

**UNIVERSITY OF CALIFORNIA
SAN DIEGO DIVISION OF THE ACADEMIC SENATE
REPRESENTATIVE ASSEMBLY**
[see pages 3 and 4 for Representative Assembly membership list]

NOTICE OF MEETING
Tuesday, February 19, 2019, 3:30 p.m.
Garren Auditorium, Biomedical Sciences Building, 1st Floor

ORDER OF BUSINESS

	<u>Page</u>
(1) Minutes of Meeting of January 15, 2019	5
(2-7) Announcements	
(a) Chair Robert Horwitz	Oral
(b) Chancellor Pradeep Khosla	Oral
(c) Stefan Llewellyn Smith, Chair, Committee on Committees Senate Service Preferences	Oral
(8) Special Orders	
(a) Consent Calendar [<i>none</i>]	
(9) Reports of Special Committees [<i>none</i>]	
(10) Reports of Standing Committees	
(a) Senate Council, Maripat Corr, Vice Chair; and John Moore, Dean of Undergraduate Education. <ul style="list-style-type: none">• 7th College Full Proposal.	80
(b) Graduate Council, Sorin Lerner, Chair; and Harvey Checkoway, Professor, Family Medicine and Public Health, and Associate Director of the Master of Public Health Program. <ul style="list-style-type: none">• Proposed amendments San Diego Senate Regulation 722, Requirements for the Master of Public Health Degree, Department of Family Medicine and Public Health.	123
(c) Graduate Council, Sorin Lerner, Chair; and Jeremy Bertomeu, Associate Professor, Rady School of Management. <ul style="list-style-type: none">• Establishment of Senate Regulation 701, Requirements for the Master of Professional Accountancy Degree, Rady School of Management.	126
(d) Graduate Council, Sorin Lerner, Chair; and Cathy Gere, Associate Professor, Department of History, and Director of the Science Studies Program.	

- Proposed PhD Degree in Anthropology (Science Studies), Department of Anthropology and Science Studies Program. 129
- (e) Educational Policy Committee, Timothy Rickard, Chair.
 - Proposed amendments to Senate Manual Appendix II, UCSD Policy on Integrity of Scholarship. 131
- (11) Reports of Faculties [*none*]
- (12) Petitions of Students [*none*]
- (13) Unfinished Business [*none*]
- (14) New Business

REPRESENTATIVE ASSEMBLY 2018-2019 MEMBERSHIP

Ex Officio Members:

Chair of Division	Robert Horwitz
Chancellor	Pradeep Khosla
Vice Chair of Division	Mary Corr
2017-18 Chair of Division	Farrell Ackerman
Chair, Committee on Academic Personnel	Guillermo Algaze
Chair, Committee on Admissions	Nancy Kwak
Chair, Campus Community Environment	Charles Sprenger
Chair, Committee on Committees	Stefan Llewellyn Smith
Chair, Committee on Diversity and Equity	Michael Trigilio
Chair, Educational Policy Committee	Timothy Rickard
Chair, Committee on Faculty Welfare	Shelley Halpain
Chair, Graduate Council	Sorin Lerner
Chair, Committee on Planning and Budget	Steven Constable
Chair, Committee on Privilege and Tenure	Judith Varner
Chair, Committee on Research	Adam Engler
Chair, Undergraduate Council	John Eggers
Chair, Univ. Committee on Research Policy	Andrew Baird
Member, Academic Assembly	Robert Kluender
Member, Academic Assembly	Elizabeth Komives
Member, Academic Assembly	Joseph Pogliano
Executive Vice Chancellor, Academic Affairs	Elizabeth Simmons
Vice Chancellor, Health Sciences	David Brenner
Vice Chancellor, Marine Sciences	Margaret Leinen
Vice Chancellor, Research	Sandra Brown

Representatives:

Elected Members

Alternates

Divisional Representative (at-large)	Amy Bridges	('20)	_____	
	Seth Cohen	('20)	_____	
Revelle College	David Kleinfeld	('20)	Kim Barrett	('20)
	Vlado Lubarda	('19)	Darren Lipomi	('19)
John Muir College	Joshua Figueroa	('19)	Lelli Van Den Einde	('19)
	Elana Zilberg	('20)	Michael Todd	('20)
Thurgood Marshall College	Christine Hunefeldt	('20)	Jonathan Cohen	('20)
	Angela Booker	('20)	Stephanie Mel	('20)
Earl Warren College	Mark Dresser	('19)	_____	
	Jerry Yang	('19)	Shaya Fainman	('19)
Roosevelt College	Harvey Goldman	('20)	Hasan Kayali	('20)
	Padmini Rangamani	('20)	Alex Snoeren	('20)
Sixth College	Christine Alvarado	('20)	Geoffrey Cook	('20)
	Robert Castro	('20)	Shlomo Dubnov	('20)
Emeritus Faculty	Morton Printz	('19)	Mark Applebaum	('19)
Anesthesiology	Hemal Patel	('20)	_____	
Anthropology	David Pedersen	('20)	Saiba Varma	('20)
Bioengineering	Gert Cauwenberghs	('19)	Prashant Mali	('19)
Biological Sciences	Li-Fan Lu	('19)	Nan Hao	('19)
	Eduardo Macagno	('19)	James Wilhelm	('19)
Cellular & Molecular Med.	Wendy Huang	('19)	Pradipta Ghosh	('19)
Chemistry & Biochemistry	Patricia Jennings	('19)	Katja Lindenberg	('19)
	Mark Thiemens	('20)	_____	
Cognitive Science	Lera Boroditsky (FA)	('18)	Doug Nitz	('19)
	Angela Yu (WI/SP)	('20)	_____	
Communication	Morana Alac (FA)	('18)	Keith Pezzoli	('19)
	Lilly Irani (WI/SP)	('19)	_____	
Computer Science & Engineering	Rajesh Gupta	('19)	_____	
	Victor Vianu	('20)	_____	
Dermatology	Bryan Sun	('19)	Anna Di Nardo	('19)
Economics	Mark Machina	('19)	Jim Andreoni	('19)
	Yixiao Sun	('20)	Alex Gelber	('20)
Education Studies	Mica Pollock	('20)	Makeba Jones	('20)
Electrical & Computer Engineering	Ian Galton	('20)	Shayan Mookherjea	('20)
	Bhaskar Rao	('20)	Joseph Ford	('20)
Emergency Medicine	Christopher Kahn	('19)	Christian Tomaszewski	('19)
Ethnic Studies	Kamala Visweswaran	('20)	Kirstie Dorr	('20)
Family Medicine and Public Health	Suzi Hong	('20)	Cinnamon Bloss	('20)
	Richard Garfein	('19)	Wesley Thompson	('19)

Global Policy and Strategy	Renee Bowen	('20)	_____	
History	Jessica Graham	('20)	_____	
	Tal Golan	('20)	_____	
Linguistics	Andrew Kehler	('20)	Rachel Mayberry	('20)
Literature	William O'Brien	('19)	Luis Martin-Cabrera	('19)
	Seth Lerer	('20)	Gloria Chacon	('20)
Mathematics	Adrian Ioana	('19)	Cristian Popescu	('19)
	Alireza Golsefidy	('20)	Ioan Bejenaru	('20)
Mechanical & Aerospace Engineering	Robert Bitmead	('19)	Sonia Martinez	('19)
	James Friend	('19)	Prab Bandaru	('19)
Medicine	Doug Conrad	('19)	Bernd Schnabl	('19)
	Alison Moore	('19)	Nai-Wen Chi	('19)
Music	Wilfrido Terrazas	('20)	Natacha Diels	('20)
NanoEngineering	Ping Liu	('20)	Kesong Yang	('20)
Neurosciences	Takaki Komiyama	('19)	Robert Rissman	('19)
	Ron Ellis	('19)	Eric Halgren	('19)
Obstetrics, Gynecology, and Reproductive Sciences	Dwayne Stupack	('20)	_____	
Ophthalmology	Karl Wahlin	('19)	Derrick Welsbie	('19)
Orthopaedics	Jan Hughes-Austin	('19)	Simon Schenk	('19)
Pathology	Nigel Calcutt	('19)	Oluwole Fadare	('19)
	David Pride	('20)	Shizhen (Emily) Wang	('20)
Pediatrics	_____		_____	
Pharmacology	David Gonzalez	('19)	Joseph Adams	('19)
Philosophy	Rick Grush	('20)	Michael Hardimon	('20)
Physics	Jeremie Palacci	('19)	Avi Yagil	('19)
	John McGreevy	('20)	Leonid Butov	('20)
Political Science	Daniel Butler	('20)	_____	
	Victor Magagna	('20)	_____	
Psychiatry	Barton Palmer	('20)	Lilia Iakoucheva	('20)
	Elizabeth Twamley	('19)	Marc Schuckit	('19)
Psychology	Edward Vul	('19)	Stephan Anagnostaras	('19)
Radiation Medicine & Applied Sciences	Tyler Seibert	('20)	_____	
Radiology	Roland Lee	('20)	_____	
	Jiang Du	('20)	_____	
Rady School of Management	Rossen Valkanov	('19)	Craig McKenzie	('19)
SIO	Ian Eisenman	('19)	James Day	('19)
	Sarah Purkey	('19)	Ryan Hechinger	('19)
	Jane Willenbring	('19)	Lynn Russell	('19)
	Jeff Bowman	('20)	Amato Evan	('20)
	Anne Pommier	('20)	Chambers Hughes	('20)
	Fiammetta Straneo	('20)	Dick Norris	('20)
Sociology	Vanessa Ribas	('19)	Gershon Shafir	('19)
	Tom Medvetz	('20)	Charles Thorpe	('20)
SSPPS	Dionico Siegel	('20)	Jeremiah Momper	('20)
Structural Engineering	Chia-Ming Uang	('20)	Jiun-Shyan Chen	('20)
Surgery	Mark Onaitis	('20)	Santiago Horgan	('20)
	Rebekah White	('20)	Kristin Mekeel	('20)
Theatre and Dance	Vanessa Stalling	('20)	Eric Geiger	('20)
	Alan Burrett	('19)	Marco Barricelli	('19)
Urology	Christina Jamieson	('19)	Ithaar Derweesh	('19)
Visual Arts	Ricardo Dominguez	('20)	Brett Stalbaum	('20)
	Mariana Wardwell	('20)	Norman Bryson	('20)
<u>Advisors:</u>				
Research - General Campus	Harinath Garudadri	('20)	Amarnath Gupta	('20)
Research - Health Sciences	Charles King	('20)	Sheng Li	('20)
Research - Marine Sciences	Jennifer Haase	('20)	T.M. Shaun Johnston	('20)
Undergraduate Student	Snehit Maddula	('19)		
Undergraduate Student	Kiara Gomez	('19)		
Graduate Student	_____	('19)		
Graduate Student	_____	('19)		
Parliamentarian	Gerry Mackie			

**UNIVERSITY OF CALIFORNIA
SAN DIEGO DIVISION OF THE ACADEMIC SENATE
REPRESENTATIVE ASSEMBLY
January 15, 2019
MINUTES**

Chair Horwitz called the meeting to order. A quorum was present (see attached attendance sheet), along with other Academic Senate members and guests. Chair Horwitz welcomed everyone to the second Representative Assembly meeting of the academic year, and introduced Vice Chair Maripat Corr and Professor Gerry Mackie, Parliamentarian. Chair Horwitz introduced the Academic Senate staff present: Ray Rodriguez, Director of the Academic Senate Office; Hillary Flocke, Assembly Recorder; Trevor Buchanan, technical support; Lori Hullings, Associate Senate Director; and Andrew Flores, Senate Staff. Chair Horwitz reviewed the Academic Senate Bylaws governing membership, privileges of the floor, and voting, and reminded the representatives of their responsibility to report the proceedings of Representative Assembly meetings back to their respective departments. He explained that there is a need to close the communication gap, especially given the increasing number of faculty.

MINUTES OF THE MEETING OF OCTOBER 16, 2018

There were no objections and the minutes of the meeting October 16, 2018 were approved as submitted.

ANNOUNCEMENTS BY THE CHAIR OF THE DIVISION

- **Governor's Budget**
The Governor presented his budget and Chair Horwitz described the budget in relation to UC as relatively positive. He explained that UC had received one-time monies last year but the UC budget request to turn those one-time monies into permanent funds was not approved.
- **UC Negotiations with Elsevier**
Chair Horwitz shared that an ongoing issue at both the systemwide and local levels is the UC negotiations with Elsevier, a prominent publisher. This issue involves the long-standing effort to change scholarly publication from a subscription model to an open access model. Chair Horwitz explained that Committee on Library Chair Nina Zhiri and University Librarian Erik Mitchell would present on this issue later in the meeting, explaining the initiative known as Open Access 2020.
- **Self-Supporting Graduate Degree Programs**
Chair Horwitz explained that there is a Systemwide Senate task force looking at self-supporting graduate degree programs. The task force is charged with examining if and how these programs are changing the nature of the University. UC San Diego has many of these programs and Chair Horwitz shared that more self-supporting programs are expected as the Strategic Academic Program Development initiative gets fully underway. He explained that it is important for there to be a systemwide evaluation mechanism in place to evaluate what the programs do to and for the University.
- **Standardized Testing**
A Senate Administration task force has been convened to consider if UC should continue to use standardized testing for undergraduate admissions. Chair Horwitz commented that this task force outcome could have significant consequences.
- **Huron Report Recommendations**
Chair Horwitz explained that the Huron Report made recommendations to consolidate and/ or send programs from UC Office of the President to the campuses. Task forces for programs or institutions such as UC Press, Innovative Learning Technology Initiative, the division of Agriculture and Natural Resources, and the UC Mexico Programs were developed to take these recommendations into consideration. Chair Horwitz reported

on the outcomes, explaining that most recommendations will likely be rejected. However, the UC Mexico Programs will be consolidated and stay at UC Riverside, and ANR will be restructured for better accountability.

