UNIVERSITY OF CALIFORNIA
SAN DIEGO DIVISION OF THE ACADEMIC SENATE
REPRESENTATIVE ASSEMBLY
[see pages 2 and 3 for Representative Assembly membership list]

NOTICE OF MEETING
Tuesday, December 9, 2014, 3:30 p.m.
Garren Auditorium, Biomedical Sciences Building, 1st Floor

ORDER OF BUSINESS

(1) Minutes of October 14th and November 18th meetings

(2-7) Announcements
(a) Chair Gerry Boss Oral
(b) Chancellor Pradeep Khosla Oral
(c) Vice Chancellor Gary Matthews: Facilities Management Update Oral

(8) Special Orders
(a) Consent Calendar

Election of Two Representatives Assembly Members to Senate Council Oral

(9) Reports of Special Committees [none]

(10) Reports of Standing Committees

Graduate Council
• MS in Business Analytics, Rady School of Management 12
• PhD in Biostatistics, Family Medicine and Public Health 14
• Proposed Revision to Senate Regulation 700, Requirements for the Master of Arts and Master of Science Degrees at San Diego 16
• Proposed Revision to Senate Regulation 709, Master of Advanced Studies 16

(11) Reports of Faculties

Health Sciences Faculty Council
• Proposed Revision to Senate Regulation 503, Grading Policy – School of Medicine 21

(12) Petitions of Students [none]

(13) Unfinished Business [none]

(14) New Business
### Ex Officio Members:

- Chair of Division: Gerry Boss
- Chancellor: Pradeep Khosla
- Vice Chair of Division: Robert Continetti
- 2013-14 Chair of Division: Kit Pogliano
- Chair, Committee on Academic Personnel: Steven Briggs
- Chair, Committee on Admissions: Madeline Butler
- Chair, Committee on Diversity and Equity: Daniel Widener
- Chair, Committee on Campus Community Environment: Raymond DeCallafon
- Chair, Committee on Committees: Doris Trauner
- Chair, Educational Policy Committee: Kaustuv Roy
- Chair, Undergraduate Council: Leslie Carver
- Chair, Committee on Faculty Welfare: John Eggers
- Chair, Graduate Council: David Salmon
- Chair, Committee on Planning and Budget: Julian Betts
- Chair, Committee on Privilege and Tenure: Stefan Tanaka
- Chair, Committee on Research: Frank Powell
- Member, Academic Council: Joel Dimsdale
- Member, Academic Assembly: Susan Narucki
- Member, Academic Assembly: Margaret Schoeninger
- Member, Academic Assembly: Steven Wasserman
- Executive Vice Chancellor, Academic Affairs: Suresh Subramani
- Vice Chancellor, Health Sciences: David A. Brenner
- Vice Chancellor, Marine Sciences: Margaret Leinen
- Vice Chancellor, Research: Sandra Brown

### Elected Members

**Divisional Representative**
- Grant Goodall ('16)
- Joanna McKittrick ('16)
- Lorraine Pillus ('15)
- Melvin Leok ('15)
- Lakshmi Chilukuri ('15)

**Revelle College**
- Joanna McKittrick ('16)
- Lorraine Pillus ('15)
- Melvin Leok ('15)

**John Muir College**
- Joanna McKittrick ('16)
- Lorraine Pillus ('15)
- Melvin Leok ('15)

**Thurgood Marshall College**
- Stephanie Mel ('16)
- Mark Guirgis ('16)

**Earl Warren College**
- Joshua Kohn ('16)
- John McGreevy ('16)

**Roosevelt College**
- Charles Tu ('16)
- Patrick Patterson ('16)

**Sixth College**
- Michael David ('15)
- Janis Jenkins ('15)

**Emeritus Faculty**
- Joseph Watson ('16)
- David Roth ('16)

**Anesthesiology**
- Thomas Levy ('16)
- Kun Zhang ('15)

**Bioengineering**
- Lin Chao ('15)
- Gurol Suel ('15)

**Biological Sciences**
- Huilin Zhou ('15)
- Tadeusz Molinski ('15)

**Cellular & Molecular Med.**
- Ulrich Muller ('16)
- Zhuowen Tu ('16)

**Chemistry & Biochemistry**
- Natalia Roudakova ('16)
- Natalia Roudakova ('16)

**Communication**
- Alex Oraifoglou ('15)
- Pavel Pevzner ('15)

**Computer Science & Engineering**
- Alex Oraifoglou ('15)
- Tadeusz Molinski ('15)

**Economics**
- Christopher Chambers ('15)
- Yixiao Sun ('16)

**Education Studies**
- Thandeka Chapman ('16)
- Thandeka Chapman ('16)

**Electrical & Computer Engineering**
- Ken Kreutz-Delgado ('16)
- Jie Xiang ('16)

**Emergency Medicine**
- Stephen Hayden ('15)
- Stephen Hayden ('15)

**Alternates**

- Piyush Patel ('15)
- Robert Rissman ('15)
- Brenda Bloodgood ('15)
- Morana Alac ('16)
- Jelena Bradic ('15)
- Dan Hallin ('16)
- Robert Cancel ('16)
- Gary Fields ('16)
- John Watson ('16)
- Richard Attiyeh ('16)
- Joseph Hankins ('16)
- Peter Wang ('15)
- David Holway ('15)
- Pamela Reinagel ('15)
- George Sen ('15)
- Robert Pomeroy ('15)
- Mike Tauber ('16)
- Gedeon Deak ('16)
- Olga Vasquez ('16)
- Ivana Komunjier ('15)
- Mark Machina ('16)
- James Levin ('16)
- Yuan Taur ('16)
- Richard Clark ('15)
Ethnic Studies  
Roshanak Kheshti  ('16)  
Family & Preventive Med.  
Anthony Gamst  ('16)  
History  
Dana Murillo  ('16)  
David Gutierrez  ('16)  
IR&PS  
Ulrike Schaede  ('15)  
Linguistics  
Eric Bakovic  ('16)  
Literature  
Camille Forbes  ('15)  
Cristina Rivera-Garza  ('16)  
Mathematics  
Jeffrey Rabin  ('15)  
Mechanical & Aerospace Engineering  
George Tynan  ('15)  
Medicine  
John Adamson  ('16)  
Music  
Amy Cimini  ('16)  
NanoEngineering  
Liangfang Zhang  ('16)  
Neurosciences  
Thomas Hnasko  ('15)  
Ophthalmology  
Linda Zangwill  ('15)  
Orthopaedics  
Sameer Shah  ('15)  
Pathology  
David Bailey  ('16)  
Pediatrics  
Elizabeth Winzeler  ('16)  
Pharmacology  
William Joiner  ('15)  
Philosophy  
Georgios Anagnostopolous  ('16)  
Physics  
Benjamin Grinstein  ('15)  
Political Science  

