from Block Grant allocations, to provide greater consistency, stability, and transparency; and, 3) the cost of payments for a graduate student's tuition, fees, or other benefits will be charged proportionately across the sources of support for that student.

- **Summer Session Incentive**
  Executive Vice Chancellor Simmons shared that it is anticipated that in summer 2020, academic units that offer additional courses and enroll more students in summer session compared to last year will receive a higher rate of financial support per course and per student.

At the close of the Executive Vice Chancellor’s announcements, Chair Corr opened the floor to questions.
A member asked whether the University can guarantee a student TAship in a research lab in the first 5 years if the research grant is not renewed. Executive Vice Chancellor Simmons explained that this is a goal that is being worked towards and that there are other aspects of Block Grants, Fellowships, and TAships that need to be worked out.

A member asked if a student was on a 25% TAship, with the Department only getting half of the tuition payment for that student, whether the Block Grant have to pay for the other half of the tuition. Executive Vice Chancellor Simmons explained that either the Block Grant or some other departmental source would be responsible for making up the difference.

A member asked what the justification is for earmarking 1/3 of new hires for teaching professors as part of the General Campus Growth Plan. Executive Vice Chancellor Simmons explained that data supports the position that there are benefits for research institutions to incorporate teaching professors with a strong pedagogical orientation and expertise into its faculty.

A member asked whether the GC Growth Plan has a built-in process for enhancing diversity. Executive Vice Chancellor Simmons explained that there was a Senate Administration workgroup that reported on inclusive faculty recruitment that created ways to structure searches that enhance the diversity of the original applicant pool and eliminates implicit bias to ensure that every applicant is given fair consideration.

A member asked whether TA ratios will stay the same. Executive Vice Chancellor Simmons explained that the PRC ratio (which determines how many students there are per TA in a division) was part of a discussion in an Administration workgroup on graduate funding and that this particular issue is being currently evaluated.

[The slides and/or handout provided for this presentation are included with these minutes as Enclosure B]

At the close of questions, Chair Corr invited Erik Mitchell, University Librarian to address the Assembly.

**PRESENTATION BY ERIK MITCHELL, UNIVERSITY LIBRARIAN**

Erik Mitchell provided a status update on the Elsevier negotiations, an Overview of Project Transform, and the Library’s Open Access (OA) focus for the 2020 academic year.

Librarian Mitchell explained that there has not been a contract with Elsevier since December 31, 2018. Negotiations terminated on February 28, 2019 and direct access terminated on July 10, 2019. Librarian Mitchell noted that UC libraries are actively assessing alternative access methods and remain committed to negotiation principles of managed cost and full OA. With respect to international progress on OA, Elsevier has since reached first ever publish-and-read agreements as Norway, Hungary and other US institutions are close. Librarian Mitchell reported that there are currently eighteen public North American statements of support from 154 colleges and universities. Librarian Mitchell shared that an OA Tipping Point Workshop was held by UC in August of 2019 for seventeen universities and consortia.

With respect to future planning, Librarian Mitchell shared that UC Libraries continue to gather data on all alternative access methods so UC San Diego can identify high demand titles, gain a better understanding of overall need and address areas for service improvement and cost management. Also, UC Libraries continue to engage in outreach through presentations to UC and other academic institutions and with faculty and students.

In regard to Project Transform, Librarian Mitchell shared that in the summer 2019 UC Libraries broadened the OA strategy in partnership with the UC faculty and partners who established Elsevier
negotiations to continue OA negotiations with other publishers and scholarly societies. The goals of Project Transform are to negotiate and implement a set of transformative agreements with publishers of scholarly journals. This would transform subscription spending into OA publishing spending through the use of a new approach called off-setting and build a new multi-payer funding model.

Librarian Mitchell explained UC San Diego’s focus on OA in the coming year 2020 will be: 1) to stay focused on Elsevier negotiations and ensure that the campus is supporting access as well as transformative agreements; 2) to assess the impact of loss of access in partnership with the Academic Senate; 3) to engage with faculty who publish in Cambridge University Press and Journal of Medical Internet Research to support OA adoption; and, 4) to look for additional ways to foster OA at UC San Diego.

A member asked what percentage of actual article requests come to the Library versus the independent sources used by investigators. Librarian Mitchell shared that the Library receives one and a half percent the volume of requests compared to Elseveir statistics, but that this data is based on only 8 months of articles that aren’t accessible.

[The slides and/or handout provided for this presentation are included with these minutes as Enclosure C]

At the close of Erik Mitchell’s presentation, Chair Corr invited Robert Horwitz, Former Divisional Senate Chair to address the Assembly. Chair Corr presented Dr. Horwitz with a plaque for his service as Chair and many years of service.

**PRESENTATION BY ROBERT HORWITZ, FORMER DIVISIONAL SENATE CHAIR**

Former Divisional Senate Chair provided the Assembly with an overview of the Senate. Dr. Horwitz explained that the Academic Senate is the primary vehicle through which faculty participate in shared governance. Regents Standing Order 105 (Regents Bylaw 40.2) defines the duties and authority of the Academic Senate to set admissions requirements and graduation requirements and to approve courses and curriculum. Dr. Horwitz noted that the Senate may also be asked to advise on budget and on other matters pertaining to the conduct and welfare of the University and extrapolated on the many achievements the Senate was able to effectuate over the last academic year.

Dr. Horwitz described the organizational structure of the Senate as being comprised of the UC Systemwide Academic Senate, and each UC campus’ Divisional Senate of the UC Academic Senate. UC San Diego is referred to the San Diego Divisional Academic Senate. Dr. Horwitz further explained the difference between the UC and Divisional Senate leadership and their counterpart bodies. The Chair of the UC Academic Senate is Professor Kum-Kum Bhavnani, UCSB; the Vice Chair is Professor Mary Gauvain, UCR. The governing bodies of the UC Academic Senate are the Academic Council and the Assembly.

The Chair of the San Diego Divisional Senate is Professor Maripat Corr, Department of Medicine; the Vice Chair is Professor Steven Constable, SIO-IGPP. A San Diego Divisional Senate Vice Chair is elected each spring, and serves one year as Vice Chair before serving as Chair for one year, the following year. Other elected positions include Divisional Representatives to the UC (Systemwide) Assembly of the Academic Senate and members of the Committee on Committees (ConC), which appoints all other standing Senate committee members and chairs (250/year) and recommends Senate members for service on administrative committees (200-300/year) The governing bodies of the SD Divisional Senate are Senate Council and Representative Assembly. The Representative Assembly (Assembly) is a legislative body composed of representatives from all academic departments, schools and colleges. The Assembly is governed by parliamentary procedure and the issues presented at RA are vetted by standing Senate committees, whose reports are intended as briefing documents to inform the voting members of the
Assembly. The SD Divisional Senate has 27 Standing Committees. San Diego Divisional Senate is comprised ~2,000 members (including 500 emeriti faculty) who are professors, full-time LSOEs & LPSOEs, and select administrators.

Dr. Horwitz explained that the Senate is a deliberative body that functions through committees, much like other senates. Standing committees do the transactional work under the purview of the committee (e.g. CAP & academic file reviews, UGC & course approvals, CPT & grievances). Requests for Senate consultation on matters pertaining to the faculty as a whole are sent by the Senate Chair to Senate standing committees for review and discussed at Senate Council, before a response is issued by the Senate Chair. Legislative matters (which require bylaw or regulation changes) are voted on at Representative Assembly. The Senate follows the academic calendar (most committees do not meet during the summer).

Dr. Horwitz discussed the work the San Diego Divisional Senate accomplished last year which included: thwarting UCSF Dignity health partnership that would have compromised UC values; endorsing OA; rejecting online masters programs until program guidelines are fully developed; safeguarding faculty’s role in the Preuss school governance; raising issue of contract cheating and student academic integrity; and streamlining the ORU review process in conjunction with VC Brown.

[The slides and/or handout provided for this presentation are included with these minutes as Enclosure D]

SPECIAL ORDERS
Consent Calendar

Committee Annual Reports
The annual reports listed below were included in the meeting materials for this meeting. Chair Corr asked if there were any objections to adopting the reports as submitted, there being no objections, the reports were adopted.

- Committee on Committees
- Committee on Research & Research Grant Committees
- Educational Policy
- Graduate Council
- Undergraduate Council

Senate Special Election Fall 2019
Senate Vice Chair Constable provided an overview of the nomination process, and presented the Senate Council nominations to run for election to serve on the Committee on Committees. Vice Chair Constable shared that one duty of the Assembly is to ensure that there are two candidates for each vacancy on the Committee on Committees to be filled by election. Divisional Bylaws charge Senate Council with providing a slate of nominations for consideration by the Representative Assembly. Representative Assembly members may also make additional nominations from the floor. However, before nominating a candidate, it should have already been determined that the person is willing to run and serve the specified term. There will be a vacancy on ConC, in January 2020, for a member of the Committee on Committees from a Health Sciences department, excluding the Department of Anesthesiology and the Department of Psychiatry, to serve through August 31, 2021. Senate Council has nominated the following candidates: 1) Neil Chi (Professor, Medicine) and 2) Rohit Loomba (Professor, Medicine)

Vice Chair Constable asked if there additional nominations from the floor. No additional nominations were made and Vice Chair Constable called for a vote to approve the slate as presented. The slate was approved unanimously.
The following Senate members were nominated by the Committee on Committees or by petition for a Divisional Representative vacancy. No further action is required by the Assembly on these nominations: Divisional Representative to the systemwide Assembly of the Academic Senate. There is one vacancy. The term is January through August 2020. Igor Grant (Professor, Psychiatry) and Eric Halgren (Professor, Radiology & Neurosciences)

REPORTS OF SPECIAL COMMITTEES [None]

REPORTS OF STANDING COMMITTEES

Educational Policy Committee: Geoffrey Cook, Chair – Policy on Distance Education
Chair Corr invited Professor Cook to provide an overview of the Policy on Distance Education. Professor Cook explained that the primary objective was to modernize the existing Policy on Remote and Distance Instruction (enacted 2011) to better accommodate the varied formats employed in distance education courses while maintaining the standards expected of all courses offered at UC San Diego. Professor Cook explained that the policy will be renamed, provide a standard definition for what defines a distance education course, will articulate standards and requirements that all distance education courses must meet, and provide clearer guidance on the proposal requirements and review procedures to establish a distance education course.

The name will change from CEP Policy on Remote and Distance Instruction to UC San Diego Policy on Distance Education Courses and will eliminate the distinction between remote (i.e. asynchronous) and distance (i.e. synchronous) instruction. It will take effect November 1, 2019.