- UC Policy on Sexual Violence / Sexual Harassment and the U.S. Department of Education's Proposed Implementation Regulations under Title IX

Following the State Auditor's report regarding UC's handling of Title IX complaints and issues, changes are required to UC's privilege and tenure procedures. Systemwide and local Committees on Privilege and Tenure are working to amend the procedures to adhere to new timing requirements.

In addition, Chair Horwitz noted that the U.S. Department of Education published proposed implementation regulations under Title IX. He explained that both systemwide and local Committees on Privilege and Tenure found that the proposed regulations will weaken UC's sexual harassment and sexual violence protocols. Chair Horwitz added that our local Committee on Privilege and Tenure would be sending its objections to the proposed implementation regulations during the public comment period.

- UC Presidential Task Force Recommendations on University Policing

Chair Horwitz shared that campuses have been asked to comment on the recommendations of the UC Presidential Task Force on University Policing. He explained that there is a systemwide document regarding police practices on campuses called the Goldbook, which was last reviewed in 2010. Chair Horwitz mentioned that independent police advisory boards may warrant consideration, especially considering the incident at UC Davis.

- Seventh College Full Proposal

Chair Horwitz shared that the full proposal for Seventh College has been submitted for Senate review. He commented that there is a tight timeline for review if students are to be admitted into Seventh College in 2020.

- Faculty Climate Survey – Health Sciences

Chair Horwitz shared that he and Vice Chair Maripat Corr are meeting with administrators in the Health Sciences about the Faculty Climate Survey and Press-Ganey Survey results. He explained that the surveys reveal low morale in the Health Sciences, particularly among clinicians. Chair Horwitz noted that the Chancellor and the Health Sciences leadership are taking the results seriously and are working to identify root causes and listen to proposals to change the climate.

- Preuss School – Proposed Restructuring

Chair Horwitz shared that the Administration is exploring the idea of restructuring the Preuss School Board of Directors and other governance structures. He reported that several Senate faculty with longstanding involvement in the Preuss School have been trying to advise the Administration against such actions. Chair Horwitz explained that Senate leadership has requested a meeting with the Administration on this matter.

- Institutional Reference Checks

Chair Horwitz noted that the Administration instituted the Institutional Reference Check Pilot Program in December 2018 for faculty appointments conferring tenure or security of employment. Campus will engage a pilot program to check the backgrounds of possible hires with tenure. This pilot program was the subject of discussion at Senate Council and the Council of Chairs. Chair Horwitz shared that while this program may reflect a well-intentioned effort not to hire faculty who have blemished records, especially with regard to sexual harassment and research integrity, this proposal was put forward without consultation of the Senate. [Note: Following the meeting, the program was placed on hold pending full Senate review.]

At the close of the announcements, Chair Horwitz invited members to ask questions, there being none, he welcomed Executive Vice Chancellor Elizabeth Simmons to address the Assembly.

PRESENTATION BY EXECUTIVE VICE CHANCELLOR ELIZABETH SIMMONS

Executive Vice Chancellor (EVC) Simmons thanked Chair Horwitz and explained that the Chancellor was unable to present to the Assembly because he was at the Regents' meeting. In addition, EVC Simmons praised the positive working relationship between the Senate and the Administration at UC San Diego.

EVC Simmons shared the highlights of a recent meeting that she, the Chancellor, Vice Chancellor for Equity, Diversity, and Inclusion Becky Petitt, and UC San Diego Health CEO Patty Maysent had with UC President Janet Napolitano. EVC Simmons explained that the meeting focused on the strategic vision for the campus, with particular emphasis placed on a student-centric outlook that works to ensure that all students who come to UC San Diego flourish and graduate. EVC Simmons noted that a significant strategic element of the campus plan was to increase connectivity and interdisciplinary interaction.

EVC Simmons explained that changes to student residential life represents a big change in the cultural transformation. She noted that when students are able to live on campus, they are better connected, more likely to graduate on time, and have greater access to extracurricular activities. Referencing the Chancellor's slides from the meeting with President Napolitano, EVC Simmons discussed the increased number of undergraduate and graduate beds that will help the campus reach its goal of offering undergraduate students the option to live on campus for four years at an affordable rate. She noted that the changing campus features will benefit students as well as faculty and staff. Health and wellness elements and additional classroom and study spaces will be added. EVC Simmons expressed her excitement about the trolley bridging the I-5 Freeway to link the clinical and academic campuses.

EVC Simmons shared that President Napolitano was enthusiastic about the general education framework being developed for Seventh College. She reported that President Napolitano encouraged UC San Diego to share the general education framework with the other campuses. EVC Simmons pointed out that the general education framework is just one of many innovative educational programs that support student success, inclusive pedagogy, and social mobility at UC San Diego. She highlighted that over the past five to six years the campus has seen an increase in the number of Pell Grant recipients, underrepresented minority students, and First Generation students. EVC Simmons added that UC San Diego aims to provide educational opportunities to students at different phases in their education (such as pre-college, professional, retired). EVC Simmons shared that she and the Chancellor were invited to give a presentation on innovations in undergraduate education and student success at the Regents' meeting.

Discussing the Governor's budget, EVC Simmons explained that \$40 million dollars went to fixing past issues in the system budget related to salary issues, student basic needs, and student mental health. She pointed out that the Governor requested \$50 million dollars to address the multi-year enrollment plans, faculty hiring, and student success. EVC Simmons commented that this request signals a positive shift away from a focus on enrollment and instead a focus on student success.

At the close of the EVC's presentation, the floor was opened to questions. An attendee asked EVC Simmons to define what is meant by general education. She responded that general education refers to the educational program run by each residential college that ensures that students have broad understanding of ways of thinking about the world and society. General education is for students of all majors and the curriculum includes courses from all disciplines. Another attendee asked EVC Simmons to explain how UC San Diego and San Diego State University differed, now that UC San Diego's stated focus is on undergraduate education. She responded that one focus of UC San Diego is to provide high-quality general education, but that is not the only goal of the campus. She explained that UC San Diego would always be a research university, but since the campus offers general education, then it should be impactful, making students into scholars. Another attendee asked EVC Simmons how

general education relates to the academic departments. She explained that the involvement of the academic departments depends on the residential college because each college's curriculum varies. Some colleges structure the general education requirements to include departmental classes and other colleges develop interdisciplinary classes that are not tied to a particular department.

At the close of EVC Simmons' presentation, Chair Horwitz invited Associate Vice Chancellor Eric Smith to address the Assembly.

[Note: The slides from this presentation are included with these minutes as Enclosure A]

PRESENTATION FROM ASSOCIATE VICE CHANCELLOR ERIC SMITH AND PROGRAM MANAGER LAURA MCCARTY, RESOURCE MANAGEMENT & PLANNING – TRANSFORMATIONAL BUILDING PROGRAM

Associate Vice Chancellor (AVC) Smith thanked the Senate leadership for the opportunity to speak and shared a brief update on the Transformational Building Program. He explained that his team at Resource Management and Planning sees the program as a community-wide effort and noted the enormity of the changes taking place, explaining that the program's magnitude is unprecedented at the campus. He shared that in addition to the program under construction now, the approved capital financial plan is over \$7 billion dollars for main campus and another \$2 billion for the Medical Center in the next ten years. AVC Smith introduced Program Manager Laura McCarty to continue the update on the building program.

Program Manager McCarty explained that the Chancellor's three-pronged approach to transform the campus culturally, physically, and intellectually required a three-pronged approach by the Resource Management Team consisting of logistics, communication, and engagement. Program Manager McCarty referenced slides to show the timelines for the Major Capital Construction Projects. She noted that in addition to Major Capital Construction Projects, the Capital Program Management (CPM) team has 68 smaller projects that range cost from \$1 million to \$20 million dollars for a total of \$250 million dollars. She shared that there is also a forthcoming Hillcrest healthcare project.

Program Manager McCarty explained that the CPM team uses a geographic information system (GIS) to monitor the construction progress and analyze the impact to neighborhoods with the goal of anticipating any problems that may arise. She shared that the technology would be used to optimize traffic flow as the construction trucks will use the same campus roads as everyone else. Program Manager McCarty pointed out that the construction crew count is expected to rise to 2,300 by 2021 and their presence will add increased traffic too. She shared that CPM plans to leverage social media to communicate with the UC San Diego community.

Program Manager McCarty explained that campus constituents were brought together to discuss the CPM projects and Tara Cameron, Director of Space Planning, participated on behalf of Academic Affairs. Program Manager McCarty shared a slide showing each group or constituent's top concerns and she noted that further engagement with faculty was needed. She added that Gary Matthews, Vice Chancellor of Resource Management and Planning, is a strong advocate for community engagement and he devoted a full FTE to hire Karyn Speidel to work on the communication and engagement plan for the campus.

Offering closing remarks on the Transformational Building Program, Program Manager McCarty explained that the program could offer an opportunity for leadership and innovative ideas and could promote a culture shift. At the close of her remarks, Program Manager McCarty invited Josh Kavanagh, Transportation Services Director, to address the Assembly.

Director Kavanagh explained that construction brings about transportation concerns. He shared the Transportation Services website for engagement (<http://transportation.ucsd.edu/engage/>) and highlighted that it contains a video town hall experience about faculty and staff transportation. He explained that this website will also be an information source for projects that will significantly impact transportation. Director Kavanagh pointed out that feedback can be submitted via a virtual town hall regarding operational or policy changes to the campus

transportation system. He added that there are two upcoming in-person town hall events, the first of which will occur on Friday, January 18, 2019. He concluded his remarks by sharing the email address for submitting feedback to Transportation Services, which is telltps@ucsd.edu.

At the close of the Director Kavanagh's remarks, the floor was opened to questions. An attendee commented that getting a parking space is very difficult and prevents people from leaving campus during the day. The attendee wondered if there may be some undercounting of the number of parking spaces in relation to the number of faculty, students, and staff who need to park on campus. Director Kavanagh explained that it was a complicated issue and confirmed that UC San Diego needs more parking and parking is being built as rapidly as possible. He also added that the campus needs to get more utility out of the existing spaces, recognizing that there are a diverse set of needs to meet.

Another attendee shared that faculty have expressed anxiety with regard to research space at the Hillcrest Medical Center and possible changes to the Long-Range Development Plan. The attendee asked who would be the best contact for the most up-to-date information about the Long-Range Development Plan. AVC Smith responded that the attendee should contact the Campus Planning Group within the Resource Management Planning VC area. AVC Smith noted that Robert Clossin is the Director of that group and is working to get a Regents-approved plan for Hillcrest.

Another attendee, Committee on Campus and Community Environment (CCCE) Chair Charles Sprenger commented that faculty need to have consistent notice of the Long-Range Development Plans and the neighborhood plans, some of which are out-of-date and will require updating. In addition, Chair Sprenger drew attention to the standing Senate committee, CCCE, which is charged with providing Senate faculty input on building and construction issues. CCCE Chair Sprenger added that CCCE did not participate in the development of the Transformational Building Program. He invited the speakers to attend a CCCE meeting to talk about the issues further. The speakers welcomed the idea.

Another attendee commented on the need for greater diversity in parking offerings and expressed his concern that the reserved parking spaces were underutilized. The attendee suggested the removal of reserved spaces. Director Kavanagh responded that reserved spaces serve a purpose, but their usage needs to be improved. He shared that pooled reserved spaces would be introduced to the campus shortly.

[Note: The slides from this presentation are included with these minutes as Enclosure B.]

SPECIAL ORDERS

Consent Calendar

- **Representative Assembly Senate Council Members**

The Representative Assembly (RA) bylaws provide that two RA members may serve as at-large members on Senate Council. Chair Horwitz invited Professor Maripat Corr, Senate Vice Chair, to introduce the nominees for the at-large member positions. The nominees were Professor Robert Bitmead (Mechanical and Aerospace Engineering) and Professor Jan Hughes-Austin (Orthopaedic Surgery).

Chair Horwitz called for a voice vote to approve Professor Robert Bitmead to the position of at-large member of Senate Council. The appointment was approved unanimously.

Chair Horwitz called for a voice vote to approve Professor Jan Hughes-Austin to the position of at-large member of Senate Council. The appointment was approved unanimously.