Psychiatry  
Lisa Eyler  ('16)  
Psychology  
Wesley Thompson  ('16)  
Radiation Medicine and Applied Sciences  
Sunil Advani  ('16)  
Radiology  
Roland Lee  ('16)  
Rady School of Management  
Yuval Rottenstreich  ('15)  
Reproductive Medicine  
Varykina Thackray  ('16)  
SIO  
Kathy Barbeau  ('15)  
Surgery  
Clark Chen  ('15)  
Theatre and Dance  
Alan Burnett  ('15)  
Visual Arts  
Brett Stalbaum  ('16)  

Advisors:  
Research - General Campus  
Amy Tsai  ('15)  
Research - Health Sciences  
David Boyle  ('15)  
Research - Marine Sciences  
Adrian Borsa  ('16)  
Undergraduate Student  
Undergraduate Student  
Graduate Student  
Holly Dembinski  ('15)  
Graduate Student  
Jon Monk  ('15)
Chair Boss called the meeting to order. A quorum was present (see attached attendance sheet), as were other Academic Senate members and guests. Chair Boss welcomed members and guests to the first regular meeting of the 2014-2015 academic year, introduced himself to those present, and introduced Vice Chair Bob Continetti, who was unable to attend the meeting. He thanked Professor Gerald Mackie from the Department of Political Science for serving as Parliamentarian for the Assembly this year. Chair Boss thanked Academic Senate staff members who provide support for the Assembly: Ray Rodriguez, Director of the Academic Senate Office, Ashley Welch, Assembly Recorder, and Trevor Buchanan, Programmer Analyst. Chair Boss reviewed the Academic Senate Bylaws governing the privilege of the floor and voting.

MINUTES OF MEETING OF JUNE 3, 2014

The minutes of the meeting of June 3, 2014 were approved.

ANNOUNCEMENTS BY THE CHAIR OF THE DIVISION

Chair Boss announced that two representatives from the Representative Assembly need to be elected to serve on Senate Council. The Bylaws of the San Diego Division call for two elected members of the Representative Assembly to serve as at-large members on Senate Council. The Senate Council meets monthly on Monday’s at 3:30 p.m. Members may self-nominate by contacting Vice Chair Bob Continetti. A vote will take place at the next meeting.

Chair Boss reminded faculty that the Faculty Research Lecture Award Ceremonies will be held on November 3, 2014 and November 12, 2014, both lectures will be from 3:00 – 5:00 p.m. at the Faculty Club. The awardees are John Wixted, Department of Psychology and Kimberly Prather, Department of Chemistry & Biochemistry and Scripps Institute of Oceanography. Everyone is encouraged to attend and support fellow faculty.

Chair Boss noted three issues that are being anticipated for the 2014-2015 year. First, the continuing pressure to reduce time to degree from the Governor and the State Legislature. Compared to the other UC campuses, UC San Diego is on the low end of the four year graduation rate at just under 60% of undergraduates graduating in four years. Next, there may be a change to enrollment management. There is an issue with the way impacted status is done. Because it has to go through several committees, impacted status occurs retroactively. By the time impacted status goes into effect, one to two years has already gone by. The shift to using enrollment management will allow for changes on a year to year basis; departments will be able to declare on a yearly basis how many students they can handle, both new, transfer, and undeclared undergraduates. Lastly, the issue of faculty salaries will be addressed after the total remuneration study that was done last year (available on the systemwide website). President Napolitano is well aware of the issue and will be taking it to the UC Regents and the State Legislature.

ANNOUNCEMENTS BY THE CHANCELLOR

Chancellor Khosla welcomed everyone to the new year. He gave an update that the strategic planning process is going extremely well and action items are being worked on. He reiterated that time-to-degree is a major issue that UCSD needs to address and that it is holding the campus back in terms of national rankings. He mentioned that EVC Subramani has been working diligently to address salary issues. As a result of a salary study done last year, many salaries have now been adjusted. Also as a result of the salary study, a retention program has been put forward. Chancellor Khosla thanked everyone for the hard work that they do.

ANNOUNCEMENTS BY BRUCE DUNN, ASSOCIATE DEAN, UNIVERSITY EXTENSION

Bruce Dunn provided a presentation on the potential ways in which the University Extension can be a partner in addressing departmental priorities. Bruce explained three models that Extension could partner with departments
on: transfer credit course initiative, self-funded graduate programs, and hybrid concurrent enrollment. Each model was explained as part of Bruce’s PowerPoint presentation. The presentation can be found at: http://senate.ucsd.edu/Repository/1603/GROUPS/Assembly%20Presentations/UCSD_Extension.pdf.

ANNOUNCEMENTS BY TREVOR BUCHANAN, SENATE STAFF

Chair Boss announced that a new Academic Senate website has been created and strongly encouraged everyone to visit the new website: http://senate.ucsd.edu/.

SPECIAL ORDERS

Consent Calendar – The following annual reports were received for filing without objection:
- Committee on Research (2013 – 2014)
- Graduate Council (2013 – 2014)
- Undergraduate Council (2013 – 2014)

REPORTS OF SPECIAL COMMITTEES [none]

REPORTS OF STANDING COMMITTEES [none]

REPORTS OF FACULTIES

Revelle College – Proposed Revisions to Division Regulation 605 – Academic Requirements of Revelle College

Paul Yu (Revelle College Provost) presented the Assembly with proposed revisions. Proposed revisions to Division Regulation 605 – Academic Requirements of Revelle College removes the Area of Focus requirement and removes the language proficiency requirement for IGETC Certified transfer students. These changes are appropriate because they would provide increased flexibility in students’ curriculum planning and address the change in the average length in time-to-degree for many students.