The policy articulates the standards and requirements that all distance education courses must meet. EPC developed standards for instruction, verification student identity, academic integrity, synchronous interaction that distance education courses must meet, and defined requirements for how to identify distance education courses and obtain Senate approval.

Professor Cook noted that distance education courses can employ several different mechanisms of instruction and that the policy provides more guidance to proposers about what constitutes a distance education course. Professor Cook explained that the policy provides a clear and standard definition for a distance education course. In addition to supporting regular and substantive interaction between the students and the instructor, either synchronously (live but remote) or asynchronously (on demand and remote) a course will be considered a distance education course if (for some or all students) less than 50% of student-instructor interaction time was designed to occur face-to-face.

In order to provide clearer guidance on the proposal requirements and to ensure that new distance education courses meet quality assurance standards the policy establishes review procedures to establish a distance education course, requires review by Digital Learning in the Teaching + Learning Commons prior to Senate review, and states what information is required for course proposals.

A member asked why the updated policy conflates the distinction between asynchronous and synchronous. Professor Cook explained that for purposes of clarity it was decided to eliminate the distinctions.

[The slides and/or handout provided for this presentation are included with these minutes as Enclosure E]

Health Science Faculty Council, Elizabeth Winzeler, Chair – Proposed Revision to Divisional Senate
Bylaw 503, Grading Policy–School of Medicine
Professor Winzeler provided an overview of the proposal. Professor Winzeler explained that the objective of the revision is to move towards a pass/fail in residency and transition courses which is recommended by the American Medical Association, as a way to alleviate stress of students in medical school.

Professor Winzeler made a formal motion for the approval of the proposed revisions to Divisional Regulation 503, Grading Policy – School of Medicine. Because the motion was made on behalf of a Senate Committee, no second motion was required. Senate Chair Corr opened the floor to questions and discussion.

There being none, Chair Corr called for a vote on the proposed revisions Divisional Regulation 503, Grading Policy – School of Medicine. The proposal to revise Divisional Regulation 503, Grading Policy – School of Medicine was approved unanimously.

Graduate Council, Maho Niwa Rosen, Member, Craig McIntosh, Professor, School of Global Policy & Strategy – Department of Political Science and School of Global Policy and Strategy, Proposal to Establish Five-Year Bachelor of Arts/Master of International Affairs (BA-MIA) Program

Professor McIntosh provided an overview of the proposal. Professor McIntosh explained aspects of the Five-Year BA-MIA Program. Professor McIntosh explained that under the current political science undergraduate major the student’s senior year is unencumbered. Under the proposal the student’s first three years of study remain intact. The fourth year would encompass the conventional first-year core masters courses in International Affairs. The student would take conventional second year courses in the fifth year. Professor McIntosh explained that the program is identical to the already approved undergraduate program in the ISP Political Science major. Also, the program is structured in such a way that allows a student to still obtain a BA in Political Science if the student were to withdraw in the fourth year and that the program is designed to incorporate transfer students.

Professor Rosen made a formal motion for the approval of the proposed Five-Year Bachelor of Arts/Master of International Affairs Program, Department of Political Science and School of Global Policy and Strategy. Because the motion was made on behalf of a Senate Committee, no second motion was required. Senate Chair Corr opened the floor to questions and discussion.

There being none, Chair Corr called for a vote on the proposal to establish a Five-Year Bachelor of Arts/Master of International Affairs Program, Department of Political Science and School of Global Policy and Strategy. The proposal to establish a Five-Year Bachelor of Arts/Master of International Affairs Program, Department of Political Science and School of Global Policy and Strategy was approved unanimously.

[The slides and/or handout provided for this presentation are included with these minutes as Enclosure F]
Chair Corr called for any new business, there being none, the meeting was adjourned at 4:52 p.m. Recorded by Alain L. Montgomery, Senate Analyst.
# REPRESENTATIVE ASSEMBLY MEMBERSHIP - 2019/2020

**October 15, 2019 Meeting Attendance**

## EX OFFICIO MEMBERS

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<tr>
<td>CONSTABLE, STEVEN C</td>
<td>VICE CHAIR, SAN DIEGO DIVISION</td>
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<td>MACKIE, GERALD LEE</td>
<td>PARLIAMENTARIAN, SAN DIEGO DIVISION</td>
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<td>KHOSELA, PRADEEP K</td>
<td>CHANCELLOR, UC SAN DIEGO</td>
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<td>EXECUTIVE VICE CHANCELLOR, ACADEMIC AFFAIRS</td>
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<td>VICE CHANCELLOR, HEALTH SCIENCES</td>
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ELECTED MEMBERS & ALTERNATES

SAN DIEGO DIVISION
- COULSON, SEANA
  Primary Representative
- JAVIDI, TARA
  Primary Representative
- MEL, STEPHANIE
  Primary Representative

MARSHALL COLLEGE
- BOOKER, ANGELA N
  Primary Representative
- HUNEFELDT, CHRISTINE
  Primary Representative

MUIR COLLEGE
- BLANCO, JOHN D
  Primary Representative
- ZILBERG, ELANA J
  Primary Representative

REVELLE COLLEGE
- CLANCY, LIAM P
  Primary Representative
- KLEINFELD, DAVID
  Primary Representative

ROOSEVELT COLLEGE
- GOLDMAN, HARVEY STERN
  Primary Representative
- RANGAMANI, PADMINI
  Primary Representative

SIXTH COLLEGE
- ALVARADO, CHRISTINE J
  Primary Representative
- CASTRO, ROBERT J
  Primary Representative

WARREN COLLEGE
- SCHROEDER, JULIAN I
  Primary Representative
- YANG, JERRY
  Primary Representative

EMERITUS FACULTY
- POWELL, HENRY C
  Primary Representative
- APPELBAUM, MARK I
  Alternate Representative
MATHEMATICS
- Golsefidy, AUREZA SALEHI
  Primary Representative
- Meyer, DAVID A
  Primary Representative

MEDICINE
- Chi, NAi-WEN
  Primary Representative
- Schnabl, BERND
  Primary Representative

MUSIC
- Terrazas Perez, WILFRIDO DAMIAN
  Primary Representative

NANOENGINEERING
- Liu, PING
  Primary Representative

NEUROSCIENCES
- Halgren, ERIC
  Primary Representative
- Pierce, KAREN L
  Primary Representative

OBSTETRICS, GYNECOLOGY, & REPRODUCTIVE SCIENCES
- Stupack, DWAYNE GARRY
  Primary Representative

OPHTHALMOLOGY
- Robbins, SHIRA L
  Primary Representative

ORTHOPAEDICS
- Hargens, ALAN R
  Primary Representative

PATHOLOGY
- Fadare, OLUWOLE
  Primary Representative
- Pride, DAVID TEVIS
  Primary Representative

PHARMACOLOGY
- Leffert, HYAM LERNER
  Primary Representative

- Bejenaru, IOAN
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- Adams, JOSEPH A
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<td>UROLOGY</td>
<td>DERWEESH, ITHAAR H</td>
<td>Primary Representative</td>
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<td>AARON, SARAH MIRANDA</td>
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<td>CHEN, JIUN-SHYH</td>
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<td>MEKEEL, KRISTIN LEIGH</td>
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<td>POWELL, LORA</td>
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</table>
VISUAL ARTS

☐ DOMINGUEZ, RICARDO RENE
   Primary Representative

☐ WARDWELL, MARIANA RAZO
   Primary Representative

☐ BRYSON, WILLIAM N
   Alternate Representative

☐ STALBAUM, BRETT O
   Alternate Representative
ADVISORS

RESEARCH ADVISOR - GC
- GARUDADRI, HARINATH
  Primary Advisor
- GUPTA, AMARNATH
  Alternate Advisor

RESEARCH ADVISOR - HS
- KING, CHARLES
  Primary Advisor
- LI, SHENG
  Alternate Advisor

RESEARCH ADVISOR - SIO
- HAASE, JENNIFER
  Primary Advisor
- JOHNSTON, T.M. SHAUN
  Alternate Advisor

GRADUATE STUDENT ADVISOR
- GRUBB, TOM
  Primary Advisor

UNDERGRADUATE STUDENT ADVISOR
- MANLUTAC, ANNIKA
  Primary Advisor
- PARTHASARATHY, ADARSH
  Primary Advisor
### REPRESENTATIVE ASSEMBLY MEMBERSHIP - 2019/2020

**October 15, 2019 Meeting Attendance**

**EX OFFICIO MEMBERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Corr, Mary P</td>
<td>Chair, San Diego Division</td>
</tr>
<tr>
<td>Constable, Steven C</td>
<td>Vice Chair, San Diego Division</td>
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<tr>
<td>Mackie, Gerald Lee</td>
<td>Parliamentarian, San Diego Division</td>
</tr>
<tr>
<td>Khosla, Pradeep K</td>
<td>Chancellor, UC San Diego</td>
</tr>
<tr>
<td>Simmons, Elizabeth H</td>
<td>Executive Vice Chancellor, Academic Affairs</td>
</tr>
<tr>
<td>Brenner, David Allen</td>
<td>Vice Chancellor, Health Sciences</td>
</tr>
<tr>
<td>Leinen, Margaret S</td>
<td>Vice Chancellor, Marine Sciences</td>
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<tr>
<td>Brown, Sandra A</td>
<td>Vice Chancellor, Research Affairs</td>
</tr>
<tr>
<td>Horwitz, Robert B</td>
<td>Immediate Past Chair, San Diego Division</td>
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<tr>
<td>Abrajano, Marisa A</td>
<td>Chair, Academic Personnel</td>
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<tr>
<td>Cook, Geoffrey William</td>
<td>Chair, Educational Policy</td>
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<tr>
<td>Aron, Adam R</td>
<td>Chair, Faculty Welfare</td>
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<tr>
<td>Burr, Anthony Ivan</td>
<td>Chair, Undergraduate Council</td>
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<tr>
<td>Campana, Wendy M</td>
<td>Chair, Committee on Committees</td>
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<tr>
<td>Kehler, Andrew Scott</td>
<td>Chair, Research</td>
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<tr>
<td>Oegema, Karen F</td>
<td>Chair, Planning &amp; Budget</td>
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<tr>
<td>Pezzoli, Keith</td>
<td>Chair, Campus &amp; Community Environment</td>
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<tr>
<td>Pomeroy, Robert S</td>
<td>Chair, Admissions</td>
</tr>
<tr>
<td>Trigilio, Michael J</td>
<td>Chair, Diversity &amp; Equity</td>
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<tr>
<td>Russell, Lynn Monica</td>
<td>Chair, Graduate Council</td>
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<tr>
<td>Varner, Judith A</td>
<td>Chair, Privilege &amp; Tenure</td>
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<tr>
<td>Baird, Andrew</td>
<td>Member, Academic Council</td>
</tr>
<tr>
<td>Serences, John Thomas</td>
<td>Member, Academic Council</td>
</tr>
<tr>
<td>Kronick, Amy Bridges</td>
<td>Senior Representative, Academic Assembly</td>
</tr>
<tr>
<td>Yadegari, Shahrokh D</td>
<td>Senior Representative, Academic Assembly</td>
</tr>
</tbody>
</table>
ELECTED MEMBERS & ALTERNATES