REPORTS OF SPECIAL COMMITTEES [None]

REPORTS OF STANDING COMMITTEES

Senate Council: Maripat Corr, Senate Vice Chair, and Douglas Ziedonis, Associate Vice Chancellor – Health Sciences – School of Public Health Proposal

Chair Horwitz invited Associate Vice Chancellor (AVC) Douglas Ziedonis to present the proposal for the School of Public Health (SPH). AVC Ziedonis noted that the campus advisory group for the SPH had representation from a wide variety of departments and he thanked them for the feedback on the proposal. AVC Ziedonis addressed some of the feedback provided by the Educational Policy Committee, which recommended adding a member from the Humanities to the SPH Advisory Committee. AVC Ziedonis shared that one member from the Humanities has been added and six others have been invited to join. He also noted that Senate Council had wondered what the impact of the SPH would be on the remaining members of the Department of Family Medicine and Public Health. He responded that Family Medicine is often a unique department, separate from Public Health, in medical education. He added that creating a SPH may prove to be an opportunity for Family Medicine faculty to strengthen its academic program and emphasize teaching.

AVC Ziedonis discussed some of the advantages and strengths of creating a SPH at UC San Diego. He explained that the location of San Diego County offers opportunities for the school to examine health and population issues related to the military community and border and global health as well as work within an existing, prominent health system. In addition, he shared that a SPH at UC San Diego would be particularly suited to study priority issues facing society such as mental health and the opioid epidemic as result of the campus' strengths in data science, technology and engineering, healthy aging, and climate change and environment.

AVC Ziedonis shared slides outlining the four main criteria for reviewing a new school: academic rigor, financial viability, need for the program, and fit within the UC system. He explained that since the approval of the SPH pre-proposal, Dr. Herbert and Nicole Wertheim gave a generous gift of a \$25 million dollar agreement. AVC Ziedonis noted that an anticipated 30 faculty FTEs and 29 staff FTEs are expected. In addition, Chancellor Khosla and Vice Chancellor Brenner committed to contributions of \$5 million and \$2 million dollars, respectively. AVC Ziedonis highlighted the existing and recently-approved public health education programs at UC San Diego. He noted that the students are excited for a SPH and underscored that, if approved, the SPH would want to ensure the other educational programs are allied with the SPH, but have their unique strengths. Addressing the topic of fit within the system, AVC Ziedonis shared that letters of support had been received from UCLA, UC Berkeley, and UC Irvine. In addition, he added that a supportive partnership exists with the SPH at San Diego State University.

At the close of the AVC Ziedonis' remarks, Vice Chair Maripat Corr made a motion on behalf of Senate Council to approve the School of Public Health full proposal. Since the motion was made on behalf of a Senate committee, no second was needed. The floor was opened to questions.

An attendee asked how the SPH planned to collaborate with the allied health professions such as nursing or radiation. AVC Ziedonis responded that there is an existing relationship between public health students and the Skaggs School of Pharmacy and Pharmaceutical Sciences. However, UC San Diego does not have a nursing school and the expectation is that partnerships with a nearby nursing school will be formed. Additionally, clinical practice and community work is also part of the plan for the SPH, but those partnerships need to be created to build an inter-professional education.

At the close of questions, Chair Horwitz called for a voice vote to approve the motion to approve the SPH full proposal. The motion passed unanimously.

[Note: The slides from this presentation are included with these minutes as Enclosure C.]

Committee on Academic Personnel: Guillermo Algaze, Chair – Proposed Revision to San Diego Divisional Bylaw 172, Academic Personnel

Chair Horwitz introduced Committee on Academic Personnel (CAP) Chair Guillermo Algaze to discuss a revision to *San Diego Divisional Bylaw 172, Academic Personnel*, which would change the composition of the

committee. CAP Chair Algaze explained that the current bylaw allows for ten, but not more than twelve members on the committee. The proposed change to the bylaw would allow for twelve, but not more than fourteen members on the committee. CAP Chair Algaze explained that the committee membership has not been increased in many years, but the number of faculty files increases every year. The proposed change would allow for the addition of one to two new members, which would lessen the file load per CAP member. CAP Chair Algaze pointed out the additional advantages of the bylaw revision, explaining that adding another member could increase the likelihood of having a quorum and increase the range of expertise on the committee. He noted, for comparative purposes, that UCLA's CAP has fourteen members and UC Santa Barbara and UC Irvine have thirteen members each. He noted that should the bylaw revision be approved, the current CAP would only increase the membership by one member and leave future CAPs to decide if the committee should increase by two members.

At the close of his remarks, CAP Chair Algaze made a motion to on behalf of CAP to approve the proposed amendment to *San Divisional Senate Bylaw 172, Academic Personnel*. Since the motion was made on behalf of a Senate committee, no second was needed. The floor was opened to questions.

An attendee asked how many files CAP reviews. CAP Chair Algaze responded that CAP annually reviews 600-700 Chancellor/EVC authority files and conducts a post audit of 100-150 Dean's authority files. Another attendee asked if the new member(s) could come from the Health Sciences, requesting that CAP's members be commensurate with the large number of faculty from the Health Sciences. CAP Chair Algaze responded that the Committee on Committees, not CAP, appoints members to CAP.

At the close of questions, Chair Horwitz called for a voice vote to approve the motion to approve the proposed amendment to *San Divisional Senate Bylaw 172, Academic Personnel*. The motion passed unanimously.

Graduate Council: Sorin Lerner, Chair, and Timothy Mackey, Associate Adjunct Professor and Health Policy and Law Program Director, Department of Anesthesiology – Program Discontinuance – MAS Degree in Health Policy and Law, Department of Anesthesiology

Graduate Council (GC) Chair Lerner introduced Associate Adjunct Professor and Health Policy and Law Program Director Timothy Mackey to discuss the program discontinuance for the MAS degree in Health Policy and Law. Professor Mackey explained that when this MAS degree was approved by UCOP, it was the first joint master's degree in applied studies. The degree was intended to encourage professionals to enroll in graduate programs and work toward the degree on a part-time basis. The MAS degree was a joint program offered by UC San Diego's School of Medicine and Cal Western School of Law (CWSL). It was a cross-disciplinary, self-funded program designed to address healthcare problems. The program was administered by UC San Diego Extension. The scope of the program was narrow and the enrollment was small.

Professor Mackey explained that from 2007 to 2011, UC San Diego and CWSL were considering a possible merger, but the merger did not occur. The MAS degree had been viewed as a bridge program, exploring a merger between the institutions. Professor Mackey added that UC San Francisco and UC Hastings College of Law developed an online-only master's degree for Health Policy and Law. Noting the duplication within the system, Professor Mackey explained that the online program stemmed from two UC-institutions and was the more viable program. In 2015, the MAS degree had a customary five-year review and it was determined that the program required major changes and a new program design was being considered, but the discontinuance of the existing MAS degree would be required. The program deliberated and CWSL sent a letter acknowledging the dissolution of the MAS degree in December of 2017. The program held a town hall event about the dissolution and admissions were suspended in 2017; six students remain in the program. Professor Mackey shared that another program may be considered in the future, but the proposed action for the MAS degree is for a discontinuance.

At the close of Professor Mackey's remarks, GC Chair Lerner made a motion to on behalf of GC to approve the proposed discontinuance of the MAS degree in Health Policy and Law in the Department of Anesthesiology. Since the motion was made on behalf of a Senate committee, no second was needed. The floor was opened to

questions, there being none, Chair Horwitz called for a voice vote to approve the motion. The motion passed unanimously.

[Note: The slides from this presentation are included with these minutes as Enclosure D.]

Committee on Library: Nina Zhiri, Chair, and Erik Mitchell, University Librarian – Open Access

Chair Horwitz introduced Committee on Library (COL) Chair Nina Zhiri and University Librarian Erik Mitchell to discuss open access at UC San Diego and across the UC system. University Librarian Mitchell provided an update on UC's negotiations with Elsevier, which is both the largest scholarly publisher in the world and the UC's most expensive journals contract. He explained that the core goals of the negotiations are to contain the costs of rising journal prices and work with Elsevier to develop an open access model in which UC research is available on the Elsevier platform under an open access license. He highlighted that UC spends approximately \$11 million dollars annually on subscriptions and open access fees with Elsevier.

Though UC's contract with Elsevier was set to expire at the end of 2018, the negotiations are ongoing and both sides agreed to an extension through January 31, 2019. University Librarian Mitchell explained that if an agreement is not reached by February 1, 2019, then UC may lose access to new content on the Elsevier platform. He explained that the libraries developed an Alternative Access Plan to mitigate the impact of the loss of the new content. University Librarian Mitchell added that the UC San Diego Library would be hosting town hall events and sending an email notice to the campus in the near future to communicate the loss of access dates and inform the campus about the Alternative Access Plan.

[Note: The notice was sent on January 16, 2019 which included the following information: "If an agreement cannot be reached by that date, it is possible that the UC may lose access to some content published in Elsevier's journals on or shortly after January 31, 2019. If access is disrupted, articles published from 2019 forward, as well as a limited amount of historical content, would no longer be available directly on Elsevier's Science Direct platform."]

Broadening the discussion of open access beyond the negotiations with Elsevier, University Librarian Mitchell referenced a slide that demonstrated UC's current work and accomplishments with regard to open access. He explained that UC Presidential Policies passed in 2013 and 2015 expanded open access for UC researchers and secured the right to make versions of UC researchers' articles available in a repository under an open access license. In addition, UC libraries are exploring the creation of open educational resources.

University Librarian Mitchell shared that the Committee on Library met with Senate Council and key administrators at UC San Diego to discuss Open Access 2020 and why UC San Diego should sign the Expression of Interest (EOI). He explained that Open Access 2020 is an international initiative that seeks to expand access by building a coalition of institutions working in parallel for common open access goals. He noted that this worldwide effort for open access does not prescribe a single approach or dictate where authors publish.

University Librarian Mitchell explained that Open Access 2020 has been endorsed by six UC campuses and is part of these campuses' strategy for advancing open access. The campuses indicated their support for Open Access 2020 by signing the EOI. The EOI is a non-binding endorsement of the large-scale implementation of open access to scholarly journals. He shared that COL believes that asking EVC Simmons to sign the EOI on behalf of UC San Diego with the support of the Academic Senate would advance UC San Diego's and UC's efforts to support open access. He added that signing the EOI would demonstrate unity amongst the campuses and support UC in the negotiations with Elsevier.

COL Chair Zhiri explained that COL has been working with the library to encourage UC San Diego to sign the EOI and inform the campus community about Open Access 2020. She added that any questions or issues can be brought to the attention of COL.

*Representative Assembly
January 15, 2019*

Chair Horwitz thanked COL Chair Zhiri and University Librarian Mitchell for their presentation and noted that the topic of open access had been a recurrent issue at Senate Council. At the last meeting on January 7, 2019, Senate Council members voted to endorse EVC Simmons signing the EOI.

[Note: The slides from this presentation are included with these minutes as Enclosure E.]

REPORTS OF FACULTIES [None]

PETITIONS OF STUDENTS [None]

UNFINISHED BUSINESS [None]

NEW BUSINESS

Chair Horwitz called for any new business, there being none the meeting was adjourned at 5:03pm.