On behalf of the Faculty of Revelle College, Provost Yu moved that the revisions to Division Regulation 605 – Academic Requirements of Revelle College be approved as proposed. [Because the motion was made on behalf of a faculty body, no second was required.] Chair Boss called for discussion of the motion.

Comments were made:
- In response to a question about the change in requirement, Paul pointed out that Revelle College is one of only two colleges on campus that have the language requirement in place. The other colleges have never had this requirement.
- AVC Sawrey followed up this comment and clarified that the language requirement itself will not be removed, rather it is a pass for certified transfer students.
- It was suggested that uniformity between the California Community Colleges and UC campuses be created. Paul responded that this is something that could be looked at in the future.

The motion was approved by a majority voice vote, with two opposed.

Warren College – Proposed Revisions to Division Regulation 620 – Academic Requirements of Warren College

Ivan Evans (Warren College Acting Provost) presented Assembly with proposed revisions. Proposed revisions to Division Regulation 620 – Academic Requirements of Warren College applies to transfer students, and replaces one required upper-division course non-contiguous to the student’s major with one required upper-division writing course. The amendment is appropriate in order to provide transfer students with critical analytical writing skills that are necessary to succeed in upper-division courses at UCSD as well as in academic and workplace settings beyond graduation.
On behalf of the Faculty of Warren College, Provost Evans moved that the revisions to Division Regulation 620 – Academic Requirements of Warren College be approved as proposed. [Because the motion was made on behalf of a faculty body, no second was required.] Chair Boss called for discussion of the motion. Comments were made:

- A comment was made that this sounds like a remedial course. A clarification that this is not a remedial course, it will simply make writing more consistent with all students.
- A suggestion was made that the College needs to be prepared to offer enough sections so that a bottleneck is not created, which would have a negative impact on time to degree. Ivan agreed that Warren should look at how many course offerings will be given to make sure this does not occur.

The motion was approved by a vote of 29 in favor, 13 opposed, and one abstention.

Eleanor Roosevelt College – Proposed Revisions to Division Regulation 625 – Academic Requirements of Eleanor Roosevelt College

Richard Madsen (Eleanor Roosevelt Acting Provost) presented Assembly with proposed revisions. Proposed revisions to Division Regulation 625 – Academic Requirements of Eleanor Roosevelt College reduces fine arts GE requirements from two courses to one course. Students can choose to either take a Western Culture or non-Western Culture course. These changes are appropriate for fulfilling the mandate to shorten time to degree by shortening the GE curriculum. With changes, GE curriculum will be comparable in length to the other colleges; fine arts requirement will also be in line with the other colleges.

On behalf of the Faculty of Eleanor Roosevelt College, Provost Madsen moved that the revisions to Division Regulation 625 – Academic Requirements of Eleanor Roosevelt College be approved as proposed. [Because the motion was made on behalf of a faculty body, no second was required.] Chair Boss called for discussion of the motion. A comment was made:

- It seems as though this would allow students to avoid taking courses in the non-Western world. Richard responded that Making of the Modern World deals with global issues.

The motion was approved by a majority voice vote.

Sixth College – Proposed Revisions to Division Regulation 630 – Academic Requirements of Sixth College

Robert Pomeroy (Sixth College Faculty) presented Assembly with proposed revisions. Proposed revisions to Division Regulation 630 – Academic Requirements of Sixth College eliminates the Societal Context and Ethical Context requirements, adds the university-wide DEI requirements, and revises the name Subject A to the updated Entry Level Writing Requirement. The changes are appropriate to align the courses that satisfy the college’s Societal Context GE requirement with the university-wide DEI requirement. The content of the Ethical Context GE requirement will be folded into the college’s CAT 125 upper-division requirement. Including the DEI requirement is to reflect addition of the most recent university-wide requirement in the regulations. The update to Entry Level Writing Requirement is to correctly reflect the title of the requirement formerly known as Subject A Requirement.

On behalf of the Faculty of Sixth College, Professor Pomeroy moved that the revisions to Division Regulation 630 – Academic Requirements of Sixth College be approved as proposed. [Because the motion was made on behalf of a faculty body, no second was required.] Chair Boss called for discussion of the motion. A comment was made:

- A concern was raised that it would be writing instructors teaching the CAT course. Professor Pomeroy responded that it is not solely writing instructors involved with CAT 125, but faculty as well.

The motion was approved by a majority voice vote.
PETITIONS OF STUDENTS [none]

UNFINISHED BUSINESS [none]

NEW BUSINESS

Chair Boss called for any new business. Ben Grinstein, Professor of Physics, indicated he had new business. Professor Grinstein presented a resolution related to the changes that are being proposed to APM 210-1-d. He stated that he opposes the proposed revisions to APM 210-1-d, because the language is unacceptably ambiguous and he believes that adoption of the policy would in time result in substantial erosion of UC’s status as a world-renowned research university.

An assembly member questioned the process.

Kit Pogliano, former Division Senate Chair, called into question whether or not a quorum was still present. There was no longer a quorum present.

There no longer being a quorum, the meeting adjourned at 5:30 p.m.

Ashley Welch
Chair Boss called the meeting to order. A quorum was present (see attached attendance sheet), as were other Academic Senate members and guests. Chair Boss welcomed members and guests to the second meeting of the Representative Assembly, San Diego Division, for the 2014-2015 academic year. This special meeting was called by petition to consider proposed changes to the Academic Personnel Manual, Section 210-1-d. He introduced himself to those present, and introduced Vice Chair Bob Continetti, and Professor Gerald Mackie, Parliamentarian for the Assembly. Chair Boss introduced Academic Senate staff members who provide support for the Assembly: Ray Rodriguez, Director of the Academic Senate Office, Alex Tea, Assembly Recorder for this meeting, and Trevor Buchanan, Programmer Analyst. Chair Boss reviewed the Academic Senate Bylaws governing the privilege of the floor and voting.