SAN DIEGO DIVISION
☐ COULSON, SEANA
  Primary Representative
☐ JAVIDI, TARA
  Primary Representative
☐ MEL, STEPHANIE
  Primary Representative

MARSHALL COLLEGE
☐ BOOKER, ANGELA N
  Primary Representative
☐ HUNEFELDT, CHRISTINE
  Primary Representative

MUJIR COLLEGE
☐ BLANCO, JOHN D
  Primary Representative
☐ ZILBERG, ELANA J
  Primary Representative

REVELLE COLLEGE
☐ CLANCY, LIAM P
  Primary Representative
☐ KLEINFELD, DAVID
  Primary Representative

ROOSEVELT COLLEGE
☐ GOLDMAN, HARVEY STERN
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☐ RANGAMANI, PADMINI
  Primary Representative

SIXTH COLLEGE
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  Primary Representative
☐ CASTRO, ROBERT J
  Primary Representative

WARREN COLLEGE
☐ SCHROEDER, JULIAN I
  Primary Representative
☐ YANG, JERRY
  Primary Representative

EMERITUS FACULTY
☐ POWELL, HENRY C
  Primary Representative
ECONOMICS
- DU, SONGZI
  Primary Representative
- SUN, YIXIAO
  Primary Representative

EDUCATION STUDIES
- POLLOCK, MICA
  Primary Representative

EMERGENCY MEDICINE
- TOMASZEWSKI, CHRISTIAN ALBERTO
  Primary Representative

ETHNIC STUDIES
- VISWESWARAN, KAMALA
  Primary Representative

FAMILY & PREVENTIVE MEDICINE
- HONG, SUZI
  Primary Representative
- THOMPSON, WESLEY KURT
  Primary Representative

GLOBAL POLICY AND STRATEGY
- BOWEN, T RENEE
  Primary Representative

HISTORY
- GOLAN, TAL
  Primary Representative
- GRAHAM, JESSICA LYNN
  Primary Representative

LINGUISTICS
- MAYBERRY, RACHEL IRENE
  Primary Representative

LITERATURE
- ALI, MOHAMMAD KAZIM
  Primary Representative
- LERER, SETH
  Primary Representative

MAE
- BANDARU, PRABHAKAR RAO
  Primary Representative
- MARTINEZ DIAZ, SONIA
  Primary Representative

GELBER, ALEXANDER MICHAEL
  Alternate Representative
- WUTHRICH, KASPAR
  Alternate Representative

JONES, MAKEBA
  Alternate Representative

VILKE, GARY MICHAEL
  Alternate Representative

DORR, KIRSTIE A
  Alternate Representative

BLOSS, CINNAMON SUE
  Alternate Representative

GARFEIN, RICHARD S
  Alternate Representative

ACKERMAN, FARRELL
  Alternate Representative

CHACON, GLORIA ELIZABETH
  Alternate Representative

CORTES, JORGE
  Alternate Representative

MCENEANEY, WILLIAM MICHAEL
  Alternate Representative
PHILOSOPHY

GRUSH, RICK S
Primary Representative

PHYSICS

AVERITT, RICHARD
Primary Representative

MCGREEVY, JOHN AUSTEN
Primary Representative

POLITICAL SCIENCE

BUTLER, DANIEL M
Primary Representative

MAGAGNA, VICTOR VALENTINE
Primary Representative

PSYCHIATRY

KREMEN, WILLIAM S
Primary Representative

PALMER, BARTON W
Primary Representative

PSYCHOLOGY

BARNER, DAVID A
Primary Representative

RADIATION MEDICINE & APPLIED SCIENCES

SEIBERT, TYLER MICHAEL
Primary Representative

RADIOLOGY

DU, JIANG
Primary Representative

LEE, ROLAND ROBERT
Primary Representative

RADY SCHOOL OF MANAGEMENT

GNEEZY, URI
Primary Representative

HARDIMON, MICHAEL O
Alternate Representative

BUTOV, LEONID VICTOROVICH
Alternate Representative

INTRILIGATOR, KENNETH A
Alternate Representative

HOSTON, GERMAINE A
Alternate Representative

INGHAM, SEAN T
Alternate Representative

SCHUCKIT, MARC A
Alternate Representative

SEBAT, LILJA MIKHAILOVNA
Alternate Representative

MC KENZIE, CRAIG RM
Alternate Representative

MISRA, KANISHKA
Alternate Representative
ADVISORS

RESEARCH ADVISOR - GC
☐ GARUDADRI, HARINATH
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   Primary Advisor

UNDERGRADUATE STUDENT ADVISOR
☐ MANLUTAC, ANNIKA
   Primary Advisor
☐ PARTHASARATHY, ADARSH
   Primary Advisor
Sign in Sheet for Academic Senate Members (Non-Representatives)

Name
1) Ma-To Niwa-Rosen
2) Marco Basrielli
3) Rebecca J. Plant
4) Miles Wilkinson

Department
Division of Biological Sciences
Graduate Council Representative
Theater and Dance
History
Ob/Gyn (alternate rep)
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>David Pedersen</td>
<td>Anthropology</td>
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<tr>
<td>Craig McSorley</td>
<td>GPS</td>
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<td>Elizabeth Winzeler</td>
<td>Pediatrics</td>
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<td>Farah Sheikh</td>
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Campus Announcements
Representative Assembly - October 15, 2019

Elizabeth H. Simmons
Executive Vice Chancellor
General Campus has added 70 net new ladder rank faculty and teaching professors in the last three years.

2019-20 is the last year of the current multi-year hiring cycle.

GC Divisional Deans have been asked to create 3-year hiring plans that propose carefully-targeted growth where it can make the most difference:

1. Improving student success and undergraduate experience
2. Expanding faculty diversity
3. Strengthening academic and scholarly excellence
4. Promoting cross-divisional collaborative hiring and scholarship

• Should also include forecast of expected faculty departures and reallocation of vacant positions (“replacement” hiring plans)
Three-Year GC Faculty Growth Plans

• Target for net new ladder-rank faculty and teaching professors = 100 FTE
  • At least 1/3 earmarked for teaching professors

• Key factors in the iterative feedback process and eventual decisions:
  • Specifically addressing time-to-degree, graduation rates, and opportunity gaps
  • Support for general education teaching in the colleges and divisions
  • Evidence-based plans for inclusive framing of new positions and search processes
  • Clear opportunities to accelerate scholarly impact and visibility of units and campus
  • Detailed metrics for measuring progress toward goals laid out in divisional plan

• Plans should incorporate available divisional/departmental revenue streams (e.g. philanthropic gifts, funds from self-supporting programs) for FTE salaries, renovation costs, or start-up costs.
Faculty Hiring Incentive Programs

- UC provides five years of partial salary support to campus units that hire current and former UC President's and Chancellor’s Postdoctoral Fellows as ladder-rank faculty.
- We should take better advantage of this program.

### Chancellor’s Joint FTE Program

- 11 hires approved as part of most recent round in Spring 2019
- Next call for proposals: Spring 2020

### Funding Models and Incentives

Financial resources to support campus priorities

<table>
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<td>3</td>
<td>11</td>
<td>9</td>
<td>1</td>
<td>7</td>
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As in 2018-19, EVC Office is again offering 0.5 FTE as matches to GC, HS, or MS academic units that hire eligible current or former PPFP/CPFP fellows into ladder-rank positions.
Graduate student funding model: The three changes below take effect this year. Other potential changes are under discussion with Senate.

1. PhD and MFA students must receive combined financial support at least equivalent to a Teaching Assistant appointment at 50% (as of 1/1/20).

2. Graduate Student Researcher Tuition Fee remission process has been separated from Block Grant allocations, to provide greater consistency, stability, and transparency.

3. The cost of payments for a graduate student’s tuition, fees, or other benefits will be charged proportionately across the sources of support for that student.

Summer Session Incentive:

- In summer 2020 (as in 2019), academic units that offer additional courses and enroll more students in summer session compared to last year will receive a higher rate of financial support per course and per student.
Agenda

1. Status update on Elsevier negotiation and alternative access

2. Overview of Project Transform - UC’s efforts to transform scholarly publishing

3. The Library’s OA focus for AY 2020
Status update

● No contract since 31 Dec 2018
● Negotiations terminated 28 Feb 2019
● **Direct access terminated 10 July 2019**
● UC Libraries are actively assessing our alternative access methods
● UC Libraries remain committed to our negotiation principles of 1) managed cost and 2) full open access
Status update: International progress on OA

- Elsevier has since reached first ever publish-and-read agreements: Norway, Hungary and we understand other US institutions may be close

- Eighteen public North American statements of support, from 154 colleges and universities

- Open Access Tipping Point workshop (held by UC in August 2019) for 17 universities and consortia, with public affirmation
Status update: Overall ILL request volume

In relation to Elsevier provided download statistics, UC Libraries have seen (initially) around 1.5% of the volume of requests through document delivery.

Over 79% of journals have had no requests (as of Sept 2019)
Status update: How we are planning

1. UC Libraries continue to gather data on all alternative access methods (including ILL) so we can:
   a. Identify high-demand titles
   b. Understand overall need for access through this ILL/DocDel
   c. Address areas for service improvement and cost-management

2. UC Libraries continue to engage in outreach
   a. Presentations to UC and other academic institutions
   b. Engagement as appropriate with Elsevier
   c. Engagement at each campus with faculty and students
Project Transform

In the summer 2019 UC Libraries broadened our open access strategy with the establishment of Project Transform, an effort in partnership with the UC faculty and partners who established our Elsevier negotiation to continue open access negotiations with other publishers and scholarly societies.