Hillary Flocke, Senate Analyst

REPRESENTATIVE ASSEMBLY 2018-2019 MEMBERSHIP

10/16	1/15	2/19	4/16	6/4
-------	------	------	------	-----

Ex Officio Members:

- Robert Horwitz (Chair of Division)
- Pradeep Khosla (Chancellor)
- Mary Corr (Vice Chair of Division)
- Farrell Ackerman (2017-18 Chair of Division)
- Guillermo Algaze (Chair, Committee on Academic Personnel)
- Nancy Kwak (Chair, Committee on Admissions)
- Charles Sprenger (Chair, Campus Community Environment)
- Stefan Llewellyn Smith (Chair, Committee on Committees)
- Michael Trigilio (Chair, Committee on Diversity and Equity)
- Timothy Rickard (Chair, Educational Policy Committee)
- Shelley Halpain (Chair, Committee on Faculty Welfare)
- Sorin Lerner (Chair, Graduate Council)
- Steven Constable (Chair, Committee on Planning and Budget)
- Judith Varner (Chair, Committee on Privilege and Tenure)
- Adam Engler (Chair, Committee on Research)
- John Eggers (Chair, Undergraduate Council)
- Andrew Baird (Chair, Univ. Committee on Research Policy)
- Robert Kluender (Member, Academic Assembly)
- Elizabeth Komives (Member, Academic Assembly)
- Joseph Pogliano (Member, Academic Assembly)
- Elizabeth Simmons (Executive Vice Chancellor, Academic Affairs)
- David Brenner (Vice Chancellor, Health Sciences)
- Margaret Leinen (Vice Chancellor, Marine Sciences)
- Sandra Brown (Vice Chancellor, Research)

+	+			
+				
+	+			
	+			
	+			
+	+			
+	+			
+	+			
+	+			
	+			
	+			
+	+			
+				
+	+			
+				

Elected Members [Alternates in square brackets]

- Amy Bridges / [(Divisional Representative (at-large))]
- Seth Cohen / [(Divisional Representative (at-large))]
- David Kleinfeld / [KimBarrett](Revelle College)
- Vlado Lubarda / [DarrenLipomi](Revelle College)
- Joshua Figueroa / [LelliVan Den Einde](John Muir College)
- Elana Zilberg / [MichaelTodd](John Muir College)
- Christine Hunefeldt / [JonathanCohen](Thurgood Marshall College)
- Angela Booker / [StephanieMel](Thurgood Marshall College)
- Mark Dresser / [(Earl Warren College)]
- Jerry Yang / [ShayaFainman](Earl Warren College)
- Harvey Goldman / [HasanKayali](Roosevelt College)
- Padmini Rangamani / [AlexSnoeren](Roosevelt College)
- Christine Alvarado / [GeoffreyCook](Sixth College)
- Robert Castro / [ShlomoDubnov](Sixth College)
- Morton Printz / [MarkApplebaum](Emeritus Faculty)
- Hemal Patel / [(Anesthesiology)]
- David Pedersen / [Saiba Varma](Anthropology)
- Gert Cauwenberghs / [PrashantMali](Bioengineering)
- Li-Fan Lu / [NanHao](Biological Sciences)
- Eduardo Macagno / [JamesWilhelm](Biological Sciences)
- Wendy Huang / [PradiptaGhosh](Cellular & Molecular Med.)
- Patricia Jennings / [KatjaLindenberg](Chemistry & Biochemistry)
- Mark Thiemens / [(Chemistry & Biochemistry)]
- Lera Boroditsky (FA) / [DougNitz](Cognitive Science)
- Angela Yu (WI/SP) / [(Cognitive Science)]
- Morana Alac (FA) / [KeithPezzoli](Communication)
- Lilly Irani (WI/SP) / [(Communication)]

+				
+	+			
	+, [+]			
+, [+]	+			
+				
+	+			
+	+			
-	+			
-	+			
+	+			
	+			
+, [+]	+			
+				
+	+			
+				
+	+			
+				
	+			
+				
	+			
+				
	+			

Key: + representative present; [+] alternate present; - not member or advisor at the time of meeting

REPRESENTATIVE ASSEMBLY 2018-2019 MEMBERSHIP

Rajesh Gupta / [(Computer Science & Engineering)				
Victor Vianu / [(Computer Science & Engineering)	+	+		
Bryan Sun / [AnnaDi Nardo](Dermatology)	[+]			
Mark Machina / [JimAndreoni](Economics)		+		
Yixiao Sun / [AlexGelber](Economics)	[+]	+		
Mica Pollock / [MakebaJones](Education Studies)				
Ian Galton / [ShayanMookherjee](Electrical & Computer Engineering)	+	+		
Bhaskar Rao / [JosephFord](Electrical & Computer Engineering)	+	+		
Christopher Kahn / [ChristianTomaszewski](Emergency Medicine)	[+]	+		
Kamala Visweswaran / [KirstieDorr](Ethnic Studies)	+	+		
Suzi Hong / [CinnamonBloss](Family Medicine and Public Health)	+	+, [+]		
Richard Garfein / [WesleyThompson](Family Medicine and Public Health)	+	+		
Renee Bowen / [(Global Policy and Strategy)	+	+		
Jessica Graham / [(History)	+			
Tal Golan / [(History)	+	+		
Andrew Kehler / [RachelMayberry](Linguistics)	[+]	+		
William O'Brien / [LuisMartin-Cabrera](Literature)				
Seth Lerer / [GloriaChacon](Literature)				
Adrian Ioana / [CristianPopescu](Mathematics)	+	+		
Alireza Golesefidy / [IoanBejenaru](Mathematics)	+	+		
Robert Bitmead / [SoniaMartinez](Mechanical & Aerospace Engineering)	+	[+]		
James Friend / [PrabBandaru](Mechanical & Aerospace Engineering)	+	+		
Doug Conrad / [BerndSchnabl](Medicine)				
Alison Moore / [Nai-WenChi](Medicine)	+	+		
Wilfrido Terrazas / [NatachaDiels](Music)	+	+		
Ping Liu / [KesongYang](NanoEngineering)	+, [+]	+		
Takaki Komiyama / [RobertRissman](Neurosciences)				
Ron Ellis / [EricHalgren](Neurosciences)	+	+		
Dwayne Stupack / [(Obstetrics, Gynecology, and Reproductive Sciences)		+		
Karl Wahlin / [DerrickWelsbie](Ophthalmology)	+	+		
Jan Hughes-Austin / [SimonSchenk](Orthopaedics)	+	+		
Nigel Calcutt / [OluwoleFadare](Pathology)	+			
David Pride / [Shizhen (Emily)Wang](Pathology)	+	+		
/ [(Pediatrics)	-			
/ [(Pediatrics)	-			
David Gonzalez / [JosephAdams](Pharmacology)	+			
Rick Grush / [MichaelHardimon](Philosophy)	+	+		
Jeremie Palacci / [AviYagil](Physics)	+			
John McGreevy / [LeonidButov](Physics)		+		
Daniel Butler / [(Political Science)	+	+		
Victor Magagna / [(Political Science)				
Barton Palmer / [LiliaIakoucheva](Psychiatry)	+	+		
Elizabeth Twamley / [MarcSchuckit](Psychiatry)	+	+		
Edward Vul / [StephanAnagnostaras](Psychology)	+	+		
/ [(Psychology)	-			
Tyler Seibert / [(Radiation Medicine & Applied Sciences)	+			
Roland Lee / [(Radiology)		+		
Jiang Du / [(Radiology)	+	+		
Rossen Valkanov / [CraigMcKenzie](Rady School of Management)	+			
Ian Eisenman / [JamesDay](SIO)	+			
Sarah Purkey / [RyanHechinger](SIO)	+	+		
Jane Willenbring / [LynnRussell](SIO)	+	+		
Jeff Bowman / [AmatoEvan](SIO)		[+]		
Anne Pommier / [ChambersHughes](SIO)		+		
Fiammetta Straneo / [DickNorris](SIO)	+, [+]	+		

10/16	1/15	2/19	4/16	6/4
	+			
+	+			
[+]				
	+			
[+]	+			
+	+			
+	+			
[+]	+			
+	+			
+	+, [+]			
+	+			
+	+			
+	+			
+	+			
+	+			
[+]	+			
+	+			
+	+			
+	+			
+	[+]			
+	+			
+	+			
	+			
+	+			
+	+			
+	+			
+	+			
+	+			
+	+			
+	+			
	+			
+	+			
+	+			
+	+			
-				
+				
	+			
+	+			
+	+			
+	+			
+	+			
	[+]			
	+			
+, [+]	+			

Key: + representative present; [+] alternate present; - not member or advisor at the time of meeting

REPRESENTATIVE ASSEMBLY 2018-2019 MEMBERSHIP

Vanesa Ribas / [GershonShafir](Sociology)
 Tom Medvetz / [CharlesThorpe](Sociology)
 Dionico Siegel / [JeremiahMomper](SSPPS)
 Chia-Ming Uang / [Jiun-ShyanChen](Structural Engineering)
 Mark Onaitis / [SantiagoHorgan](Surgery)
 Rebekah White / [KristinMekeel](Surgery)
 Vanessa Stalling / [EricGeiger](Theatre and Dance)
 Alan Burrett / [MarcoBarricelli](Theatre and Dance)
 Christina Jamieson / [IthaarDerweesh](Urology)
 Ricardo Dominguez / [Brett Stalbaum](Visual Arts)
 Mariana Wardwell / [NormanBryson](Visual Arts)

10/16	1/15	2/19	4/16	6/4
+				
+, [+]	[+]			
+	+			
	+			
+	+			
	[+]			
+, [+]				
+				
-	+			

Advisors:

Harinath Garudadri / [AmarnathGupta](Research - General Campus)
 Charles King / [ShengLi](Research - Health Sciences)
 Jennifer Haase / [T.M. ShaunJohnston](Research - Marine Sciences)
 Snehith Maddula / [](Undergraduate Student)
 Kiara Gomez / [](Undergraduate Student)
 / [](Graduate Student)
 / [](Graduate Student)

	+			
[+]				
-				
-				

Parlamentarian Gerry Mackie

--	--	--	--	--



UC San Diego Strategy Discussion Fall 2018

Meeting with President Napolitano
December 17, 2018

Chancellor Pradeep K. Khosla
Executive Vice Chancellor Elizabeth H. Simmons
Vice Chancellor for EDI Becky Pettit
UC San Diego Health CEO Patty Maysent

Redefining the Public Research University

Our vision is to become a *student-centered, research-focused, service-oriented* public university.

Our goal is to be a destination for students, patients and the community.

We will achieve this by transforming the campus:

- **Intellectually**, through scholarly, artistic, pedagogical, and medical initiatives that draw on multiple disciplines and approaches;
- **Physically**, to become a residential campus designed to support the needs of our increasingly diverse student cohort;
- **Culturally**, by renewing our entrepreneurial spirit of non-tradition, taking risks, creating bold initiatives, and connecting strongly with the broader San Diego community.

Enhanced Student Experience through a Residential Campus

By fall 2020:

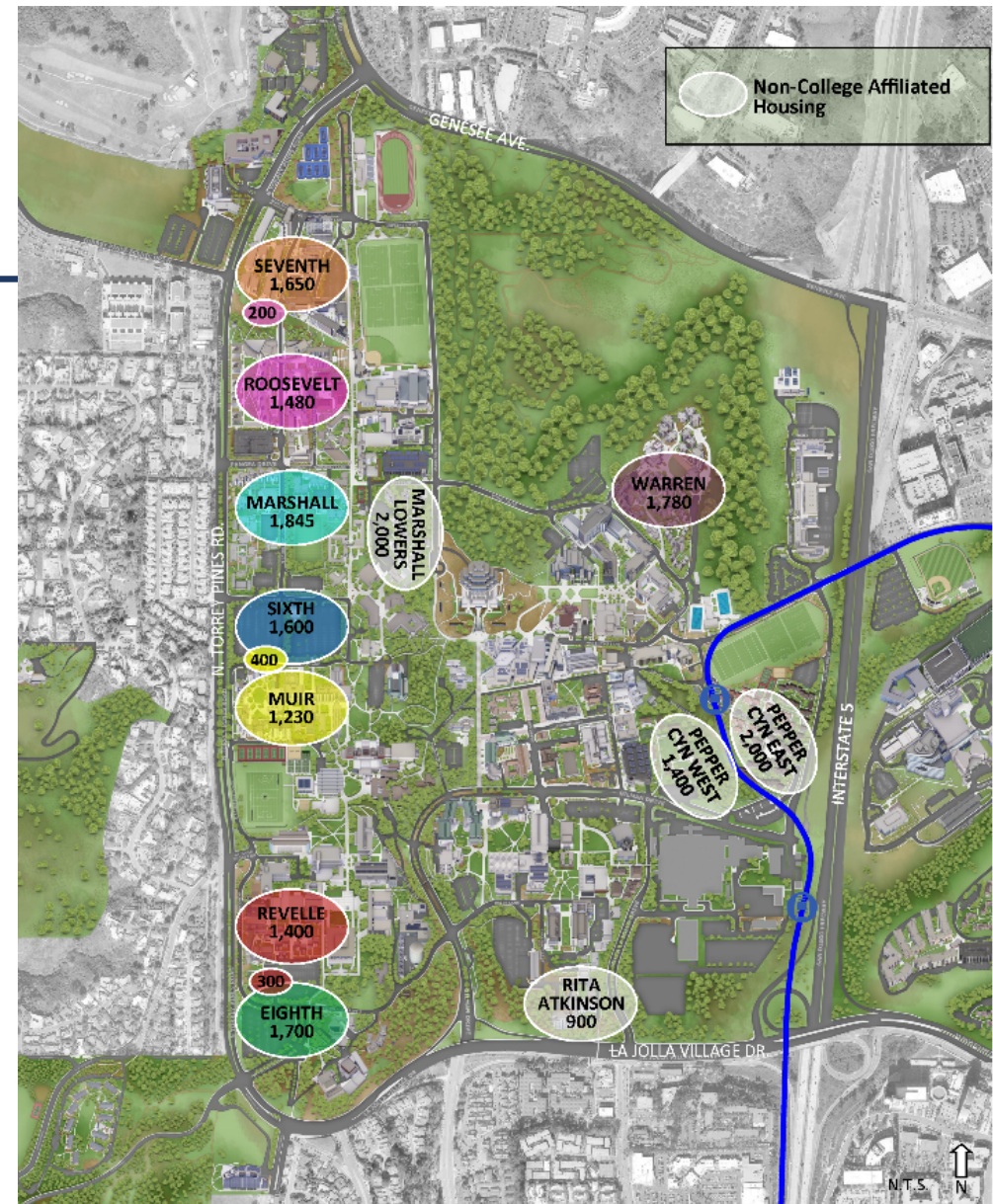
- Adding 2,000 undergraduate beds ("Sixth" in graphic) and 2,100 graduate student beds
- Apartment-style accommodations for upper division and graduate students (meal plans optional)