PROPOSED REVISIONS TO ACADEMIC PERSONNEL MANUAL, SECTION 210-1-d

Background Information

As a prelude to the discussion, Chair Boss provided APM 210 background information. He explained that this policy traces back to 2002 when President Atkinson commissioned a Strategic Review Panel, which among other recommendations, recommended incorporating more educational outreach into the teaching and research mission of the UC faculty. In 2003-04, the Senate University Committee on Affirmative Action and Diversity (UCAAD) worked with other Senate committees to propose language for the APM and in 2004-05, after a systemwide review, the Academic Council approved the creation of a new paragraph of APM 210-1-d. Each campus was charged with devising local strategies to implement the new policy but its implementation has been criticized as uneven and inconsistent across the campuses. In 2011-12, the University Committee on Academic Personnel (UCAP) concluded that the current wording was unworkable because its language was ambiguous. At about the same time, President Yudof commissioned a Faculty Diversity Working Group to devise strategies for fully implementing APM 210-1-d. UCAP and UCAAD were tasked with revising the language to make it less ambiguous to ensure that the policy would be more consistently implemented on every campus. In 2012-13, UCAAD and UCAP worked to modify the language of APM 210-1-d. In 2013, the Academic Council approved the revised wording for APM 210-1-d that has now been distributed for discussion.

Chair Boss explained that the proposed text is part of a larger text and asked everyone to look at the text in the preceding paragraph. That text, the first paragraph APM 210-1-d, was projected and read by Chair Boss.

The review committee shall judge the candidate with respect to the proposed rank and duties, considering the record of the candidate’s performance in (1) teaching, (2) research and other creative work, (3) professional activity, and (4) University and public service. In evaluating the candidate’s qualifications within these areas, the review committee shall exercise reasonable flexibility, balancing when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. The review committee must judge whether the candidate is engaging in a program of work that is both sound and productive. As the University enters new fields of endeavor and refocuses its ongoing activities, cases will arise in which the proper work of faculty members departs markedly from established academic patterns. In such cases, the review committees must take exceptional care to apply the criteria with sufficient flexibility. However, flexibility does not entail a relaxation of high standards. Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions. Insistence upon this standard for holders of the professorship is necessary for maintenance of the quality of the University as an institution dedicated to the discovery and transmission of knowledge. Consideration should be given to changes in emphasis and interest that may occur in an academic career. The candidate may submit for the review file a presentation of his or her activity in all four areas.
The second paragraph of APM 210-1-d with the current and UCAP and UCAAD proposed revised wording was then projected and read by Chair Boss.

> The University of California is committed to excellence and equity in every facet of its mission. **Contributions in teaching, research and other creative work, professional activity, and University and public service contributions that promote equal opportunity and diversity and equal opportunity are to be encouraged.** and given recognition in the evaluation of the candidate’s qualifications. They should be given the same weight in the evaluation of the candidate’s qualifications during Academic Personnel actions as any other contributions in these areas. **These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance research, teaching, equitable access to education, and public service that addresses the needs of California’s diverse population. or research in a scholar’s area of expertise that highlights inequalities. Mentoring and advising of diverse students or new faculty members are to be encouraged and given due recognition in the teaching or service categories of the Academic personnel actions process.**

This proposed text is what campuses have been asked to consider and has been circulated to all standing committees. The San Diego Division’s Committee on Diversity and Equity, Committee on Academic Personnel, Committee on Faculty Welfare, Committee on Privilege and Tenure, and Committee on Academic Freedom submitted formal comments, which were distributed with the meeting notice. Two committees endorsed the UCAP and UCAAD proposal and three committees did not. Two faculty members obtained signatures to call this special meeting of Representative Assembly to propose alternative language for APM 210-1-d.

Resolution

Chair Boss introduced Ben Grinstein, Professor of Physics, a co-petitioner of the special meeting. Professor Grinstein explained his motivation for requesting a special meeting of the Representative Assembly, which was that he felt that the UCAP and UCCAD proposed changes to the APM did not fix the problems that they were intended to fix, and that they could cause more damage by treating research on diversity different and valuing it more than other types of research because of the word “encourage.”

Chair Boss introduced Jorge Hirsch, Professor of Physics, a co-petitioner of the special meeting. Professor Hirsch explained that he and Professor Grinstein wrote to colleagues to petition for a special meeting to present a resolution to Representative Assembly opposing the UCAP and UCAAP proposed APM changes.

Professor Hirsch then presented a motion to adopt the following resolution:

> The San Diego Division of the Academic Senate would like to express its concern about the proposed revisions to the Academic Personnel Manual section 210-1-d, Criteria for Appointment, Promotion, and Appraisal in the Professor and Corresponding Series. We find that the proposed language is ambiguous and that it should be improved. We reiterate our strong commitment to excellence, equity and diversity in every facet of the University of California’s mission as expressed in the current version of the APM 210-1-d.

The motion was seconded. Chair Boss called for discussion of the motion.

The discussion included questions and comments regarding the process and procedures; the language of the resolution; why if one believes that encouraging one type of research de-encourages others, the same cannot be said of teaching and service; why there was not more time for the review; the purpose of the resolution; and critiques of the claim that encouraging diversity research will have the ill effects suggested by Professors Grinstein and Hirsch.

Chair Boss called for a vote. The resolution was passed by a majority paper ballot vote, 48 yes vs. 23 no.
Alternative Language

Chair Boss explained that after receipt of the petition from Professors Grinstein and Hirsch requesting a special meeting of the Representative Assembly to consider a motion opposing the proposed UCAP and UCAAD APM language, a workgroup was formed to attempt to draft alternative, compromise language, for Representative Assembly to consider, and that Vice Chair Continetti would present that alternative language.

Vice Chair Continetti presented the following alternative language for APM 210-1-d, and moved for its endorsement.

_The University of California is committed to excellence and equity in every facet of its mission, and recognizes diversity-related research, teaching, and service in the same manner as any other contribution in each of these areas. These diversity-related activities can take a variety of forms, including research that studies inequalities, efforts to advance equitable access to education, and public service that addresses the needs of California’s diverse population. Research and other creative work in the broad area of diversity should be evaluated and credited in the same manner as research and creative work on any other subject. Mentoring and advising of students or new faculty members are to be encouraged and given recognition in the teaching or service categories of academic personnel actions._

The motion was seconded. Chair Boss called for further discussion of the motion.

The discussion included statements in support of and opposed to the alternative proposed APM language, and multiple motions to amend the language, which resulted in the following revised language.