Other journals/publishers in the works...
Transformative agreements by publisher

Eighteen publishers have signed fifty-seven open access agreements

- ACS
- AkadémiaiKiadó
- Cambridge University Press
- EDP Science
- Elsevier
- Emerald
- IOP Publishing
- IWA Publishing
- Karger
- Lippincott Williams & Wilkins
- Oxford
- RSC
- Sage
- Springer Nature
- Taylor & Francis
- Thieme
- Walter de Gruyter
- Wiley

Data from the ESAC initiative
Project Transform Goals and methods

Negotiate and implement a set of transformative agreements with publishers of scholarly journals and in doing so transform subscription spending into open access publishing spending

1. **Using a new approach called off-setting:** Subscription fees decrease as OA publishing fees increase (addresses the issue of uncontrolled independent spending by two actors)

2. **Building a new multi-payer funding model:** Library subscription funds + researcher grants fund APCs (addresses the issue of sustainability)
UC’s model for a “level funded” OA model

- **Fixed** at start of agreement
- **Variable total** based on author choices
- **Base set** at start of agreement
- **Control** by restricting variance to +/- X%

**Total Contract Cost** (upper limit capped)

- **Reading Fee (~10%)**
- **Publishing Fees (~90%)**

**Library subvention** (on every article)
- **Grant-paid remainders** (where grant available)
- **Library-paid remainders** (where grant unavailable)
1. Stay focused on Elsevier negotiation and ensure that we are supporting access as well as transformative agreements. Assess impact of the loss of access in partnership with Academic Senate.

2. Engage with faculty who publish in Cambridge and Journal of Medical Internet Research to support OA adoption.

3. Look for additional ways to foster open access at UC San Diego.
Open Access information resources

- **UC Office of Scholarly Communication** - Timely updates and information on UC’s publisher negotiations.

- **Pathways to Open Access Toolkit** - Laying out UC’s overarching strategy, the Pathways toolkit analyzes the many approaches for advancing the large-scale transition to OA, and identifies action steps for UC system-wide investment and experimentation.

- **Publisher Negotiation Toolkit** - A North American framework for creating transformative change in the scholarly publishing industry based on initial insights from the University of California’s 2018-19 negotiations with Elsevier.

- **OA Tipping Point Public Affirmation** - A statement with signatures from 36 library leaders and faculty members from 17 universities and consortia affirming the importance of leveraging publisher negotiations to advance OA.

- **UC Board of Regents presentation** from July 17 2019 (video and script)

- **Fall OA update (UC San Diego)**
ACADEMIC SENATE OVERVIEW

October 2019
What is the Academic Senate?

The Academic Senate is the primary vehicle through which faculty participate in shared governance.
Regents Standing Order 105 (Regents Bylaw 40.2)

Defines the duties and authority of the Academic Senate:

- Sets admissions requirements
- Sets graduation requirements.
- Approves courses and curriculum.
- Approves publication of manuscripts by UC Press.
- Advises on budget.
- Advises on other matters pertaining to the conduct and welfare of the University.
How is the Senate Organized?

Academic Senate = UC (Systemwide) Academic Senate

Each UC campus has a Senate that is a Division of the UC Academic Senate.

UCSD = San Diego Divisional Academic Senate
UC versus SD Divisional Senate

UC Academic Senate Leadership

• Chair: Kum-Kum Bhavnani, UCSB.
• Vice Chair: Mary Gauvain, UCR

San Diego Divisional Leadership

• Chair: Maripat Corr, Medicine
• Vice Chair: Steven Constable, SIO-IGPP
UC versus SD Divisional Senate

UC

- Academic Council
- Assembly
- 22 Standing UC Committees

San Diego

- Senate Council
- Representative Assembly
- 27 Standing SD Committees
- Senate Administration Council
The Workflow

• The Senate is a deliberative body that functions through committees, much like other senates.

• Standing committees do the transactional work under the purview of the committee (e.g. CAP & academic file reviews, UGC & course approvals, CPT & grievances).

• Requests for Senate consultation on matters pertaining to the faculty as a whole are sent by the Senate Chair to Senate standing committees for review and discussed at Senate Council, before a response is issued by the Senate Chair.

• Legislative matters (which require bylaw or regulation changes) are voted on at Representative Assembly.

• The Senate follows the academic calendar (most committees do not meet during the summer).
Representative Assembly

- Legislative body.

- Composed of representatives from all academic departments, schools and colleges.

- Governed by parliamentary procedure.

- Issues are vetting by standing Senate committees, whose reports are intended as briefing documents to inform the voting members of the Assembly.
Who are Senate members?

- Defined in Regent’s Order 105

- San Diego Divisional Senate Members ~2,000 (including ~500 emeriti faculty)

- Most Professorial Positions, Full-Time LSOEs & LPSOEs, and Select Administrators
Who are Senate members?

Professors
- Professor (Asst/Assoc/Full)
- Professor in Residence (Asst/Assoc/Full)
- Professor of Clinical (Asst/Assoc/Full)
- Acting Professor (Assoc/Full)

Full-Time LSOEs & LPSOEs/Teaching Professors
- Lecturer with Security of Employment (Lecturer & Senior)
- Lecturer with Potential for Security of Employment (Lecturer & Senior)
Senate Leadership

Senate Chair

• A San Diego Divisional Senate Vice Chair is elected each spring, and serves one year as Vice Chair before serving as Chair for one year, the following year.

Other Elected Positions

• Divisional Representatives to the UC (Systemwide) Assembly of the Academic Senate
• Members of the Committee on Committees (ConC)

ConC

• Appoints all other standing Senate committee members and chairs (~250/year)
• Recommends Senate members for service administrative committees (200-300/year)
Senate Staff

Provide administrative support to the Divisional Senate Chair and Divisional Senate committee chairs; help orient new committee chairs, provide guidance on Senate bylaws, regulations and operating protocols; and provide institutional memory to incoming Senate leadership. (Senate leadership changes each year.)
Educational Policy Committee

UC San Diego Policy on Distance Education Courses

Presented to Representative Assembly
October 15, 2019
Policy on Distance Education Courses

Primary Objective

• Modernize the existing Policy on Remote and Distance Instruction (enacted 2011) to better accommodate the varied formats employed in distance education courses while maintaining the standards expected of all courses offered at UC San Diego.

How?

1. Rename the policy.
2. Provide a standard definition for what defines a distance education course.
3. Articulate standards and requirements that all distance education courses must meet.
4. Provide clearer guidance on the proposal requirements and review procedures to establish a distance education course.

When?

• The Policy will take effect November 1, 2019.
Policy on Distance Education Courses

1. Rename the Policy
   • Change the name from CEP Policy on Remote and Distance Instruction to UC San Diego Policy on Distance Education Courses

Why?
• The new policy eliminates the distinction between remote (i.e. asynchronous) and distance (i.e. synchronous) instruction.
Policy on Distance Education Courses

2. Provide a clear and standard definition for distance education courses.

- A distance education course must support regular and substantive interaction between the students and the instructor, either synchronously (live but remote) or asynchronously (on demand and remote).
- A course will be considered a distance education course if (for some or all students) less than 50% of student-instructor interaction time was designed to occur face-to-face.

Why?

- To provide more guidance to proposers about what constitutes a distance education course.
- To recognize that distance education courses can employ several different mechanisms of instruction.
Policy on Distance Education Courses

3. Articulate standards and requirements that all distance education courses must meet.

- EPC developed standards for instruction, verification student identity, academic integrity, and synchronous interaction that distance education courses must meet.
- EPC defined requirements for how to identify distance education courses and obtain Senate approval.

Why?

- To clearly outline expectations for distance education courses.
Policy on Distance Education Courses

4. Provide clearer guidance on the proposal requirements and review procedures to establish a distance education course.

• The policy requires review by Digital Learning in the Teaching + Learning Commons prior to Senate review.
• The policy states what information is required for courses proposals submitted to the Undergraduate or Graduate Councils, including supplementary questions to be answered as part of the course proposal.

Why?

• To ensure that new distance education courses meet quality assurance standards.
Questions?
REPRESENTATIVE ASSEMBLY PRESENTATION ON FIVE YEAR BACHELOR/MASTER OF INTERNATIONAL AFFAIRS

School of Global Policy and Strategy
Department of Political Science
Fall Quarter 2019
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### ALL UC AND GRADUATE REQUIREMENTS

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INTRODUCTION

The Committee on Academic Personnel (CAP) is charged with representing Senate faculty by making recommendations to the Administration concerning academic personnel and related matters. It also advises the Chancellor, EVC and the Academic Senate on general policy related to academic personnel. The work of CAP exemplifies the principle and practice of shared governance. *Where CAP Stood* explains CAP’s deliberations and is helpful to departments in file preparation. This report describes the extent to which the recommendations on these matters have been accepted by the administration, and also informs the division of other issues that were considered or remain pending.

COMMENTARY

Process, Interaction, and Consultation

CAP held 38 meetings and conducted 765 reviews (684 initial/additional/reconsiderations, 81 post-audits of dean-delegated actions). Actions ranged from consecutive no-change and contested merit advancements to appointments, promotions, career reviews, accelerated merit advancements, and retentions. In the interest of openness and effective communication, CAP regularly extends an invitation to the EVC, the Vice Chancellors for Research, Health Sciences, and Marine Sciences, as well as to Divisional Deans and Department Chairs and their respective AP staff, to visit the committee to discuss its practices and procedures or general issues of campus academic personnel policy. In all, CAP received 43 visitors during 2018-19. The CAP Chair attends meetings with department chairs at the beginning of the year to discuss the academic review process. The CAP Chair also attends the New Faculty Orientation, Faculty Advancement Workshop, and the Teaching Professor Briefing.

2018–19 Rate of Override and Disagreement. In seeking to ensure consistency and fairness across departments, divisions, and schools, CAP follows and interprets the APM/PPM policies on all matters in its recommendations to the Administration. In cases where the EVC or other final authority anticipates issuing a final decision contrary to the Committee’s recommendation, that individual attends a CAP meeting to present the arguments for not following CAP’s recommendation. In some cases, this discussion leads to agreement. In others, there is an agreement to disagree, with such cases often involving programmatic priorities of the campus that fall outside the criteria upon which CAP makes recommendations.