By 2028: the nation's largest residential system

- 8,700 net new undergraduate beds
- Housing 62% of undergraduates on campus
- four-year housing guarantee for undergraduate and graduate students at 20% below market rate

Impact on student experience:

- Improved affordability and access to services
- Without long commutes: more time for studying, classes, recreation, student organizations
- Stronger cohort experience for undergraduates living in their residential colleges



~19,900 Undergraduates Housed on Campus by 2028

Enhanced Student Experience as a Live / Learn / Play Community

An enlarged college system: 7th and 8th Colleges

- Each college with fewer than 4,000 students
 - More personalized experience
 - Stronger peer cohort and networking
 - Better access to intensive advising, success coaches, faculty mentoring
- More innovations in General Education



A welcoming campus environment

- More learning centers, study spaces, classrooms
- Activating outdoor spaces through culturally diverse art, flexible seating, and informal dining
- Enhanced facilities for student recreation, health, and wellness

A connected campus

- Bridging the I5 freeway to link clinical and academic campuses
- Centrally-located trolley station to link campus with downtown



Ready to Serve the Widest Range of Student Needs

Our focus on student success, innovative & inclusive pedagogy, and social mobility prepares us to serve students of wide-ranging socio-economic or cultural backgrounds and enables us to meet the needs of:

- **Learners at different stages of their education**
 - Pre-college: through Extension, the Preuss School UC San Diego, and CREATE
 - College, graduate school, professional school
 - Continuing education for teachers, physicians, business professionals, and others
- **Individuals seeking different kinds of outcomes**
 - Degrees or professional certificates
 - Stackable credentials and micro-masters that enable stepping into a degree program
 - General knowledge from Extension courses or MOOCs
- **Students using different modalities**
 - On-campus vs. flexible or partly-remote programs
 - Online or hybrid programs
 - Concurrent enrollment or education abroad

Optimizing a *Transformational* Building Program

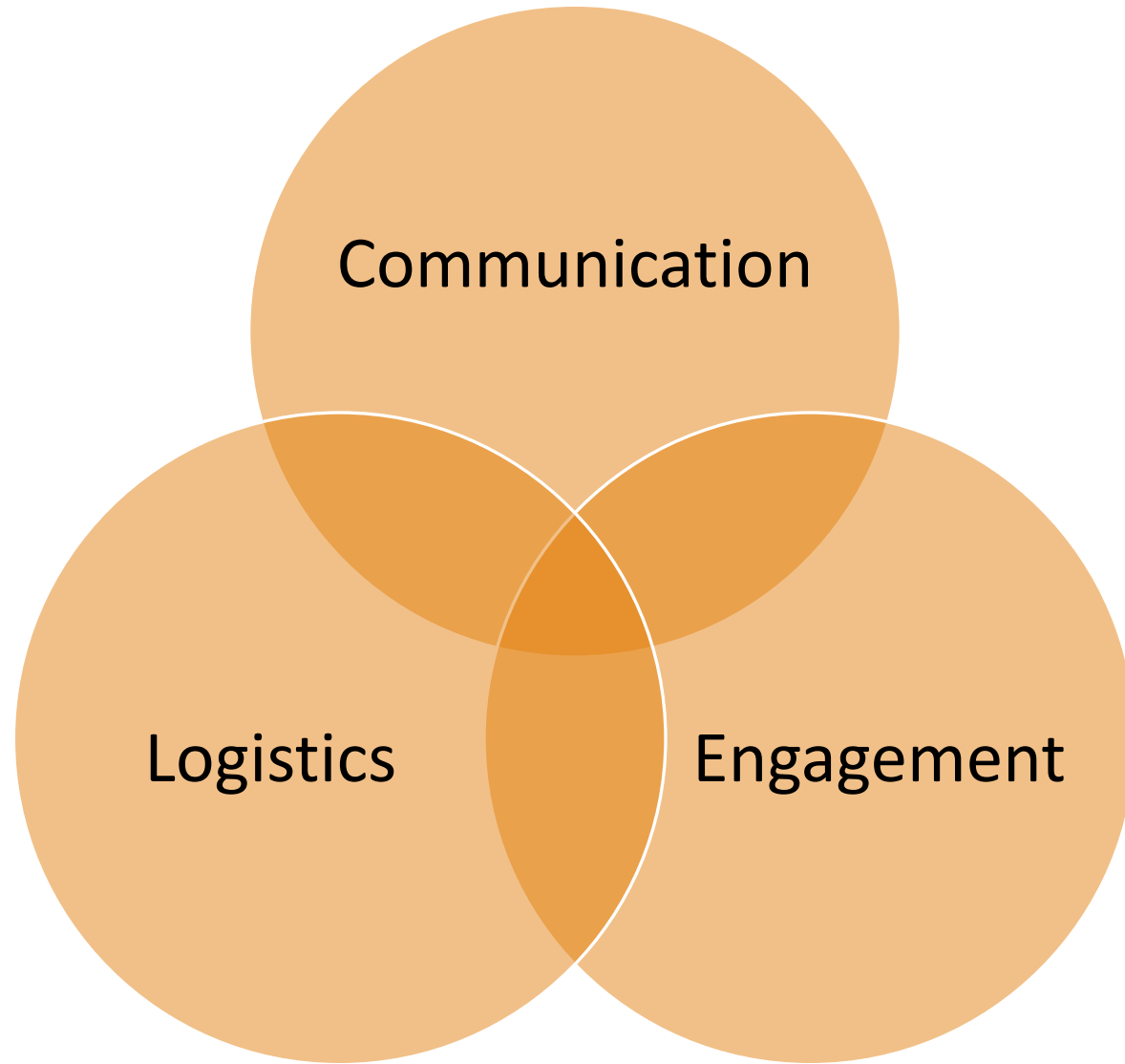
CPM, DDS & PLANNING
PLANDESIGNBUILD.UCSD.EDU

JANUARY 15, 2019
UC San Diego
CAPITAL PROGRAM MANAGEMENT

Objectives for today

- See the magnitude
- Efforts thus far –
 - Assessing size & scale
 - Discovery phase with RMP
- Demonstrate tools
- Preview key issues & discussion points
- Next steps
- What are we missing?



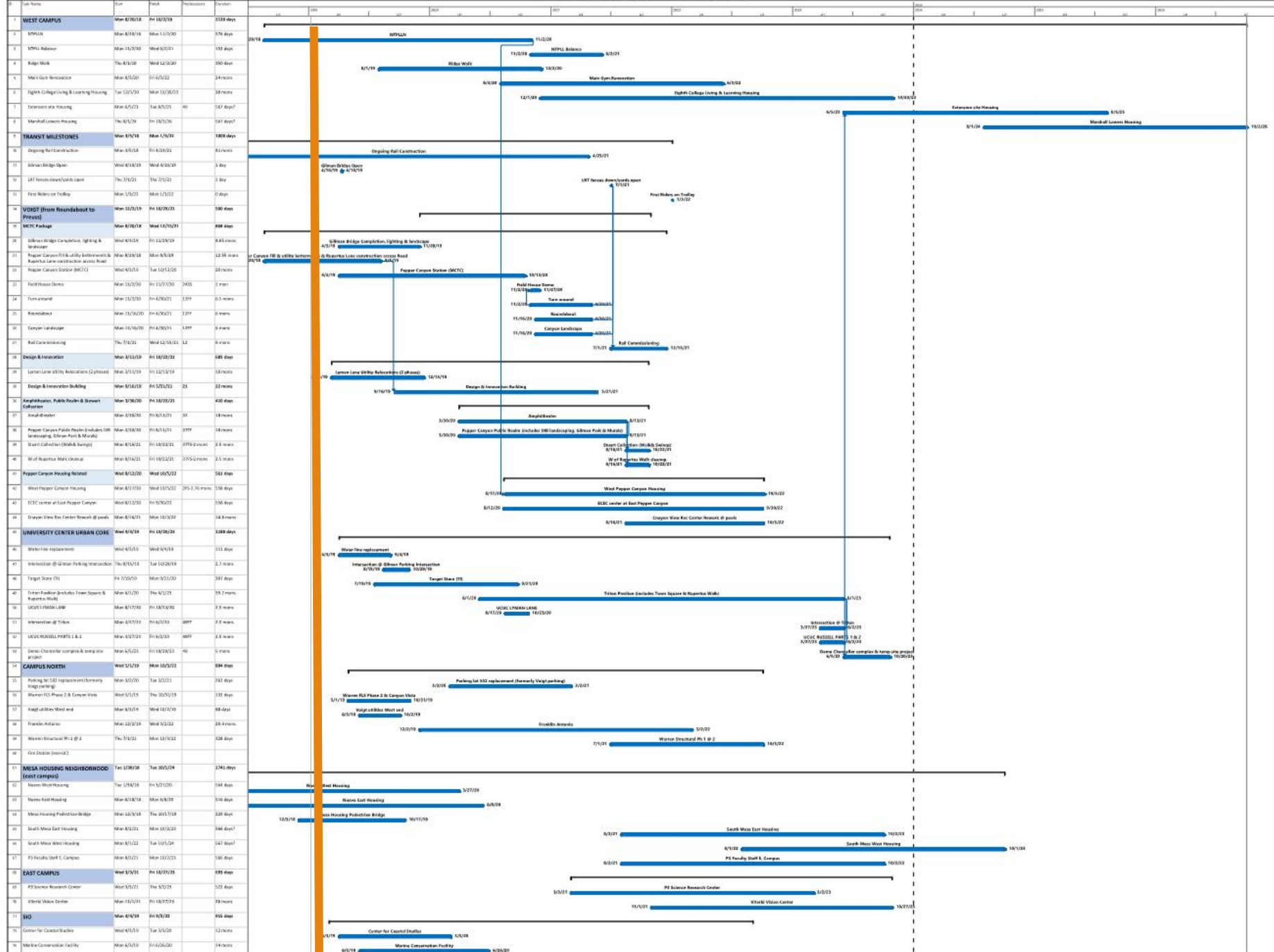


Communication

Logistics

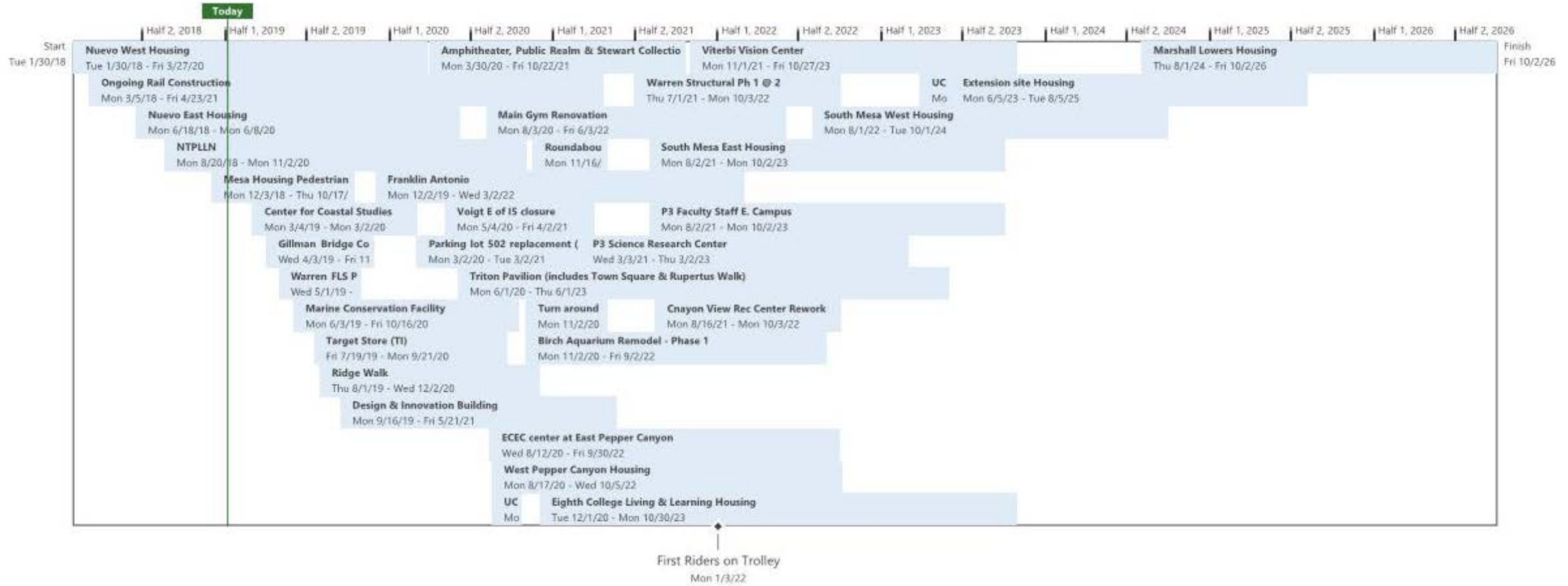
Engagement

Master Schedule of Major CPM Projects 2019-2024



Timeline of Major Capital Construction Projects 2019-2026

Forecast as of 1-7-19



And there's more...