_The University of California is committed to excellence and equity in every facet of its mission, and recognizes diversity-related research, teaching, and service in the same manner as any other contribution in each of these areas. These diversity-related contributions can take a variety of forms, including research that studies inequalities, efforts to advance equitable access to education, and public service that addresses the needs of California’s diverse population. Research and other creative work in the broad area of diversity should be evaluated and credited in the same manner as research and creative work on any other subject. Mentoring and advising of students or new faculty members, particularly from underrepresented and underserved populations, are to be encouraged and given recognition in the teaching or service categories of academic personnel actions._

Chair Boss called for a vote. The resolution was passed by a majority paper ballot vote, 52 yes vs. 13 no.

Proposed UCAP and UCAAD Language

Chair Boss explained that a vote can be taken on the UCAP and UCAAD proposed language too, if a Representative Assembly member makes such a motion and the motion is seconded.

A motion was made, and seconded, to endorse the following UCAP and UCAAD proposed APM 210-1-d language.

_The University of California is committed to excellence and equity in every facet of its mission. Contributions in teaching, research and other creative work, professional activity, and University and public service that promote equal opportunity and diversity are to be encouraged. They should be given the same weight in the evaluation of the candidate’s qualifications during Academic Personnel actions as any other contributions in these areas. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance research, teaching, equitable access to education, and public service that addresses the needs of California’s diverse population. Mentoring and advising of diverse students or faculty members are to be_
encouraged and given due recognition in the teaching or service categories of the Academic Personnel process.

The discussion included comments that the UCAP and UCAAD proposed language is clearer than the alternative language just discussed and voted on; that Representative Assembly was engaged in much discussion of wordsmithing; questioning why is this such a charged issue when it’s voluntary, and while diversity efforts would be viewed favorably, those who do not engage in diversity efforts will not be penalized; that departments and ad hocs should be trusted to read files in a balanced way; that what’s in the department letter is important; and that this moves diversity efforts from commitment to compliance.

A motion was made to check whether a quorum was still present. A quorum was still present.

Chair Boss called for a vote. The resolution was not approved by a majority hand vote, 20 yes vs. 28 no.

**NEW BUSINESS**

There being no further business, the meeting adjourned at 5:26 p.m.

Alex Tea
REPORT OF THE GRADUATE COUNCIL

At its November 10, 2014 meeting, the Graduate Council approved a proposal for a new self-supporting program of study leading to an MS in Business Analytics (MSBA) at the Rady School of Management. The MSBA is primarily designed to be a one-year full-time program, but the program may also be completed part-time over two years. Students will complete a total of 50 units: 14 units of core courses, 32 units of elective courses, and a 4 unit capstone project. Students are also required to complete an individual comprehensive oral examination designed to test students’ knowledge of the general topics covered in the core courses and their set of chosen electives. The curriculum is designed to prepare students to work as business analytics managers and is composed of quantitative, statistical, and management coursework.

The Rady School of Management has proposed a self-supporting budget model. The Committee on Planning and Budget (CPB) reviewed the proposal and provided its comments to the Graduate Council. The Council determined that the Rady School of Management is well positioned to offer the proposed MSBA and the School has demonstrated that there is student demand for this type of program.

The Council is supportive of this academic endeavor and recommends that the Representative Assembly approve the proposal.

David Salmon, Chair
Graduate Council

The complete proposal is available for review at: http://senate.ucsd.edu/media/130978/rady-proposal-to-establish-ms-in-business-analytics.pdf

************************************************

Executive Summary

In today’s increasingly global and competitive economy, businesses are striving to use analytics (i.e. the use of data, together with statistical and quantitative models, to make better, data-driven business decisions) to gain competitive advantage. However, there is not only a lack of data scientists with advanced training in statistics and machine learning, but importantly there is also a significant shortage of business analysts and project managers who are able to identify the right analytics projects to pursue. Particularly, first-rate analytics projects should create substantial value to an organization by solving impactful business problems.

The Rady School of Management’s program (Rady School) Master of Science in Business Analytics (MSBA) degree provides rigorous training for future analytics leaders, preparing them to excel at (i) identifying business opportunities with compelling economic returns, (ii) working with data and analytical models to generate valuable business insights, and (iii) communicating and working effectively with stakeholders to integrate analytics capabilities into business processes and yield successful business solutions.

The 50-unit, self-supporting program emphasizes a broad and intensive curriculum designed to give students a balanced mix of quantitative, management, and systems implementation skills to be successful at initiating and managing business analytics projects and instituting process change within organizations to achieve the economic potential associated with these projects. Graduates of the MSBA program will understand core business functions (i.e., marketing, finance, management and operations) and be able to evaluate business opportunities; will have experience collecting and processing data, determining additional data collection needs and creating statistical and decision models on business data (e.g., customer purchase behavior, web logs, social
media activity, inventory and capacity history); and will have successfully integrated data, models, and a user interface into a system to improve decision making within an organization.

UC San Diego’s Rady School is in a unique position to offer a Master of Science in Business Analytics that focuses on the application of statistical, econometric, and analytical methods to solve business problems. As demonstrated in the faculty biographies in the appendices, the program directly aligns with the research interests and expertise of our faculty, and supports the “big data” academic thrust in Rady’s and UC San Diego’s strategic plans.

With an inherent focus on issues faced by innovation-driven, high-technology companies, the Rady School is unlike any other business school. With considerable strength in statistical modeling, predictive analytics, econometric and forecasting methods, optimization, and management science, the Rady School’s Master of Science in Business Analytics will prepare students to create immediate value in organizations by improving marketing, financial, management, and operational decisions through the use of data and quantitative analysis.
REPORT OF THE GRADUATE COUNCIL

At its November 10, 2014 meeting, the Graduate Council approved a proposal for a new program of study leading to a PhD in Biostatistics in the Department of Family and Preventive Medicine. The normative time to degree is five years and the program is designed to train students in mathematical theory, computational skills, and inferential methods needed to analyze complex biomedical data. The degree requirements are described below in the Executive Summary. The Department also proposes awarding an MS degree to students who fail to complete the PhD but complete 52 units of coursework and pass the qualifying examination with a score that is satisfactory for a terminal Master’s degree.

The Council is supportive of this academic endeavor and recommends that the Representative Assembly approve the proposal.