Overrides are those cases where the Chancellor/EVC final action (or, in the case of Research Scientist and Unit 18 Lecturer files, the final action of the relevant VC or Dean) differs from CAP’s final recommendation in step or action (appointment, merit advancement, promotion, etc.). Fourth-year appraisal ratings at the Assistant rank that differ from CAP’s recommendation are not considered Overrides. Disagreements are cases where the Chancellor/EVC’s final action differs from CAP’s recommendation in terms of salary (related to market off-scale or bonus off-scale salary components). In cases where the CAP membership is evenly split between two actions, a choice of either action is not an Override or Disagreement. In 2018–19 there were 21 cases in which the Administration’s final action differed from CAP’s recommendation; 13 involved the increment for merit advancement; one involved a promotion; five involved the step for appointment; two were cases involving salary.
Preparation of Files. As part of its ongoing efforts to calibrate requests for accelerated merit advancements, CAP conducts retrospective reviews (post-audits) of dean delegated merit advancements from various departments. In general, files were well prepared, but CAP notes the need for clear articulation of departmental standards for normal merit advancement and accelerated merit advancement in many instances. CAP also strongly encourages Departments to document fully the teaching and service contributions of their faculty members. Files submitted for CAP review can be delayed if teaching evaluations are not included in the file, or if there is insufficient analysis of a candidate’s teaching and service contributions. CAP recommends consultation of APM 210 to assist in file preparation details.

In disciplines where candidates routinely engage in collaborative work, CAP strongly emphasizes the need for departmental recommendation letters to clearly identify the candidate’s contribution to their publications. This is especially important as the University engages in team science and interdisciplinary hires. The absence of information supporting the departmental proposal occasionally resulted in delays in making a recommendation due to the need for CAP to ask for additional information from the Department.

Campus Ad Hoc Committees. Given the diverse representation of disciplines around the table, CAP acts as its own ad hoc committee. By the time cases arrive at CAP, there is already considerable expertise represented in the file, from the Departmental and Divisional ad hoc committees, senior faculty members, Department Chair, external referees, and from the cognizant Dean. Unless there is some substantial disagreement about the quality of the work, and CAP lacks suitable knowledge itself, a campus ad hoc committee is not regarded as necessary. During 2018-19 CAP convened one campus ad hoc committee, and acted as its own ad hoc committee in 356 cases.

Policies, Issues, and Action Items Addressed

In addition to acting on individual academic personnel files, CAP, at the request of the Chancellor, EVC or the Academic Senate Chair, reviews general academic personnel policies and reports along with other issues of interest related to academic personnel. CAP also reviews Departmental voting procedures, the conferral of emeritus status to non ladder-rank academics, reviews of administrators, and appointments and reappointments for Endowed Chairs. CAP reviewed 65 such requests during 2018-19.

CONCLUSION

The Committee is grateful for the wisdom of the various divisional committees: the Division of Arts & Humanities Committee on the Arts; the School of Medicine Committee on Academic Personnel; the Scripps Institution of Oceanography Committee on Academic Personnel; the Research Scientist Committee on Academic Personnel; the Deans, Provosts, Department Chairs, and ORU Directors; and those faculty members who served on departmental ad hoc committees. CAP also wishes to thank staff members involved in the academic review process at various levels for their many hours of efficient, knowledgeable, and professional work in file assembly and annotation, which is so crucial to fair and consistent reviews.

Respectfully submitted,

Guillermo Algaze, Chair
Committee on Academic Personnel
October 17, 2019

Dr. Mary P. Corr
Division Chair Academic Senate

On behalf of 2018-19 CUSH Chair, Roshanak Kheshti, I am submitting the Committee on Undergraduate Scholarship and Honors 2018-2019 Annual Report. Also included is the CUSH approved 2018-2019 Scholar-Athlete Report.

Please contact me if there are any questions.

Sincerely,

Esteban Marquez
Associate Director – Financial Aid Office

Enclosures

cc: Roshanak Kheshti, CUSH Chair
    Ray Rodriguez, Director Academic Senate
Committee on Undergraduate Scholarships and Honors (CUSH)
2018-2019 Annual Report

Chair 2018-2019
Roshanak Kheshti, Ethnic Studies

Members 2018-2019
Stanley Lo, Cell & Developmental Biology
Alina Schimpf, Chemistry & Biochemistry
Jonathan Shurin, Ecology, Behavior & Evolution
Julie Burelle, Theatre
Andrea Chiba, Cognitive Science
Paul Siegel, Electrical/Computer Engineering
Erin Suzuki, Literature

2018-2019 Continuing Student Scholarships
For the 2018-2019 undergraduate scholarships review process, CUSH members participated in reading and scoring applications for a wide range of awards, including summer research awards and continuing student scholarships.

25 Summer Research Scholarship Programs provided scholarships for 172 students receiving awards ranging from $4,000 to $5,000 to per student for participating in UCSD research, totaling $781,422.

• 111 Continuing Student Scholarship Programs – reviewed and scored by CUSH, Departmental, and Special Committees, provided awards for approximately 315 UCSD current students for a total of over $806,031.00. The scholarship criteria varied per program, allowing for a diverse pool of candidates – all demonstrating academic achievement and most with financial need. CUSH members generally review and select in the areas of their academic divisions and/or interests.

• Various campus awards such as the UJIMA Black History Month Scholarships and UC Initiatives such as the Global Food and Climate Initiatives also included CUSH participation.

Fall 2018 Freshman and Transfer Student Scholarships
Beginning in March 2018, 1,103 Fall 2018 admitted students were offered scholarship awards. Over 382 students accept awards that range from $2,000 to $30,000 per year - for 4 academic years as freshmen, and 2 academic years as transfer students. These awards included Regents Scholars, Chancellor’s Associates, Chancellor’s Scholars, and Jacobs Engineering Scholars.

Major Scholarships Listed
• Regents Freshmen $2,000 Honorarium  Offered  513  Yield  52 (10%) = $104,000
• Chancellor’s Associates $10,000  Offered  359  Yield 247 (68%) = $2,470,000
• Chancellor’s Scholars $5,000  Offered  171  Yield 40 (23%) = $200,000
• Jacobs Engineering $30,000+  Offered  60  Yield 43 (72%) = $1,354,486

Financial Aid Office Support to CUSH
Esteban Marquez – Associate Director
John Maksim – Scholarship Coordinator
Evelyn Gomez – Scholarship Counselor
Michele Ojeda – Scholarship/Special Projects Coordinator
2018-2019

Scholar-Athlete Awards Report

Submitted to the Committee on Undergraduate Scholarships and Honors (CUSH)

September 7, 2019

Executive Overview

In summer 2013, the Academic Senate approved a revised model for awarding athletic grant-in-aid and requested that CUSH review an annual report on awards made under the revised model. Scholar-athletes may be offered varying levels of support based upon several factors and a hierarchical approval process to ensure oversight.

CUSH reviewed the Scholar-Athlete awards process in November 2013 and 2014; the first awards provided under this new model occurred in Fall 2014. A summary report of those awards was provided to CUSH in June 2015. This report provides data on the scholar-athlete awards granted for the 2018-19 academic year, as well as various background documents previously provided.

Scholar-Athlete Award Data as of September 2019

Sum Total of Award Amount: $1,410,298

Number of Individual Scholar-Athletes: 219

Average Scholar-Athlete Award Amount: $6,440

Most Common Scholar-Athlete Award Amount Granted: $500

Minimum Award Granted: $42.00

Maximum Award Granted: $56,532
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Academic Performance – Scholar-Athlete Awardees

- Academic Performance, following the *Spring Quarter Grade Period*, Average Cum UC GPA: **3.12**
- Number of Scholar-Athletes Under 2.60 Cumulative GPA: **17 Students**
- Individual Cumulative GPAs of Scholar-Athletes below 2.6 and Corresponding Award Amount:

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**Breakdown of Scholar-Athlete GPAs**

- **202 students** At or Above 2.60 Cumulative GPA
- **4 students** Between 2.40-2.59 Cumulative GPA
- **7 students** Between 2.00 – 2.39 Cumulative GPA
- **6 students** Below 2.00 Cumulative GPA
Scholar-Athlete Appeals

NCAA rules require that the University’s Financial Aid Office notify student-athletes currently receiving an athletics grant-in-aid of the renewal or non-renewal of such grants by July 1st for the subsequent academic year. The notices of non-renewal were sent on June 28th. Per NCAA regulations, students have 10 business days to request an appeal hearing if they feel the non-renewal of their Scholar-Athlete Award is not in adherence to NCAA, Conference, or Athletics Department policies. University policies are provided in the notification to the student.

This year we had one student request an Appeal Hearing. Alexis Kirson (A15198102) of the Women’s Soccer team appealed the non-renewal of her award citing NCAA regulation 15.6.4.3. This regulation states that reduction or cancellation of an athletic award is not permitted due to an injury, illness, or physical or mental medical condition and for any other athletics reason.

On August 2nd, 2019 the Appeal Hearing was held in the Financial Aid and Scholarships Office. The Appeal Committee was chaired by the Director of Financial Aid and Scholarships, Vonda Garcia. It consisted of three additional members, one Associate Director from Financial Aid and Scholarships and two additional representatives from departments other than Financial Aid and Scholarships or Athletics. The student-athlete was given the chance to present their case along with any supporting documentation followed by the arguments presented by the coach/Athletics representative.

The Appeal Committee ruled that the UC San Diego Athletics department was not in violation of any NCAA, Conference, or Athletics Department policies. The non-renewal of the athletic award was upheld. Action taken by the Appeals Committee has no effect on the student’s status as a member of the relevant athletic team.
October 30, 2019

PROFESSOR CRISTINA DELLA COLETTA, Dean
Division of Arts and Humanities

SUBJECT: Proposal to Expand Analytical Writing Program Course Offerings

Dear Dean Della Coletta,

At its October 11, 2019 meeting, the Undergraduate Council approved the Division of Arts and Humanities (DAH) proposal to expand the Analytical Writing Program (AWP) course offerings to offer additional division-wide and upper-division courses. The AWP is currently permitted to offer only basic writing courses at the division-wide level. The Council will forward the proposal for placement on the December 10, 2019 Representative Assembly agenda for final approval. If approved, the Undergraduate Council will review individual course requests via eCourse.

Sincerely,

Anthony Burr, Chair
Undergraduate Council

Attachment
(1) Division of Arts and Humanities Proposal

cc: H. Bauer
    S. Constable
    M. Corr
    K. Goscik
    J. Moore
    R. Rodriguez
    J. Teranes
Proposal to Expand AWP Course Offerings
Submitted to Division Senate Chair Robert Horwitz
by Cristina Della Coletta, Dean of Arts & Humanities

Summary
UC San Diego faculty from across the disciplines have expressed concerns regarding the quality of student writing. UC San Diego students who seek to hone their writing skills outside of their college writing programs report that it is difficult to find courses that focus on analytical and argumentative writing. Currently, the Analytical Writing Program (AWP) is permitted to offer only basic writing courses at the division-wide level. AWP now seeks permission to expand its course offerings to include additional division-wide and upper-division courses, so that all UC San Diego students who seek to develop their academic writing skills will have opportunities to do so. The program is aware that concerns exist regarding enrollment as well as redundancies with existing courses; these concerns are addressed in Section 5.