- CPM “smaller” projects: 68 projects ranging \$1M-\$20M for a total of \$250M
 - Faculty labs, utility infrastructure, public realm, parking, and more
- Real Estate Projects
 - 6 other major RE projects worth \$1.5B (Downtown Park & Market TI; Hillcrest Redevelopment Phase 2 (Multi-Family Housing/Mixed-Use); MOB- Del Sur Corporate Center; MOB-Bernardo Center, East Campus Hotel with Conference Center & Restaurants; Regents Road Faculty/Staff Housing and Mixed-Use)
 - 7 other smaller (but disruptive) projects for retail and restaurants worth over \$10M
- FM projects
 - 168 projects valued at roughly \$90M tracking completion between now and July 2020
- HDH Maintenance Projects
 - Landscape, interiors
- Our Immediate Community UTC area
- Hillcrest Healthcare

Project Locations

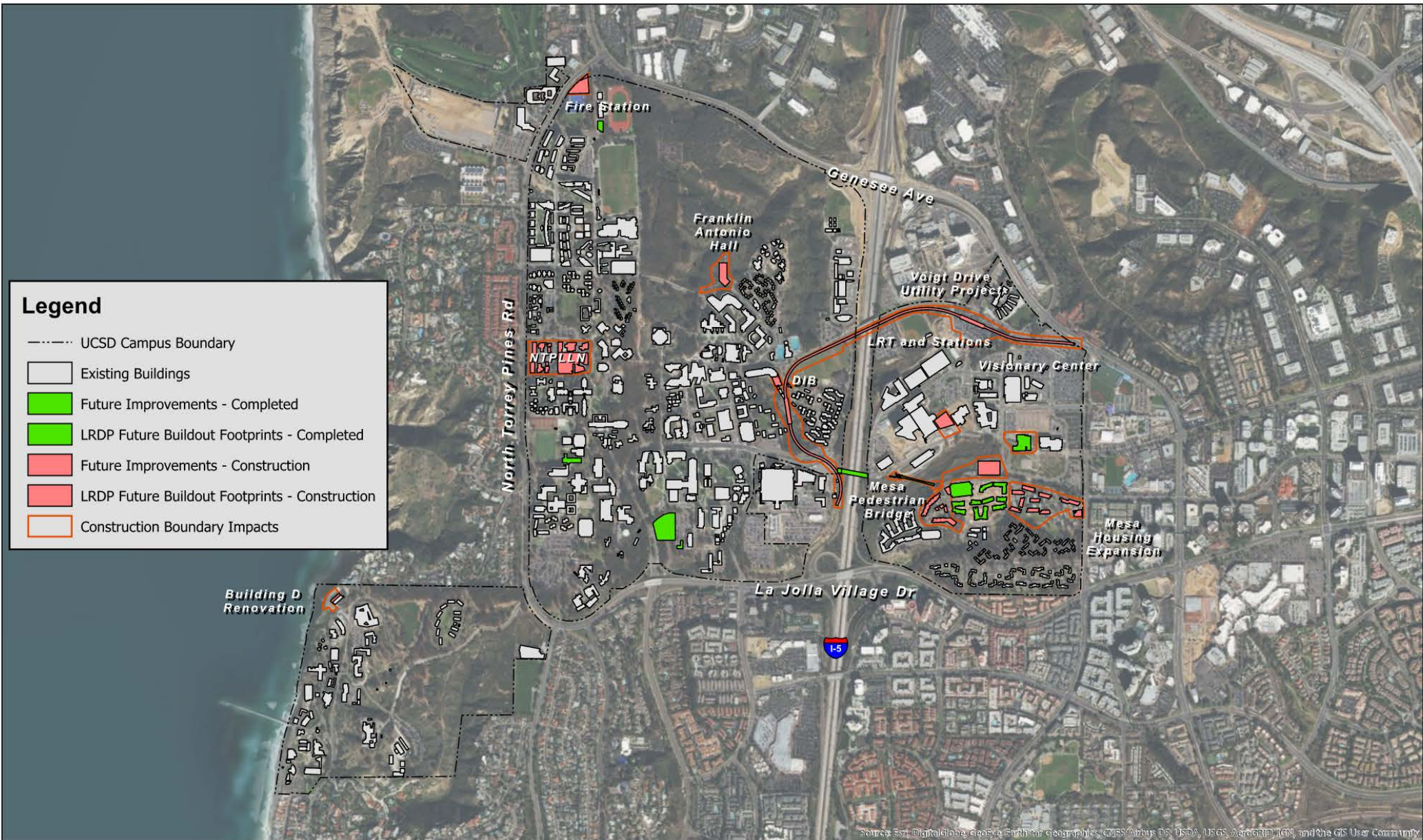


1. Extension Site Housing Redevelopment
2. North Torrey Pines Living & Learning
3. Marshall Lowers Housing
4. Franklin Antonio Hall
5. Canyon View Recreation Center
6. Design & Innovation Building
7. Pepper Canyon Amphitheater
8. Triton Pavilion, Town Square & Rupertus
9. West Pepper Canyon Housing
10. ECEC East Pepper Canyon
11. Gilman Bridge, lighting & landscape
12. Viterbi Vision Center
13. Pedestrian/Bike Bridge
14. Hotel/Conference Center
15. Science Research Park, New Tenant
16. Nuevo East and West Housing
17. Faculty/Staff Housing and Mixed-Use
18. South Mesa Housing East & West
19. Future College Housing LL
20. Marine Conservation Facility
21. Center For Coastal Studies
22. Birch Aquarium Redevelopment Phase 1
23. Fire Station



Planning & Analysis Tools

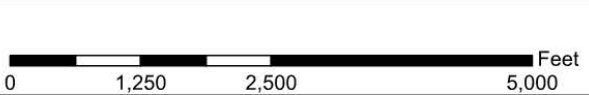
- GIS system & timeline of projects, the “Heat Map”
 - Explore ways to layer in other projects (FM & RE plus other community projects)
- Snapshots @ key milestones fall 2019, 2020, 2021
- Zoom in on precincts
- Perform lifecycle cost & benefit analysis + options
 - (what are the financial, campus experience, PR & other costs?)*
- Links to ebuilder & other platforms for consistent data
- Optimize technology to gain information & supply information
 - Mobile phone app’s
 - Social Media - Twitter / electronic messaging
 - Electronic & other signage
 - Website - Partner with SANDAG’s “Shift?”



Legend

- UCSD Campus Boundary
- Existing Buildings
- Future Improvements - Completed
- LRDP Future Buildout Footprints - Completed
- Future Improvements - Construction
- LRDP Future Buildout Footprints - Construction
- Construction Boundary Impacts

Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community

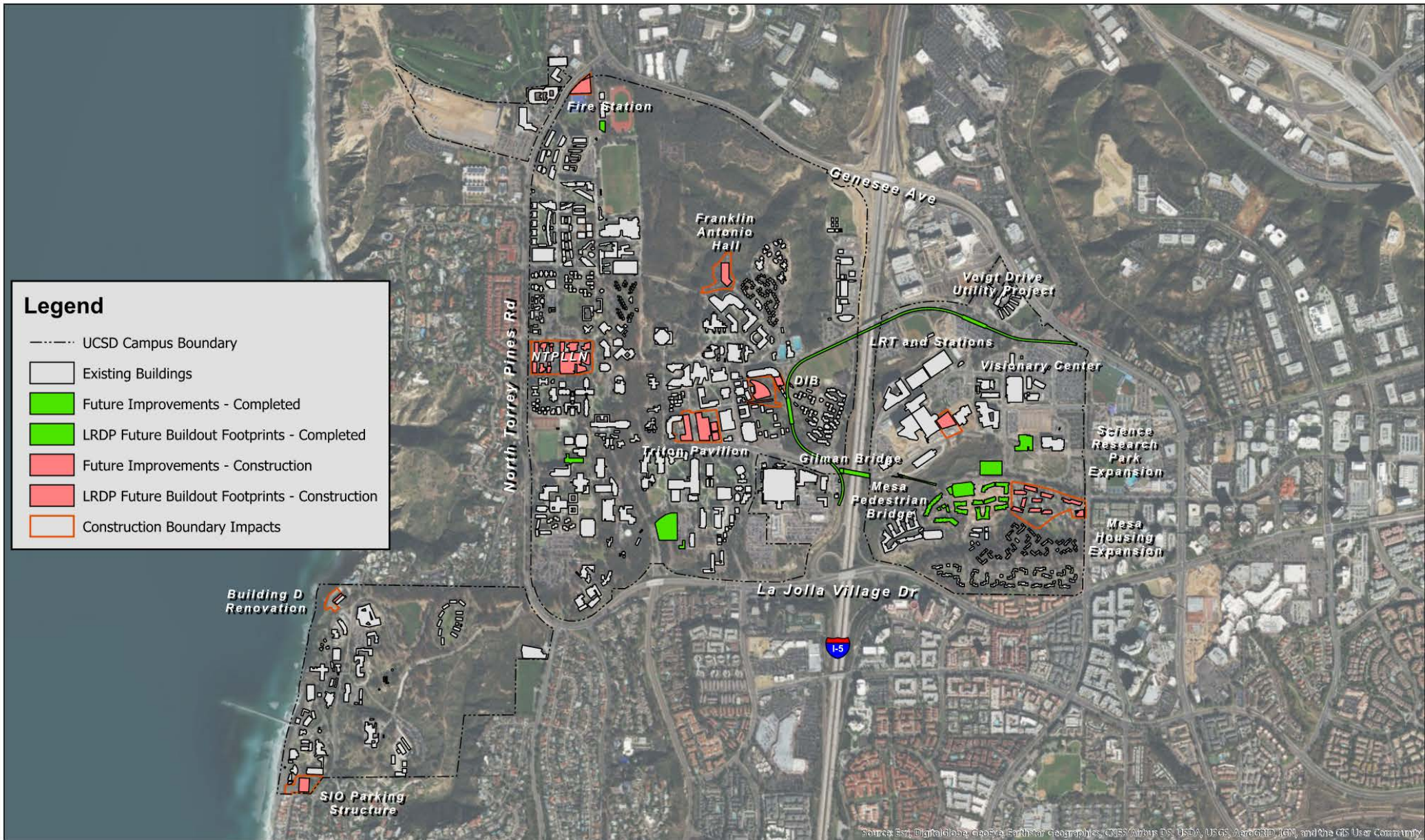


Date: 10-10-2018
Original Size: 11" x 17"

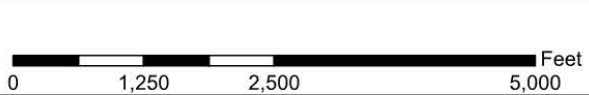
UCSD Campus Construction in 2019

UC San Diego

latitude 33
PLANNING & ENGINEERING



Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community

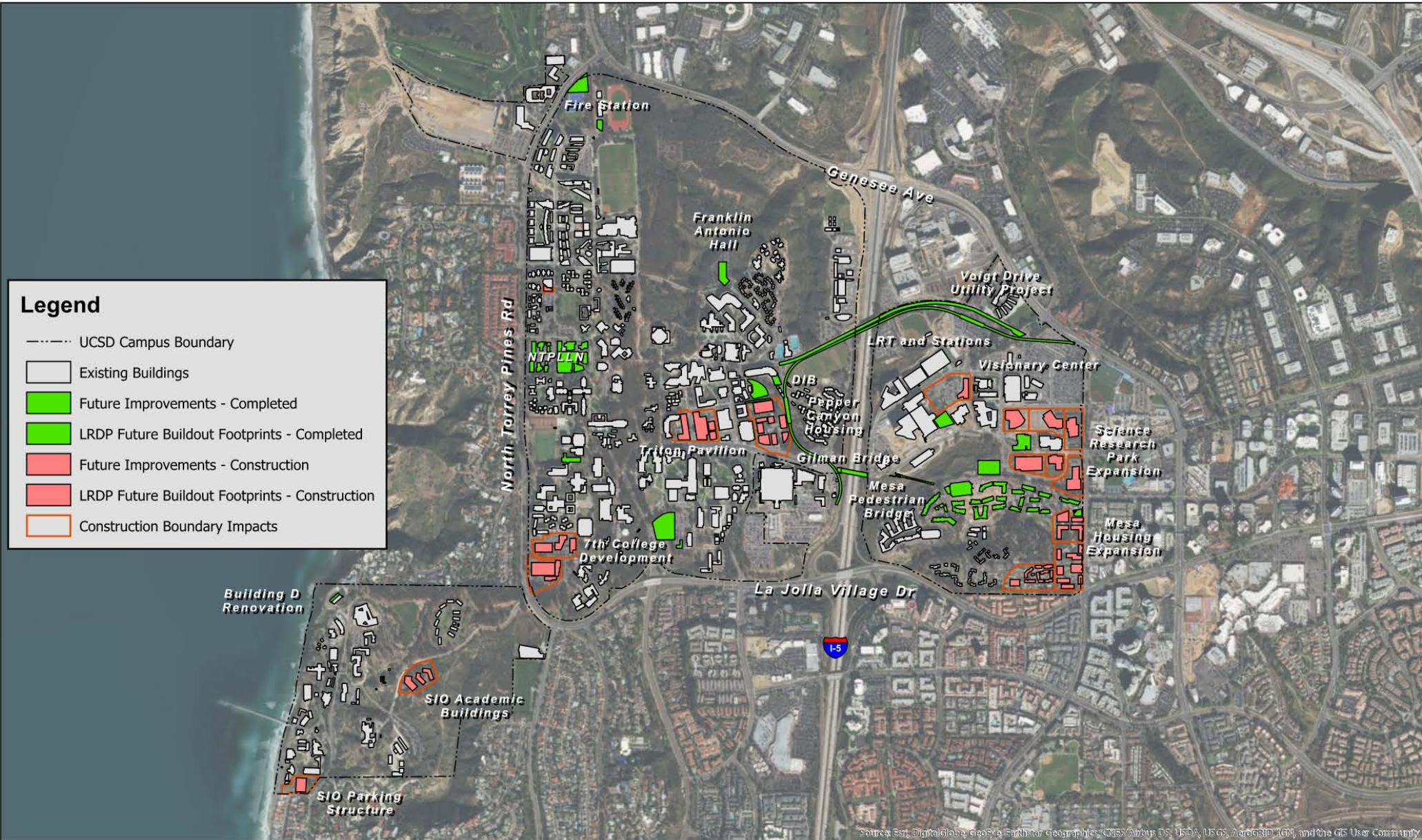


Date: 10-10-2018
Original Size: 11" x 17"