David Salmon, Chair
Graduate Council

The complete proposal is available for review at: http://senate.ucsd.edu/media/130975/fpm-proposal-to-establish-phd-in-biostatistics.pdf

************************************************

Executive Summary

The proposed program will award the PhD in Biostatistics, offered as an interdepartmental program housed within the Department of Family and Preventive Medicine (FPM) at UCSD School of Medicine. Participating faculty comprise ten members of the Division of Biostatistics and Bioinformatics within FPM, three faculty from the Statistics group in the Department of Mathematics on the main campus, and three faculty with expertise in the data sciences from the Departments of Psychiatry (Division of Biostatistics appointment pending), Electrical and Computer Engineering, and Computer Science and Engineering. Although no stand-alone Master’s degree is offered, a terminal Master’s degree will be given to qualifying PhD students who fail to complete the PhD.

There is strong demand for PhD-level biostatisticians in academic medical centers, in government agencies, and in the pharmaceutical and biotech industries. Biostatistics graduate programs rank highly among the PhD granting institutions of Statistics or Biostatistics listed in US News and World Report rankings, with three of the top five programs being Biostatistics programs. In California, UC Los Angeles, USC, UC Berkeley and UC Davis offer a Biostatistics PhD; no such degree is offered south of Los Angeles. The UCSD degree will be distinguished by its close integration of training in rigorous data science theory and methods, training in practical collaborative skills, and use of important data from many areas of the biomedical sciences.

The proposal includes letters of support from the three existing UC Biostatistics programs which attest to the high number of qualified applicants who are currently turned away from UC graduate programs in Biostatistics, the high quality of our proposed program, and the strong job market for new Biostatistics PhD’s.

The proposed degree consists of 72 units, including 24 units in mathematical statistics from the Department of Mathematics, intended to provide a sound theoretical foundation; 24 units of biostatistics incorporating data analysis and collaborative projects in the life sciences, intended to provide a foundation in the collaborative data analysis fundamental to professional life as a Biostatistician; 12 units of required coursework in Life Sciences, and an additional 12 elective units of Biostatistics, Statistics, or Computer Science. There will be a written
qualifying exam with two parts, an oral Life Sciences examination requirement, an oral exam to advance to candidacy, and a written dissertation requirement. There is a strong emphasis on the development of communication and collaboration skills.

The anticipated start date is Fall 2015 and approximately three to five students per year are anticipated, depending on funding. Three new core Biostatistics courses are proposed, staffed by consolidating existing teaching efforts of Division of Biostatistics and Bioinformatics faculty into core courses, from less formal teaching commitments such as independent study courses. The Department anticipates that selected students and fellows from other training programs across the School of Medicine will benefit from these new Biostatistics courses, including Joint Doctoral Program students from the Department of Family and Preventive Medicine, and selected Biomedical Sciences, Neurosciences and Medical students.

Financial support for the approximately six Biostatistics PhD students during their first two years is anticipated to come from several large data analysis cores which current Biostatistics faculty support, and from Teaching Assistant positions. A pending training grant, submitted earlier this year, would allow enrollment of additional students. Support for the approximately 9-12 Biostatistics students working on their dissertation is expected to come from the current research grants from the major advisor, dissertation fellowships, and collaborative biomedical research projects. Need for a half-time administrative assistant is anticipated; over the first 5 years support will come from funds provided by the Dean of the School of Medicine to the Division of Biostatistics.
REPORT OF THE GRADUATE COUNCIL

The Graduate Council proposes amending the Residency and Plan I. Thesis Plan sections of Divisional Senate Regulations 700. Requirements for the Master of Arts and Master of Science Degrees and 709. Master of Advanced Studies. The justifications for the proposed changes are below. The Graduate Council consulted with the Educational Policy Committee (EPC) on drafting the proposed changes and EPC approved the final proposal. The Committee on Rules and Jurisdiction found the proposed amendments consonant with the Code of the Academic Senate. The Graduate Council recommends that the Division approve the proposed amendments to Senate Regulations 700 and 709.

Amendments to the Residency Sections of SD 700 and 709
SD 700 and 709’s residency requirements reiterate the following requirement stipulated in systemwide Senate Regulation 682: “A minimum period of study of one term in the case of the Master’s degree must intervene between formal advancement to candidacy and the conferring of the degree.”

EPC receives more than 60 petitions annually from graduate students requesting exceptions to this requirement. In reviewing exception requests, EPC considers the basis on which petitions should be denied and approved, and both the Graduate Council and EPC are unable to determine the academic rationale for requiring all Master’s students to advance to candidacy and receive the degree in sequential quarters. This conclusion led the Graduate Council and EPC to ask the systemwide Coordinating Committee on Graduate Affairs (CCGA) to clarify the purpose of the requirement. In response, CCGA found no reason for the one-term interval to be enforced by the Academic Senate. A proposal from CCGA to remove the requirement from systemwide Senate Regulation 682 is currently under review.

The Graduate Council, with EPC’s support, recommends removing the residency stipulation specifying the interval between the filing of advancement to candidacy and the conferral of the degree from divisional Regulations. EPC’s Bylaw grants the Committee the authority to approve or disapprove all petitions from students requesting exceptions to both systemwide and divisional Regulations. EPC will continue to require graduate students to submit exceptions while the current provisions of systemwide Senate Regulation 682 remain in effect.

Amendments to Plan I. Thesis Plan in SD 700 and 709
The Graduate Council proposes changes under Plan I. Thesis Plan to provide more flexibility in the required distribution of units. Under the current Regulations, credit for the 36 unit Master of Arts (MA), Master of Science (MS), and Master of Advanced Studies (MAS) is distributed as follows:

- 30 units of coursework
  - At least 12 units must be in graduate courses in the major field
  - At least 6 additional units in graduate courses
  - 12 units in graduate or upper-division courses
- 6 research units leading to a Master’s thesis

The Graduate Council proposes the following distribution for a 36 unit degree:
- At least 24 units of coursework
  - At least 12 units must be in graduate courses in the major field
  - No more than 12 units in upper-division courses
- At least 6 research units leading to a Master’s thesis
The remaining 6 units may be fulfilled through research or graduate coursework depending on a program's approved curriculum.