1. Rationale
Though written and oral communication are two of the university’s declared core competencies, UC San Diego students lack opportunities to hone their communication skills beyond their college writing courses. Most upper-division courses at UC San Diego are designed on the assumption that students already have the critical thinking, writing, and oral communication skills that would enable them to engage in academic conversations. However, some students have not yet mastered the ability to produce writing that is effective and clear; nor have they developed the ability to participate orally in academic discourse. These students can rapidly fall out of upper-division course conversations. They can also fail to produce written arguments that meet the course’s academic and disciplinary expectations. Faculty often lack the time and sometimes the expertise to diagnose and respond to deficiencies in student writing. Writing support services can help students work on particular writing tasks but typically do not offer the sustained instruction and practice that enables students to develop the writing and critical thinking skills that they can then transfer to future writing tasks. While AWP does not propose offering courses that are discipline-specific, it can offer students scaffolded, rigorous instruction in the crafting of academic argument and analysis that will develop the skills that students can transfer to their future classes, and to professional environments as well.

2. Student Need
Students as well as faculty have expressed an urgent need for additional courses focusing on developing academic writing skills. Undergraduate and graduate students have approached AWP to inquire whether the program offers courses that will help them improve their writing, even after they have finished their required college writing courses (in the case of undergraduate students) or are already engaged in disciplinary research (in the case of graduate students). In addition to these students who have inquired about support from AWP, many students would benefit from further writing instruction and support.

Faculty from across departments confirm this need for additional writing instruction, with greater urgency. To get a keener sense of faculty perspectives on student writing, Arts & Humanities Chairs were invited to share their views, both via email and at a recent Chairs meeting. Faculty noted that many UCSD students have trouble composing cohesive paragraphs; that students often struggle to clearly and logically tie these paragraphs to an overall claim or thesis; and that ELL students in particular sometimes craft sentences and paragraphs that display insufficient formal control. While A&H faculty did express reservations about whether or not students would enroll in upper-division writing courses (due to already packed schedules), they did concur that these courses would offer students important opportunities to develop their writing skills.

Faculty across campus have identified two groups most in need of further writing instruction: transfer students and international students.
**Transfer Students:** In 2017, Arts & Humanities faculty were queried regarding their assessment of transfer students’ readiness for university work. Roughly half of the faculty surveyed felt that transfer students were sufficiently prepared; the other half did not. Among those who did not, all but two cited writing as the area of greatest need. These findings are echoed anecdotally by faculty across the university. While some transfer students arrive at UC San Diego as competent academic writers, others struggle with writing even after they have completed college writing courses. PATH Sr. Program Manager Laura Martin has cited instances in which PATH students have performed well in other classes while doing poorly (or even failing) their college writing courses. One faculty member who taught in the PATH Summer Academy confirmed that a large percentage of the transfer students that she worked with were insufficiently prepared for the writing assigned them.

A similar observation was made by a faculty member charged with instructing students working on research papers for their senior capstone projects. This faculty member noted that more than half of the transfer students she worked with this year were not prepared for the written work they were undertaking. While all students did successfully complete the capstone project, their success depended on the hours of additional writing support offered by the faculty member. If able to enroll in a course prior to their capstone experience, these students may have been better prepared to meet the challenges put before them.

**International Students:** In November of 2018, Dulce Dorado, Director of the International Students & Programs Offices, issued a report to the Senate Committee on International Education (CIE). The report identified several “gaps…where additional programming and services may be needed to enhance the international student experience at UC San Diego.” The most urgent among these gaps—and the top priority to address, in the estimation of the task force—are the language and cultural barriers facing international students. Specific recommendations in this report included expanding writing support services and hiring instructors whose specialty is English as a Second Language. These instructors would support international students as they work both to gain fluency and to familiarize themselves with the structural and rhetorical conventions of the discourse practiced at American universities. AWP faculty currently includes several writing instructors who are trained in English Language instruction. What’s more, these instructors have experience teaching diverse student populations in the same classroom—they are capable of implementing an AWP curriculum designed to support international students and their needs while also supporting the development of native speakers of English.

This winter, AWP Director Karen Gocsik met with the CIE in order to explore opportunities for further supporting ELL writers. The committee recognized AWP’s potential to serve this population—in part because of its demonstrated success with incoming students, and in part because of the many AWP faculty with expertise and experience in teaching ELL writers. At its Spring 2019 meeting, the CIE enthusiastically endorsed the proposal that AWP offer classes that can support the ELL population as they work to develop their written and oral fluency.

Of particular note is that international graduate students—typically English language learners—have inquired about enrolling in AWP’s lower-division ELWR courses. These students are very interested in course work that would enable them to hone their written and oral communication skills. Gabriele Wienhausen, Faculty Director of the Teaching + Learning Commons, notes that while the Commons works to support these students via

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1 PATH (Preparing Accomplished Transfers to the Humanities) is a collaborative program between the San Diego Community College District (SDCCD) and the University of California, San Diego that provides guidance to transfer students studying arts and humanities.
individual tutoring sessions and workshops, AWP courses would be able to offer the extended and sustained instruction these students seek.

3. Possible Course Offerings
While AWP courses would likely vary in their subject focus, all would be carefully designed to improve students’ critical writing, reading, thinking, and oral communication skills. Sample course ideas include:

1. **Writing Analysis and Argument**: This course would scaffold the critical thinking, critical reading, and critical writing abilities necessary to successful analysis and argument, focusing in particular on writing skills that are transferable across disciplines. Course topics would be issue- or problem-driven and would instruct students in how to write for different audiences, using different genres (i.e., analysis, argument, summary of academic conversations, writing for oral arguments, and so on).

2. **Writing About Science (or Politics, or Law)**: These courses would address issues relevant to students’ academic and professional interests, but would explore them from the perspective of the humanities. For example, course readings would identify the ethical questions and public controversies pertinent to a particular field; students would then use writing to explore and then to take a position on these controversies.

3. **Writing for Professional Success**: This course would demonstrate to students how they might use writing to explore and to create a professional identity. Assignments would range from articulating the questions and problems that students hope to explore in their professional lives, to understanding the current conversations in their chosen professions, to fashioning résumés and cover letters that declare how they intend to address these problems and what they hope to contribute to these conversations.

Any upper-division course might be offered as part of a bridge program for transfer or international students. Laura Martin has expressed strong interest in including an AWP-designed course as part of the PATH program’s summer course offerings.

Any of the “Writing about…” courses might be carefully designed to meet the Diversity, Equity, and Inclusion Requirement.

An upper-division Writing for Professional Success course would also be open to graduate students, thereby enabling an innovative course design that would establish mentoring relationships between graduate and undergraduate writers.

Any of these courses might be designed to include basic research methods, so that students can improve their information literacy.

4. Reasons to Expect Success
AWP courses are founded on a carefully scaffolded, innovative, research-informed curriculum and methodology that have proven extremely successful with AWP students, most of whom are either members of under-represented populations, first-generation college students, or international students. Data collected from student evaluations demonstrates extraordinarily high satisfaction with the AWP curriculum and instruction. In program surveys from Fall 2018 and Winter 2019, 97.5% of students agreed that the course helped them meet the program objectives, and 99% declared that their instructors were effective teachers of writing. CAPE results were similarly strong: on average, 84% of students reported that they would recommend AWP courses, and 97.5% declared that they would recommend their instructors. Finally, AWP students’ grades in their college writing courses are on par with their peers—while AWP students are earning As in college writing less frequently than their classmates, they are earning Bs at the same rate. Interestingly, students who have completed the two-term stretch course are less likely than any of their college writing classmates to earn a C- or lower in their college writing courses. In sum, all program data gathered demonstrates the efficacy of the AWP curriculum and instruction. AWP is confident that it can translate this successful curriculum and method of instruction to upper-division courses.
5. Concerns

**Enrollment and Interest:** The primary challenge facing these courses is getting students to enroll. Various Arts & Humanities faculty, in considering this proposal, noted that UC San Diego students have very little room in their schedules for any additional courses. Moreover, students who are poor writers (and who therefore would benefit from taking an AWP course) tend to do whatever they can to avoid writing.

Because of this concern regarding enrollment and interest, AWP intends to carefully pilot courses as a way of determining what sort of courses students might be interested in, and what sort of courses might help them prosper. By creating courses with a demonstrated record of student success, and by offering students rich learning environments in which they can engage in oral and written conversations, AWP can attract students to its courses. As faculty come to see these courses as having real, documented benefits for students, they will be more likely to refer students to these courses. Finally, AWP will be thoughtful in its development of courses, designing and piloting courses based on student interest and assessing how well these courses are addressing students’ educational needs. In these ways, AWP hopes to improve the likelihood that students will enroll in its courses.

**Instructional Redundancies**
A second concern has to do with possible instructional redundancies. The courses that AWP is proposing do not replace college writing courses. They would not replace discipline-specific courses that a program or department might wish to offer. They very deliberately do not compete with Arts & Humanities offerings, including any of the non-fiction writing courses offered by the Literature Department. Finally, they do not make redundant writing support services like those offered by the Writing + Critical Expression Hub, OASIS, or the International Student offices. These kinds of services typically help students with specific writing tasks or assignments. AWP courses offer scaffolded and sustained instruction that will help students develop the skills that they can transfer from assignment to assignment, and from task to task. In sum, AWP will remain in conversation with stakeholders across campus to ensure that the proposed courses do not compete for enrollment with their course offerings.

6. Conclusion
AWP proposes to develop, pilot, and assess writing courses, especially upper-division courses, in order to provide any UC San Diego student seeking to develop their academic writing skills the opportunity to do so. AWP will offer courses that address student interest and need but that are not in conflict with other course offerings. These courses will implement a more rigorous version of the carefully scaffolded, research-informed curriculum that has proven to be successful in current AWP classrooms.
May 31, 2019

PROFESSOR CRISTINA DELLA COLETTA, Dean
Division of Arts and Humanities

SUBJECT: Proposal to Expand the Analytical Writing Program Course Offerings

Dear Dean Della Coletta,

At its May 10, 2019 meeting, the Undergraduate Council (UGC) discussed the Division of Arts and Humanities proposal to expand the Analytical Writing Program (AWP) course offerings to include additional division-wide and upper-division courses. Before continuing our review of the proposal, the Council asks that the Division provide letters of support from the Directors of the College Writing Programs for the proposal in order to ensure that AWP’s proposed courses will supplement, rather than duplicate, what is being offered by the College Writing Programs’ courses.