UCSD Campus Construction in 2020

UC San Diego

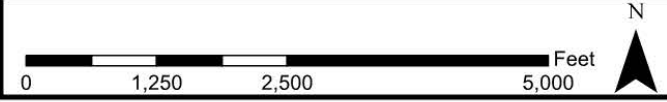
latitude **33**
PLANNING & ENGINEERING



Legend

- UCSD Campus Boundary
- Existing Buildings
- Future Improvements - Completed
- LRDP Future Buildout Footprints - Completed
- Future Improvements - Construction
- LRDP Future Buildout Footprints - Construction
- Construction Boundary Impacts

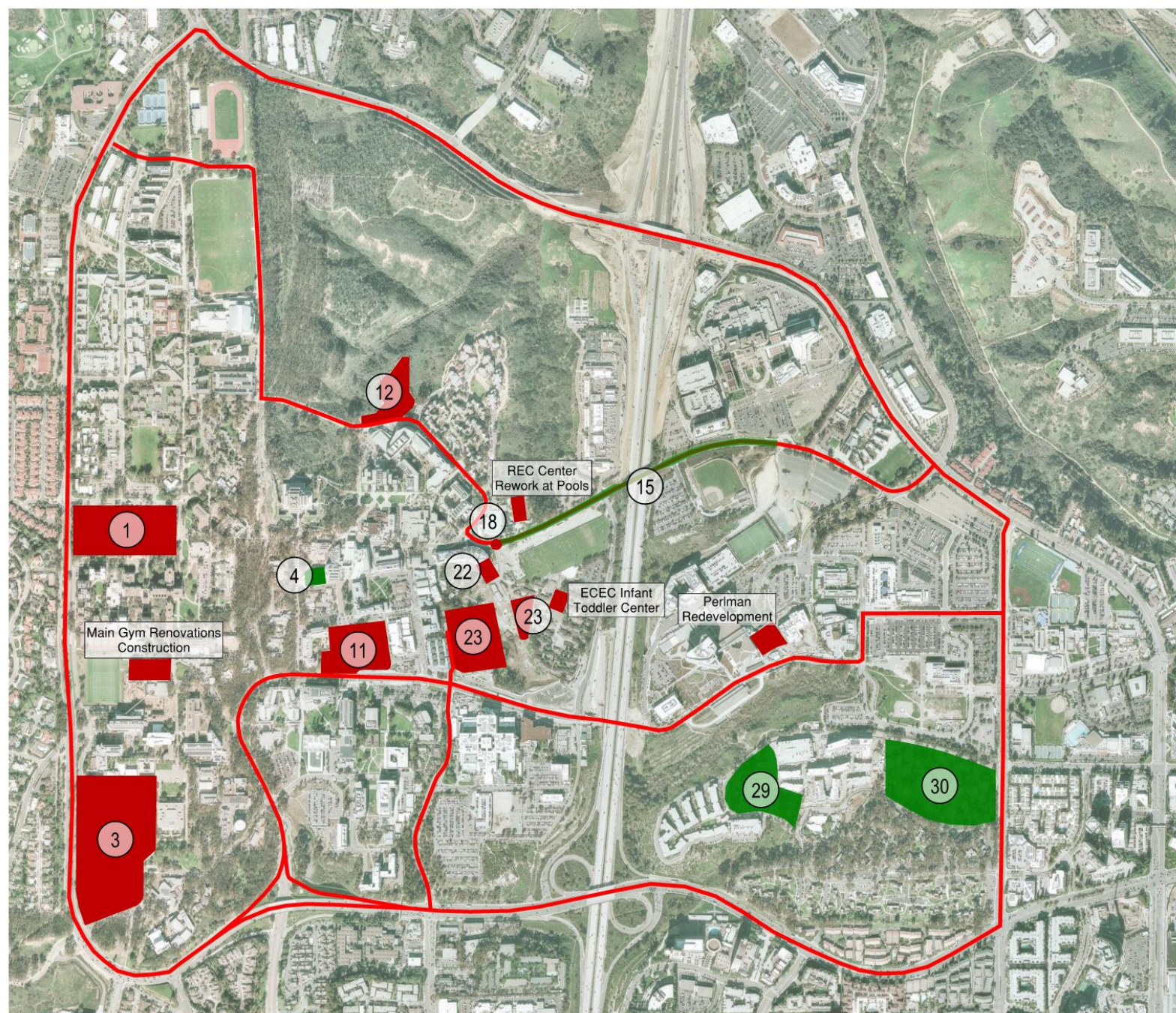
Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community



Date: 10-10-2018
Original Size: 11" x 17"

UCSD Campus Construction in 2021





West Campus

- 1. North Torrey Pines Living & Learning Neighborhood
- 2. Ridge-walk
- 3. 7th Collage

University Center Urban Core

- 4. Target Store
- 5. Modular - Matthews Quad
- 6. Modular - Bonner Hall North
- 7. UCUC Lyman Lane
- 8. UCUC Town Square
- 9. UCUC Russell Lane - Part 1 & 2
- 10. UCUC Rupertus Way
- 11. Triton Pavilion

Campus North

- 12. Franklin Antonio

Regional Transportation Projects

- 13. LRT Construction
- 14. Warren Field Restoration
- 15. Voigt Utility / Surface Improvements
- 16. Lyman Lane Realignment
- 17. Uber Dropoff / East Station Plaza
- 18. Lyman / Voigt Roundabout
- 19. Gilman Drive Bridge
- 20. Pepper Canyon Fill

Pepper Canyon Neighborhood

- 21. Lyman Lane Utility Relocation
- 22. Design & Innovation Building
- 23. Pepper Canyon West Student Housing
- 24. Amphitheater / Public Realm
- 25. Stuart Collection
- 26. Rupertus Way
- 27. P406 Restoration

Graduate Student Housing

- 28. Mesa Housing Bridge
- 29. Nuevo West
- 30. Nuevo East

East Campus P3 Project

- 31. Science Research Park

FALL 2020

Master Project Logistics



Project Name	Start	Finish	Demo	Shell	TI	Site	2017				2018				2019				2020				2021				2022				2023			
							Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Mesa Neuva Parking Structure	02/01/17	02/01/19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mesa Neuva Parking Structure																											
Center for Novel Therapeutics (120k sf)	06/01/17	06/03/19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Center for Novel Therapeutics (120k sf)																											
Shared Parking Structure East Campus (1200 car)	01/01/18	01/01/20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shared Parking Structure East Campus (1200 car)																											
Nuevo East	04/16/18	04/07/20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Nuevo East																											
Nuevo West	05/01/18	01/01/20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Nuevo West																											
North Torrey Pines Living & Learning Neighborhood	06/18/18	09/01/20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	North Torrey Pines Living & Learning Neighborhood																											
Modular - Matthews Quad	01/01/19	07/01/19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Modular - Matthews Quad																											
Modular - Bonner Hall	01/01/19	07/01/19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Modular - Bonner Hall																											
Perlman Redevelopment (100k sf)	01/01/19	01/01/21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Perlman Redevelopment (100k sf)																											
Warren Field Parking	01/01/19	12/31/21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Warren Field Parking																											
Target Store	05/19/19	07/21/20	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Target Store																											
Design and Innovation Building	06/01/19	03/31/21	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Design and Innovation Building																											
Franklin Antonio	10/01/19	12/31/21	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Franklin Antonio																											
7th College/Muir Infill	01/01/20	09/01/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7th College/Muir Infill																											
Main Gym Renovations	01/01/20	12/30/22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Main Gym Renovations																											
Triton Pavilion (332k GSF/300 UG Cars)	04/01/20	04/03/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Triton Pavilion (332k GSF/300 UG Cars)																											
Undergraduate Housing East Tower (500 bed)	06/01/20	08/01/22	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Undergraduate Housing East Tower (500 bed)																											
ECEC Infant Toddler Center	06/01/20	08/01/22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ECEC Infant Toddler Center																											
REC Center Rework at Pools	06/01/20	08/01/22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	REC Center Rework at Pools																											
Pepper Canyon West Student Housing	06/12/20	08/02/22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Pepper Canyon West Student Housing																											
Future Science Research Park (200k sf)	01/01/21	01/02/23	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Future Science Research Park (200k sf)																											
Future Science Research Park (150k sf)	01/01/21	01/02/23	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Future Science Research Park (150k sf)																											
Future Science Research Park (200k sf)	01/01/21	01/02/23	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Future Science Research Park (200k sf)																											
SRP Parking Structure (1200 car)	01/01/21	01/02/23	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SRP Parking Structure (1200 car)																											
Vision Center	01/01/21	12/29/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Vision Center																											

1030 1295 2315

2 ad-hoc workshops

30 campus participants and 5 consultant teams

➤ Representatives from:

Academics

Procurement

Real Estate

Campus Planning

HDH

Transportation

RMP

EH&S

FM

Fire Marshal

CPM/DDS

UCPD

Student Affairs

➤ Representatives from 5 consultants:

DPR Construction

Intelisyn

Latitude 33

Safdie-Rabines

KimleyHorn

Key Topics identified by group

Ideas/Concerns

Good(early) communication & wayfinding – use technology

- It's not just the trolley
- Perception the contractor is the priority
- Signage committee – explore electronic & phone app's
- Information platforms & up to date information
- Impact to visitors

Safety/Ability to respond to Emergencies

- Ambulance access
- EH&S ability to respond to construction impact calls

Student, Patient, faculty, Staff Experience

- More activities on-line?
- "swing space" experience – culture change

Functional flow of goods & services

- Utilize Central Receiving?
- 24/7 delivery planning
- Road closure optimization

Parking University & Contractor

- Comprehensive TDM Program – get people to come to campus differently
- Double Down on safe routes
- Geo-fencing
- Perception & investing in environment – high quality shuttles & bike routes

Cohesive Logistics Plan

- Remote staging or parking areas
- Campus & beyond – tracking of other local major projects (SHIFT/SANDAG)
- Creative Construction methods – more pre-fab components?
- Use what we build construction sequencing - do parking lots first?

Lease Obligations & Agreements

- Amazon
- Retail operations

Market factor

- Bidding impact of many major projects hitting at the same time
- Impact of P3 project timing
- Project budget impact – cost increases

Next steps

➤ Develop work plan

1. Roles & Responsibilities & Org Chart
2. Communication Plan
 - Multi platform
 - Multi level & cadence
3. Technical Work Groups
 - *Define “pre-requisites” and “opportunities for optimization”*
 - *Lifecycle cost – benefit analysis*
 - *Present options to leadership*
 - *Areas of further research*
4. Student, Faculty & Staff Engagement Work Groups
5. Gain support for the program by doing it well & getting the word out on successes

➤ Get sponsorship for support & resources at the VC level

➤ Formally commission a cross-functional work group

- *Add students & deans*

➤ What are we missing?

Closing thoughts

- Opportunity for thought leadership & innovative ideas
- Promote a culture shift
- Get beyond our “turf” & work in cross functional ways
- Be part of the transformation – we are shaping UCSD for decades to come



Design & Innovation Building Advisory Group – guideway tour



Questions about Transportation and Construction?

Visit Transportation.UCSD.edu/Engage to . . .