The intent of the proposed revision is to clearly permit graduate degree programs that require 36 units to apply more than six research units leading to a Master’s thesis towards the degree requirements. Both the Graduate Council and EPC support allowing MA, MS, and MAS programs to allow up to 12 research units leading to a Master’s thesis to count towards the 36 unit requirement if approved by the Graduate Council and find that Regulations 700 and 709 should be updated to demonstrate that this distribution is allowable.

David Salmon, Chair
Graduate Council

*****************************************************************************
700. Requirements for the Master of Arts and Master of Science Degrees at San Diego [En 5/18/65]

Requirements for the M.A. and M.S. degrees shall be determined by the departments, subject to approval by the Graduate Council, and in conformity with the following minimum requirements.

(A) Residence and Candidacy

The minimum residence requirement is three quarters, at least one of which must occur after the student has been admitted to candidacy for the Master's degree. Residence is established by satisfactory completion of six units per quarter, some of which must be at the graduate level.

(B) Language Requirements

Language requirements, if any, adopted by individual departments shall be administered by the Dean of Graduate Studies, as the Graduate Council shall direct.

(C) All Master's degree programs must be in conformity with one of the following two plans:

- **Plan I. Thesis Plan** - Credit must be obtained for 36 quarter units distributed as follows: at least 12 units must be in graduate courses in the major field, no more than 6 additional units in graduate courses, 12 units may be in graduate or upper-division courses, and there must be at least 6 research units which lead to a Master's thesis to be approved by a committee of three faculty members appointed by the Dean of Graduate Studies.

- **Plan II. Comprehensive Examination Plan** - Credit must be obtained for 36 quarter units of which at least 14 must be in graduate courses in the major field, 10 additional units in graduate courses, and 12 units in graduate or upper-division courses. A comprehensive final examination, designated as a Master's examination, must be passed.

(D) Only courses in which the student is assigned grades A, B, C, D, P, or S are counted in satisfaction of the requirements for the Master's degree. In addition, a student must maintain a minimum grade point average (GPA) of 3.0 in all courses taken after admission to graduate status. This requirement may be waived in special cases by the Graduate Council, acting through the Dean of Graduate Studies. [EC 6/4/74]

(F) Each Master's program must contain a statement of the maximum number of research units which can be used in satisfaction of the Master's requirements under each plan.
The degree of Master of Advanced Studies will be granted on the following conditions:

(A) Admission
The candidate shall have received the Bachelor’s degree; have fulfilled the requirements for admission to the Graduate Division of the University of California, San Diego; and shall meet any additional requirements that may be specified by the Admissions Committee of the MAS program.

(B) Residency
The minimum residency requirement is three quarters, at least one of which must occur after the student has been admitted to candidacy for the degree. Residence is established by satisfactory completion of four units per quarter, some of which must be at the graduate level.

(C) Program
The MAS program shall be structured in accordance with one of the following:

Thesis or Project Plan – Credit must be obtained for a minimum of 36 quarter units distributed as follows: at least 12 units must be in graduate courses in the major field, no more than 6 additional units in graduate courses, 12 units may be in graduate or upper-division courses, and there must be at least 6 units which lead to a Master’s thesis or project under the direction of a UCSD faculty member. The thesis or project will be reviewed and approved by a three-member committee, appointed by the Dean of Graduate Studies, which includes at least one UCSD faculty member. [Am 1/23/07]

Comprehensive Examination Plan – Credit must be obtained for a minimum of 36 quarter units of which at least 14 must be in graduate courses in the major field, 10 additional units in graduate courses, and 12 units in graduate or upper-division courses. No more than 6 units of research may be applied toward fulfillment of these requirements. A comprehensive final examination, designated as a Master’s examination, must be passed. The examination will be administered and approved by a three-member committee, appointed by the Dean of Graduate Studies, which includes at least one UCSD faculty member. [Am 1/23/07]

Alternative Plan – Credit must be obtained for a minimum of 36 quarter units of which at least 14 must be in graduate courses in the major field, 10 additional units in graduate courses, and 12 units in graduate or upper-division courses. No more than 6 units of research may be applied toward fulfillment of these requirements. Up to 6 units may be applied to a capstone requirement that differs from a thesis or comprehensive examination. [Am 1/23/07]

(D) Scholarship
Only courses in which the student is assigned grades A, B, C, D, P, or S are counted in satisfaction of the requirements for the Master’s degree. In addition, a student must maintain a minimum graduate point average (GPA) of 3.0 in all courses taken after admission to graduate status.

(E) Faculty Advisor
The program of work of each candidate shall be under the supervision of a faculty mentor.
September 3, 2014

PROFESSOR GERRY BOSS, Chair
Academic Senate, San Diego Division

SUBJECT: Proposed Amendment to Division Regulation 700 – Requirements of the Master of Arts and Master of Science Degrees at San Diego and Division Regulation 709 – Master of Advanced Studies

Dear Professor Boss,

The Committee on Rules and Jurisdiction has reviewed the request from the Educational Policy Committee and Graduate Council to amend Division Regulation 700 – Requirements of the Master of Arts and Master of Science Degrees at San Diego and Division Regulation 709 – Master of Advanced Studies. We found the proposed amendments consonant with the Code of the Academic Senate, and believe that these are ready for Representative Assembly approval.

Sincerely,

Charles L. Perrin, Chair
Committee on Rules and Jurisdiction

cc: R. Continetti
L. Hullings
P. Ghosh
J. Norris
R. Rodriguez
K. Roy
D. Salmon
REPORT OF THE HEALTH SCIENCES FACULTY COUNCIL

On September 2, 2014, the Health Sciences Faculty Council (HSFC) voted to approve proposed revisions to the UC San Diego School of Medicine (SOM) Grading Policy (Divisional Regulation 503). The SOM Committee on Educational Policy has also endorsed these proposed revisions.

1) The addition of language to state that a final grade in a course may be corrected at any time when a clerical or procedural error is discovered.

2) Clarification to the description of the Withdraw (W) Grade to indicate that students are not generally permitted to withdraw after the midpoint of the course. The Associate Dean for Undergraduate Medical Education may grant an exception to the assignment of the W grade, if there are extenuating circumstances.

3) The addition of a definition of the “Blank on a Student’s Transcript.” This is similar to the definition of the “Blank” on a student’s transcript as described in Regulation 500, grading policy for the general campus.