Thank you for taking the time to respond to the Council’s inquiries. The Council will continue their review of the proposal in the fall once we receive the Division’s response. Please send your reply to Linda Vong, Senate Analyst, at lkvong@ucsd.edu.

Sincerely,

Anthony Burr, Chair
Undergraduate Council

Attachment
(1) Proposal to expand Analytical Writing Program course offerings

cc: H. Bauer
    M. Corr
    K. Gocsik
    R. Horwitz
    J. Moore
    R. Rodriguez
    J. Teranes
Hi Alma,

This is to confirm receipt of the materials. As a heads up, the Council does not meet again until the Fall.

Best,
Linda

From: Palazzolo, Alma <alma@ucsd.edu>
Sent: Monday, July 8, 2019 3:38 PM
To: Vong, Linda <lkvong@ucsd.edu>
Cc: Della Coletta, Cristina <cdellacoletta@ucsd.edu>; Gocsik, Karen <kgocsik@ucsd.edu>
Subject: RE - From UGC: Response to Division of Arts and Humanities Proposal

Dear Linda,

On behalf of Dean Della Coletta and Director Karen Gocsik, I am forwarding you the letters of support for the subject proposal on expanding AWP course offerings.

Please let me know if any other action is required on our part.

Thanks,
Alma

From: Della Coletta, Cristina
Sent: Friday, May 31, 2019 2:33 PM
To: Palazzolo, Alma
Subject: FW: From UGC: Response to Division of Arts and Humanities Proposal

From: "Vong, Linda" <lkvong@ucsd.edu>
Date: Friday, May 31, 2019 at 10:47 AM
To: "Della Coletta, Cristina" <cdellacoletta@ucsd.edu>
Cc: "Burr, Anthony" <aburr@ucsd.edu>, Academic Senate Chair <academicsenatechair@ucsd.edu>, Senate Vice Chair <senatevicechair@ucsd.edu>, "Bauer, Holly" <hbauer@ucsd.edu>, "Gocsik, Karen" <kgocsik@ucsd.edu>, Dean of Undergraduate Education <due@UCSD.EDU>, "Rodriguez, Ray" <rrodriguez@ucsd.edu>, jteranes <jteranes@ucsd.edu>
Subject: From UGC: Response to Division of Arts and Humanities Proposal
Dear Dean Della Coletta,

Attached, please find the Undergraduate Council’s response to the Division of Arts and Humanities proposal to offer additional division-wide and upper-division courses.

Best,
Linda

Linda Vong
Senate Analyst
Academic Senate, San Diego Division
(858) 534-9071
lkvong@ucsd.edu
June 3, 2019

Christina Della Colletta  
Dean, Arts & Humanities

Dear Dean Coletta:

I am writing in support of the Analytical Writing Program’s (AWP) proposal to expand its course offerings. I believe these further courses will supplement, rather than duplicate, what is being offered by the College Writing Programs’ courses. The expansion of AWP courses will contribute to an even more robust ecosystem of writing instruction on our campus that can only benefit the general student population.

Though Thurgood Marshall College does have plans to expand our own upper-division writing courses in the Dimensions of Culture Program (DOC), it is my opinion that new AWP upper-division courses will not create undue competition or redundancy. In fact, AWP upper-division offerings can provide much needed further support to student populations that require extra training and practice in academic writing, such as non-native speakers of English. By offering AWP upper-division courses, such students will be able to access well-trained instructors who can give them rigorous but general supplemental instruction in academic writing. This could set students up to succeed in the college writing transfer courses, which are often content specific and taught by graduate student instructors pulled from throughout the campus. The program structures, though clearly different, can complement each other to the benefit of our most high needs students.

If there is any further info that I can give in support of this proposal, please do not hesitate to contact me at (858) 534-0637 or at alsolomon@ucsd.edu. Thank you for your time and consideration.

Sincerely,

[Signature]

Amanda Solomon Amorao, PhD  
Director, Dimensions of Culture Program
To: Cristina Della Coletta  
Dean of Arts and Humanities, University of California, San Diego

From: Matthew T. Herbst, Teaching Professor  
Director, Making of the Modern World Program, Eleanor Roosevelt College  
mtherbst@ucsd.edu / (858) 822-4859 / http://ucsdherbst.org.

Re: AWP Extended Course Offering

Dear Dean Della Coletta,

The Analytical Writing Program (AWP) has proposed offering additional writing courses beyond those required as preparation for enrolling in the College Writing Program (CWP) courses. These proposed AWP courses are designed to be elective, supplementary options to help students develop as writers and they do not replace the required CWP courses in any of the colleges. Eleanor Roosevelt College students who enter UCSD as freshmen are required to complete a five-course, lower-division Making of the Modern World sequence, which is offered every term, including summer sessions, both on campus and abroad; Eleanor Roosevelt Colleges transfer students must complete a two-course, upper-division sequence. There is no competition between the proposed elective AWP courses and the existing required AWP or CWP courses. Some students may benefit from these new elective courses, which I suspect may draw from some colleges more than others. I have no reservations about course conflicts. If I have any reservation, it is related to resources. This proposal will increase the cost of AWP and that funding must come from somewhere at the expense of something else and there is my only concern. Still, that is the Dean’s prerogative and I see no conflict with this proposal and CWP.

Sincerely,
Matthew T. Herbst, Ph.D., Teaching Professor  
Director, Making of the Modern World, Eleanor Roosevelt College  
University of California, San Diego
June 27, 2019

Re: AWP upper division course pilot

To
Dean Cristina Della Coletta,
Division of Arts and Humanities,
and
Dr. Karen Gocsik,
Director, Analytical Writing Program
UC San Diego,
La Jolla, CA 92093

Dear Dean Della Colletta and Dr. Gocsik,

I am pleased to write on behalf of Sixth College and on behalf of our Academic Program Director Dr. Phoebe Bronstein, in support of the pilot of upper-division writing courses proposed by the Analytical Writing Program.

Sixth College has a strong commitment to all efforts to facilitate development of strong writing skills for all students at all levels and we appreciate the potential of this program to address a need that is currently unmet. We understand that these courses would greatly augment options available to students who wish to continue to learn to write better even after they have met the writing requirements of their colleges. While we recognize that creative writing courses in the Literature department provide a powerful continuing resource for some students, we agree that there are more facets of writing that can be explored through AWP offerings. This includes writing in the disciplines for STEM majors as well as any students in the social sciences or humanities, or international students who wish to further develop this invaluable transferable skill. We understand that these courses will not duplicate or compete with any courses taught in any department but will help increase the diversity of offerings currently available, which would be an excellent thing.

If you have any questions or would like further information, please feel free to contact me.

Sincerely,

Dr. Lakshmi Chilukuri
Provost, Sixth College
Associate Teaching Professor, Division of Biology
UC San Diego, La Jolla, CA 92093-0054
Phone: (858) 246-0428
Email: lchilukuri@ucsd.edu
Dear Chair Della Coletta,

This letter is my response to the two proposals from the Analytic Writing Program (AWP).

I enthusiastically support the proposal to offer English Language Writing Requirement (ELWR)-fulfilling courses for Baccalaureate Credit. The new curriculum is cutting-edge, rigorous, and based on solid research. AWP courses are pre-college writing courses, but that does not mean that they are easy or remedial. Students who completed AWP courses are better prepared for college writing programs and receive higher grades than in the former version of the program. They also understand the concepts of argument and produce interesting and sophisticated papers. This is hard intellectual work that should be rewarded.

One additional benefit is that this change would bring us in line with the other campuses. Given the level of rigor and work required of the AWP courses, I fully support the change to offer AWP students Baccalaureate Credit.

I am also in support of the proposal to widen the scope of the AWP by offering division-wide and upper-division courses. Students at any level would benefit from additional writing instruction and practice. Completing either a college-writing program or AWP course does not inoculate students from continued practice with writing. Research shows students do better with sustained writing, feedback, and scaffolding. The proposal states that students will engage in these activities. In my opinion, this is an added benefit for many students, including English Language Learners.

Regards,

Carrie Wastal
Director, Muir College Writing Program
Sent from my iPhone

Begin forwarded message:

From: "Cox, Stephen" <sdcox@ucsd.edu>
Date: June 10, 2019 at 5:07:21 PM PDT
To: "Della Coletta, Cristina" <cdellacoletta@ucsd.edu>
Cc: "Gocsik, Karen" <kgocsik@ucsd.edu>
Subject: Proposal for Analytical Writing Program courses

Dear Cristina,

I've been reading Karen Gocsik's proposal for AWP to offer upper-division courses in analytical and argumentative writing. I favor her proposal; I believe it's well thought out, and the courses would be valuable, especially for students who realize that their writing skills could be improved even after their completion of the college writing programs.

I'm sure that AWP can identify good instructors for such courses. The proposal will continue to make sense, of course, only if there is adequate demand for them and if the funding doesn't come out of existing budgets--such as that for my own college program!

As always,

Stephen

Stephen Cox
Distinguished Professor, Literature
Director, Humanities Program
Dear Dean Della Coletta,

In conversations with Dr. Karen Gocsik, the Director of the Analytical Writing Program, I have recently learned that AWP is seeking to design and pilot upper-division writing courses. These courses would expand the current ELWR courses that AWP currently offers students. I am writing to support this proposal as I think such courses would fill an important need for upper-division writing courses on our campus.

One of the challenges on our campus is that we do not have a Writing, Rhetoric or Composition department on campus that could offer upper-division writing or advanced composition courses to students. Currently, students that wish to continue learning how to write are restricted to taking either creative writing courses in the Literature department or whatever courses the college writing programs might offer. Some departments offer discipline-specific courses, but not many. The AWP proposal seeks to fill this need and it makes sense. Students that want to continue building their writing knowledge and skills could take these classes and build on what they have learned in the college writing programs.

My understanding is that AWP will pilot a few courses and learn more about student interest. I believe these courses could attract students from across the university. Many students finish the college writing programs when they are just beginning to “get” writing. They are excited by what they have learned and are eager to continue writing. Some are science and engineering majors that want to become better writers in those fields. Others are social science or humanities majors that want improve their writing to prepare for the demands of a challenging job market. Still others are non-native English learners that simply want more practice writing college papers in English. From this perspective, it seems clear that AWP’s course offerings have the potential to serve the academic development of many different types of students.

I am happy to support this proposal and am available if you have any additional questions.

Sincerely,

Jeff Gagnon
Director, Warren Writing Program
Earl Warren College
University of California San Diego
REPORT OF THE EDUCATIONAL POLICY COMMITTEE AND THE UNDERGRADUATE COUNCIL

The Educational Policy Committee (EPC) and the Undergraduate Council (UGC) propose amendments to Bylaw 200. Educational Policy and Bylaw 210. Undergraduate Council to designate that a member of EPC will serve on the Systemwide Academic Senate’s University Committee on Educational Policy (UCEP), rather than a member of UGC. In 2011, when the local Academic Senate divided the Committee on Educational Policy into two distinct committees (Educational Policy and Undergraduate Council), the Bylaws were amended to designate that UCSD’s representative on UCEP is a member of UGC. Due to the number of policy issues discussed at UCEP, UCSD’s recent UCEP representatives recommended transferring UCEP membership to EPC to allow for a better line of communication between EPC and UCEP. Both UGC and EPC approved the proposed changes in Spring 2019.

The Committee on Rules and Jurisdiction reviewed the proposed changes and finds them consonant with the Code of the Academic Senate. EPC and UGC are strongly supportive of the proposed changes and recommend that the Representative Assembly approve the proposal.

Anthony Burr, Chair
Undergraduate Council

Geoffrey Cook, Chair
Educational Policy Committee
This committee shall consist of nine ordinary members of the Division. It shall also have one undergraduate student representative and one graduate student representative, who shall not have the right to vote. The Dean of Graduate Studies and the Associate Vice Chancellor for Undergraduate Education may serve as consultants to the committee, without vote, at the request of the committee. The chairs of the Undergraduate Council and Graduate Council shall be members of the committee. The chair of the committee shall be a member of the Senate Council and Senate-Administration Council. One member of the committee shall serve on the University Committee on Educational Policy. [See Bylaw 185(C)(8), and SBL 170] [Am 5/24/77, Rt 6/8/77, Am 4/26/94, Am 2/24/04, Am 5/26/09, Am 3/1/11]

A) Duties

1) The committee shall consider matters of educational policy referred to it by the President, the Chancellor at San Diego, the San Diego Division, or any committee or faculty or meeting of the Division. It shall report its deliberations to the referring agency and, as soon as possible, to the Division. [Am 3/1/11]

2) The committee shall have the power to initiate recommendations to the Division concerning the educational policies and curriculum of any college, department, faculty, or institute wholly or partly responsible to the Division, and concerning legislation or administrative policies of a fundamental character involving questions of educational policy. In making these recommendations, the committee shall take cognizance of the Academic Master Plan for the University of California, San Diego. The committee shall have the authority, on behalf of the Division, to ensure that the curriculum of any college, department, faculty, or institute wholly or partly responsible to the Division complies with the Senate Regulations. [Am 3/1/11]

3) The committee shall have the authority, on behalf of the Division, to review and to approve or disapprove all petitions from students for exception to the Regulations of the Academic Senate, including the Regulations of the San Diego Division. Decisions of the committee shall be final, except that any three ordinary members of the committee, in dissenting from the majority, may require that the petition be forwarded to the Representative Assembly for final action. [En 4/25/95, Am 3/1/11]

4) The committee shall consider proposals for the establishment of new departments, schools, or Organized Research Units. [En 4/25/95, Am 3/1/11]

5) The committee shall perform the duties assigned to it by the Policy and Procedures for the Transfer, Consolidation, Disestablishment, and Discontinuance of Academic Programs and Units. [En 4/25/95, Am 3/1/11]

6) The committee shall supervise the Division’s endorsement of publications dealing in any way with educational matters. The Division takes no responsibility for descriptions of courses, admission requirements, requirements for certificates, or requirements for degrees which do not appear in a publication currently endorsed by the Division. [Am 5/25/76, Rt 6/9/76, Am 3/1/11]
7) The committee shall consider appeals regarding the appropriate academic accommodation for students
with disabilities, in accordance with the Policy on Students with Disabilities and Steps for Accommodation.
As provided in the Policy on Students with Disabilities and Steps for Accommodation, the committee’s
decision on these appeals may be appealed to the Senior Vice Chancellor for Academic Affairs, whose
decisions shall be final. [En 3/1/11]

8) The committee shall consider appeals that a grade has been assigned based on non-academic criteria and
shall consider appeals as allowed under Section V.C(2) of the UCSD Policy on Integrity of Scholarship. [En
3/1/11]
   a) If the allegations of the complainant are upheld, the committee will effect a change of that grade in
      accordance with San Diego Division Regulation 502.
   b) No committee member shall consider appeals involving a member of his/her department or
      equivalent unit.
   c) Decisions of the committee on these appeals shall be final.

9) The committee shall consider appeals from students who have not satisfied the Entry Level Writing
Requirement, in accordance with the policy approved by the committee and the Committee on Preparatory
Education. The committee may annually redelegate all or part of this authority to the Undergraduate
Council. The committee or Undergraduate Council, if authority has been so delegated, shall promptly notify
the Provost of the student’s college of its decision. Decisions of the Undergraduate Council shall be final,
except that any member of the council may require the decision to be reviewed by the Educational Policy
Committee, whose decision shall be final. [En 3/1/11]
A) This committee shall consist of nine ordinary members of the Division. It shall have two undergraduate student representatives, who shall not have the right to vote. The Associate Vice Chancellor for Undergraduate Education and a College Provost, who shall be selected by the Council of Provosts, may serve as consultants to the council, without vote, at the request of the council. The chair of the council shall be a member of the Educational Policy Committee. One member of the council shall serve on the University Committee on Educational Policy [see Bylaw 185(C)(8), and SBL 170]

B) Duties

1) The council shall have the authority, on behalf of the Division, subject to the provisions for appeal in Bylaw 155, to review and to approve or disapprove all new undergraduate programs and changes to existing programs in any department, interdisciplinary program, or equivalent unit wholly or partially responsible to the Division. Proposals for the establishment of a new degree title shall, however, be forwarded to the Representative Assembly for action.

2) The council shall review the proposed undergraduate academic plan of a college and any proposed amendments to the undergraduate academic plan of a college. [An academic plan is a set of specifications covering educational philosophy, organizational structure, general education and distribution requirements, major fields or alternative modes of specialization, degree requirements, transfers among colleges, relation of undergraduate to graduate programs, use of facilities, and deployment of faculty.] The council shall report its findings to the Division for such action as the Division wishes to take. Upon Divisional approval of the academic plan, or its amendments, its implementation shall be given over to the faculty of the college. All elements of the academic plan, including the curricula and courses which derive from it shall be subject to review by the council. Final authority over courses, thus considered, will rest with the Division.

3) The council shall approve text and other materials describing new and existing undergraduate programs and colleges to be included in publications dealing with educational matters [see Bylaw 200(B)(7)]. In carrying out this duty, the council shall maintain liaison with the Educational Policy Committee.

4) The council shall have the authority, on behalf of the Division, to conduct regular periodic reviews of all undergraduate programs. In doing so, the council shall ensure that the undergraduate curricula are in compliance with Senate Regulations and educational policies.

5) The council shall consider proposals for the establishment of departments and schools offering, or intending to offer, undergraduate instruction and degrees.

6) The council shall perform the duties assigned to it by the Policy and Procedures for the Transfer, Consolidation, Disestablishment, and Discontinuance of Academic Programs and Units.

7) The council shall authorize and supervise all undergraduate courses of instruction in the Division. In carrying out this duty the Council shall maintain liaison with the Educational Policy Committee.
210 UNDERGRADUATE COUNCIL [En 3/1/11]

a) The council may grant, on behalf of the Division, final approval of proposed new undergraduate courses, proposed modifications to undergraduate courses, and proposed deletions of undergraduate courses.

b) The council may grant, on behalf of the Division, final approval of proposed University Extension courses which will carry UCSD undergraduate degree credit, and proposed modifications of those courses.

c) The council may, on behalf of the Division, suspend or withdraw approval of undergraduate courses and University Extension courses which carry UCSD undergraduate degree credit. The council may, on behalf of the Division, delete undergraduate courses that have fallen into disuse. In taking these actions, the council shall give full consideration to the views and conclusions of appropriate departments, faculties, programs, and faculty members. These actions may be appealed in accordance with Bylaw 155.

8) The council shall supervise the application of the Regulation of the San Diego Division of the Academic Senate, which requires a knowledge of American History and Institutions of all candidates for bachelor's degrees. [See SR 638, and SDR 600(E)]

9) The council shall approve the appointment of Undergraduate Instructional Apprentices in accordance with Divisional Senate Regulation 525.
October 10, 2019

GEOFFREY COOK
Chair, Educational Policy Committee

ANTHONY BURR
Chair, Undergraduate Council

SUBJECT: Review of the Proposed Amendments to San Diego Divisional Senate Bylaw 200, Educational Policy, and San Diego Divisional Senate Bylaw 210, Undergraduate Council.

Dear Professor Cook and Professor Burr,

The Committee on Rules and Jurisdiction reviewed the proposed amendments to San Diego Divisional Senate Bylaw 200, Educational Policy, and San Diego Divisional Senate Bylaw 210, Undergraduate Council, and found the proposed amendments consonant with the Code of the Academic Senate.

The Committee noted that the reference which currently appears after Bylaw 210 ([See Bylaw185(C)(8), and SBL 170]) now appears to be out of place given the amended language. The Committee recommends moving this reference so that it appears after the proposed addition in 200(A). Please see below:

200 EDUCATIONAL POLICY [Am 5/23/95, Am 3/1/11]

This committee shall consist of nine ordinary members of the Division. It shall also have one undergraduate student representative and one graduate student representative, who shall not have the right to vote. The Dean of Graduate Studies and the Associate Vice Chancellor for Undergraduate Education may serve as consultants to the committee, without vote, at the request of the committee. The chairs of the Undergraduate Council and Graduate Council shall be members of the committee. The chair of the committee shall be a member of the Senate Council and Senate-Administration Council. One member of the committee shall serve on the University Committee on Educational Policy. [See Bylaw185(C)(8), and SBL 170] [Am 5/24/77, Rt 6/8/77, Am 4/26/94, Am 2/24/04, Am 5/26/09, Am 3/1/11]

Sincerely,

Professor Andrew Dickson, Chair
Committee on Rules and Jurisdiction

Enclosure
Cc: Maripat Corr
    Steven Constable
    Ray Rodriguez
    Lori Hullings
    Alain Montgomery