Bard Cosman, M.D.
Chair, Health Sciences Faculty Council

***************************************************************

MANUAL OF THE SAN DIEGO DIVISION
OF THE ACADEMIC SENATE

REGULATION

503. Grading Policy - School of Medicine  [En 10/29/85; Rt by Assembly 3/4/86; Am 1/28/14]

(A) Beginning in fall quarter, 2010, the work of all students in those courses designated by the Faculty of the School of Medicine as constituting the Preclerkship Core Curriculum, as well as in the Principles to Practice course, will be graded P (pass) or F (fail). Beginning in summer quarter, 2014, the work of all students in core clinical clerkships will be reported in terms of four grades: H (honors); NH (near honors); P (pass); F (fail). The work of all students in all other required courses will be reported in terms of three grades: H (honors); P (pass); F (fail).  [Am 4/25/95; Am 1/29/02; Am 12/1/09; Am 12/1/09; Am 1/28/14]

(B) In all preclerkship elective courses, grades shall be reported on a S (satisfactory) or U (unsatisfactory) grading scale.  [Am 12/1/09]

(C) In all third year selective courses, grades shall be reported as P (pass) or F (fail).  [En 1/25/11]

(D) In all fourth year elective courses, grades shall be reported as H (honors); P (pass); F (fail) unless the course director has designated a mandatory S (satisfactory) or U (unsatisfactory) grading scale and this has been approved by the Electives Committee.  [En 12/1/09, Am 1/25/11]

(E) No grade-points per unit shall be assigned.
(F) Grade Changes
All grades except Incomplete (I), In Progress (IP), and Provisionally Unsatisfactory (Y) are final when filed by an instructor in the end of term course report. However, a final grade may be corrected at any time when a clerical or procedural error is discovered. No term grades except I and Y may be revised by further examination.

(G) Grade Appeals
A medical student may appeal a course grade by following procedures described in the UCSD School of Medicine Advisor and Student Handbook.

(H) Definitions of Grades. Student evaluation is based on the following:

1. The H Grade:
The grade H (Honors) is assigned to those students whose overall academic performance in a third-year core clerkship or a fourth-year elective is considered to be outstanding. Honors grades are not granted in preclerkship core or preclerkship elective courses or third-year selective courses nor in the Independent Study Project.

2. The NH Grade:
The grade NH (Near Honors) is assigned to those students whose overall academic performance in a third-year core clerkship is significantly higher than a Pass grade, but lower than an Honors grade. Near Honors grades are not granted in preclerkship core courses, preclerkship elective courses, third-year selective courses, fourth-year elective and core courses, or in the Independent Study Project.

3. The P Grade:
The grade P (Pass) is assigned to those students whose overall performance in a required course is satisfactory.

4. The F Grade:
The grade F (Fail) is assigned to those students who overall performance in a required course is unsatisfactory. The assigned F (Fail) grade will remain on the transcript. When an F grade is remediated by examination, a memorandum to that effect will be posted to the transcript. If the F grade is remediated by repetition of the course, the course will appear chronologically a second time on the transcript.

5. The S Grade:
The grade S (Satisfactory) is assigned to those students whose overall performance in a preclerkship elective course is satisfactory.

6. The U Grade:
The grade U (Unsatisfactory) is assigned to those students whose overall performance in a preclerkship elective course is unsatisfactory. The assigned U (Unsatisfactory) grade will remain on the transcript.

(7) The Y Grade:
The grade Y (Provisionally Unsatisfactory) is assigned as an initial grade. A Y grade is replaced either by a P (Pass) or S (Satisfactory) grade when the requirements for the course have been satisfied; or, if a student fails to complete the requirements satisfactorily within a period of time determined by the course instructor, an F (Fail) or U (Unsatisfactory) grade is assigned. The Y grade cannot be replaced by a Near Honors or an Honors grade.

(8) The I Grade:
The grade I (Incomplete) is assigned when a student’s work is of passing quality but is incomplete for good cause (illness or family emergency, for example). The grade I will be replaced with a grade when the remaining course work is completed. The instructor shall make arrangements with the student for completion of the work required at the earliest possible date, but no later than one year following the course. An extension to this deadline may be granted by the Associate Dean for Undergraduate Medical Education, if there are extenuating circumstances.

(9) The IP Grade:
For courses extending over more than one quarter, and in which evaluation of a student’s performance is deferred until the end of the final quarter, a grade of “In Progress” (IP) shall be assigned and replaced by a final grade when the student completes the course sequence.

(10) The W Grade:
The grade W (Withdraw) is assigned when a student has completed some portion of the course and for personal, medical, or other reasons must withdraw from the course. Students are not generally permitted to withdraw after the midpoint of a course. If a student withdraws after the midpoint of a course, the W grade will remain on the transcript. If the course is repeated at a later date, it will appear a second time on the transcript. The Withdraw grade must be approved by the Associate Dean for Undergraduate Medical Education. Students are not permitted to withdraw after the midpoint of the quarter. The Associate Dean for Undergraduate Medical Education may approve exceptions to the assignment of the W grade, including allowing a student to withdraw after the midpoint of a course if there are extenuating circumstances.

(11) Blank on a Student’s Transcript:
(1) If a student’s name appears on the end of quarter course list (or roster) for a course, but no grade is reported, the Registrar will leave a blank for that course on the student’s transcript.
(2) If a blank on a student’s transcript is not replaced by a grade that is assigned by the course instructor, then it will be automatically replaced by an F or U grade at the end of the following quarter.
November 21, 2014

PROFESSOR GERRY BOSS, Chair
Academic Senate, San Diego Division

SUBJECT: Proposed Amendment to Division Regulation 503 – Grading Policy – School of Medicine

Dear Professor Boss,

The Committee on Rules and Jurisdiction has reviewed the request from the Health Sciences Faculty Council to amend Division Regulation 503 – Grading Policy – School of Medicine. We found the proposed amendments consonant with the Code of the Academic Senate, and believe that these are ready for Representative Assembly approval.

Sincerely,

Charles L. Perrin, Chair
Committee on Rules and Jurisdiction

cc: C. Caisip
    R. Continetti
    B. Cosman
    R. Rodriguez