- View the current Video Town Hall on Faculty & Staff Transportation
- Subscribe to First to Know to receive tailored parking/transportation updates
- Provide feedback on proposed changes in the Virtual Town Hall

Participate in an in-person Town Hall on Faculty & Staff Transportation

La Jolla Campus

Friday, January 18 @ 11:00 a.m.
Price Center, Red Shoe Room

Hillcrest Campus

Friday, January 25 @ 9:00 a.m.
Medical Center Auditorium

UC San Diego Health

Full Proposal to Establish a School of Public Health (SPH) at the University of California San Diego

Doug Ziedonis, MD, MPH

Associate Vice Chancellor for Health Sciences

Professor, Department of Psychiatry



The Next-Generation School of Public Health: A New Way to Improve Health for All

- Vision & Mission
- SPH Leadership
 - HS Leadership Group
 - Executive Council & Advisory Group – full campus representation
 - FMPH, Medicine, Psychiatry & other Department Faculty in HS
- Full-Proposal Submission (10/13/18)
 - Online 10/17/18



Many thanks with the SPH Full Proposal!

- **Campus Leadership and faculty:**
 - UCSD Chancellor, EVCs, VCs, and Deans
 - Scripps Institution of Oceanography, Rady School of Management, Jacobs School of Engineering, Global Policy and Strategy, Social Sciences, UCSD Extension, etc
- **HS Faculty Council, HS Council of Chairs, and HS Research Council**
- **UCSD HEALTH:** Executive Group Board/ EGB, Board of Governors / BOG
- **HS Town Hall Meetings** - educational leaders, student forums, etc
- **HS Strategic Planning meetings:** Research, Clinical (leadership summit, IT leadership, group practice), faculty affairs / academic affairs, health science international, medical education, & School of pharmacy
- **Department Meetings:** FMPH, Medicine, Psychiatry department faculty, and others. All FMPH & Medicine GPH Division faculty aware. Many on advisory group.
- **Institute of Public Health** – faculty and advisory group
- **Research & Educational groups across the campus** (listed in the proposal)
- **Community leaders and Business leaders in community and SD County**
- **SDSU SPH faculty & University of San Diego faculty**
- **UC system - Deans / Vice Chancellors / Chancellors / Public Health**

Categories of Review for a New School:

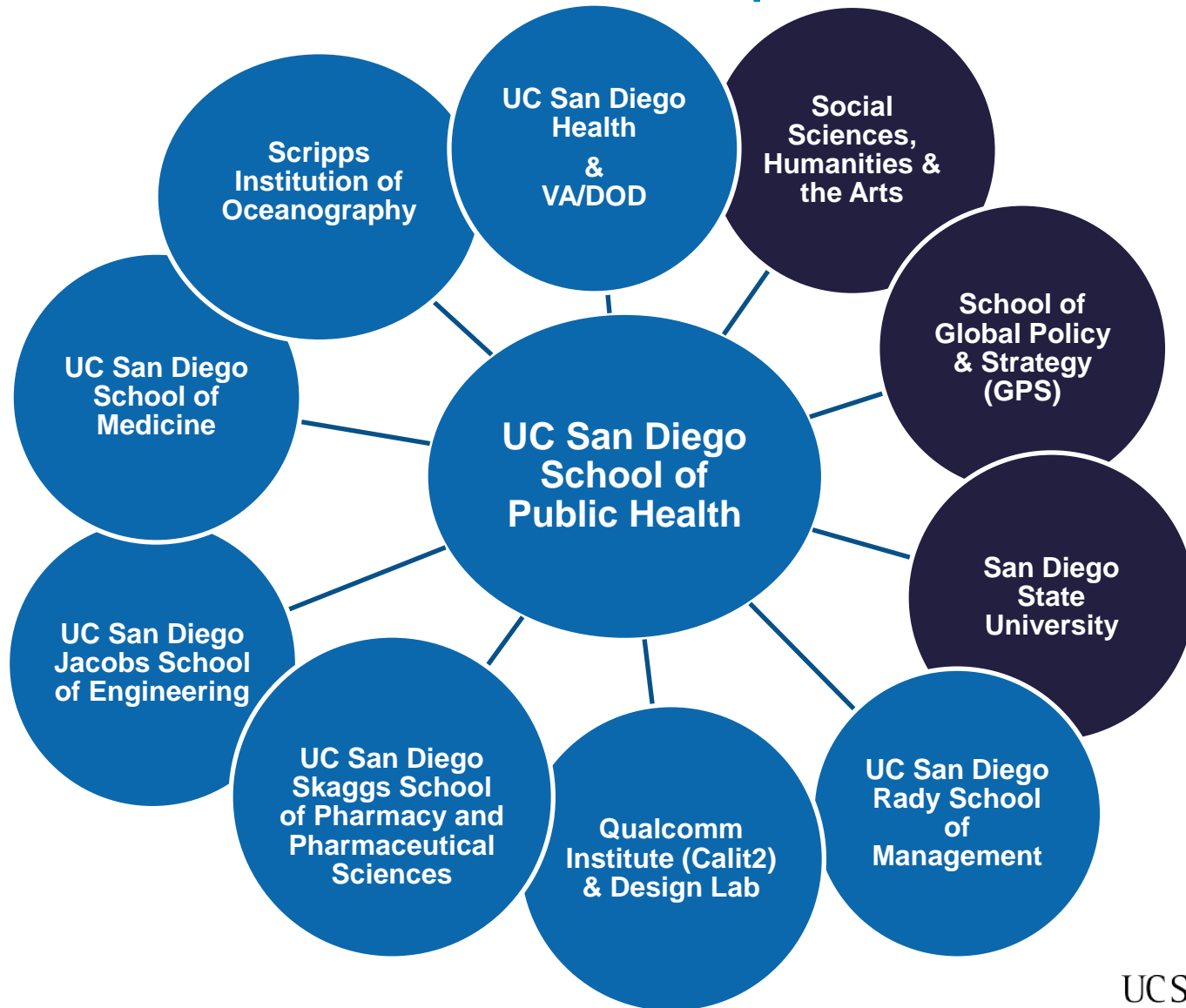
- A. Academic Rigor**
- B. Financial Viability**
- C. Need for the Program**
- D. Fit within the UC system & within the segments**



Response to Academic Senate Review & Questions for Full Proposal

- **Thanks to the Academic Senate reviewers**
- Undergraduate Council: supportive – no specific concerns or objections
- Graduate Council: supportive
- Educational Policy Committee (EPC): supportive and recommends adding a member from the Humanities to the SPH Advisory Committee.
- Committee on Planning & Budget (CPB): supportive & a few comments
 - add more on border health (environmental health & climate change)
 - concerns about the effects of the proposed SPH on SDSU
 - expressed concern that faculty start up packages seem small
- The Senate Council endorsed proposal & comments/recommendations
 - more on effect of the SPH on the SOM and FMPH Department
 - further detail on long term growth plans for faculty hiring

Research & Education Collaborations Across Campus



Location Advantages

- San Diego County
- UC San Diego Health
- Military Community: VA & DOD
- Border Global Health



Unique World Class Priority Areas & Evolving Trends

- Mental Health & Addiction



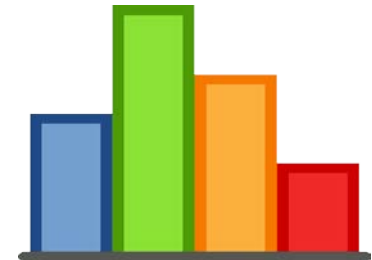
- Health Systems & Population Health



- Technology



- Data Science, Big Data, & Design Thinking



- Healthy Aging & Longevity Science

- Climate Change & Environment

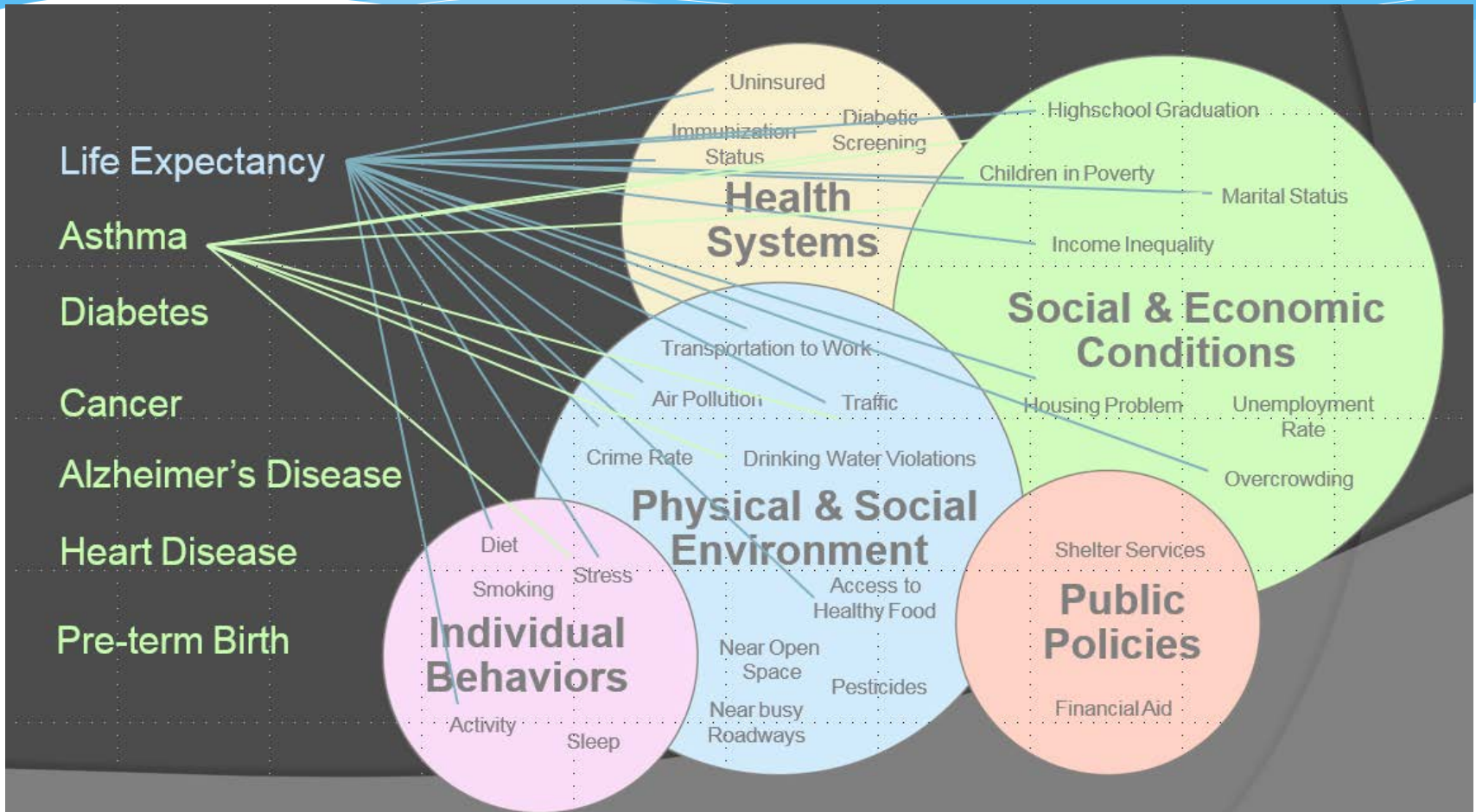


<http://www.investingreece.gov.gr/default.asp?pid=167&la=1>

<http://www.healthcareitnews.com/news/data-key-population-health-management>; www.amnh.org

Data Science and a Culture of Health

Find correlations (and causal relationships?) between and among different variables using machine learning and other big data analytic strategies



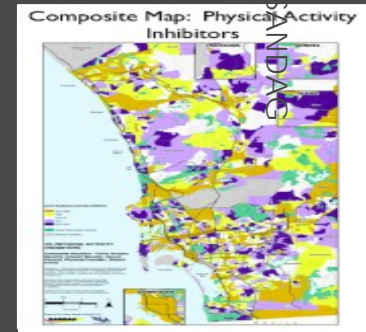
Multiple sources of health-relevant data



Medical Records



Personal Health Data
(weigh-ins, run info, ...)



Environmental Data
(pollution, noise, greenspace, ...)

```
GGAA CCGT CGGG CCGGGT CCGT CCGAGT CCGG GG  
G C GGGG CAGGG CCGT CCGAGT CCGG GGAA CCGG  
T C GGGG CAGGG CCGT CCGAGT CCGG GGAA CCGG  
GCA CCGT CCGG CAGGG CCGT CCGAGT CCGG  
T C A C GGG CCGT CAGAA CAGAA CCGG CAGC  
A C GGG CCGC CAGGG CAGAG CCGG CCGT CCGT  
GGA CCGT CCGG CCGGG CAGC CAG CAG CCGG  
T T C A GAGG CCGT CAGTT CAGTT CCGT CCGG  
A T C GGG CCGT CCGGG CCGAG CCGT CCGT CCGG  
T GAAG CCGG CAGC CCGT CCGT CCGT CCGT CCGT  
G A CCGT CCGG CCGT CCGT CCGT CCGT CCGT  
GGA CCGT CCGG CCGG CCGT CCGT CCGT CCGT  
GAG CCGT CCGG CCGG CCGT CCGT CCGT CCGT  
GGA CCGT CCGG CCGG CCGT CCGT CCGT CCGT  
AGGA CCGT CCGG CCGG CCGT CCGT CCGT CCGT  
GAT CCGT CCGG CCGG CCGT CCGT CCGT CCGT
```

Genomic Data



Microbiome Data

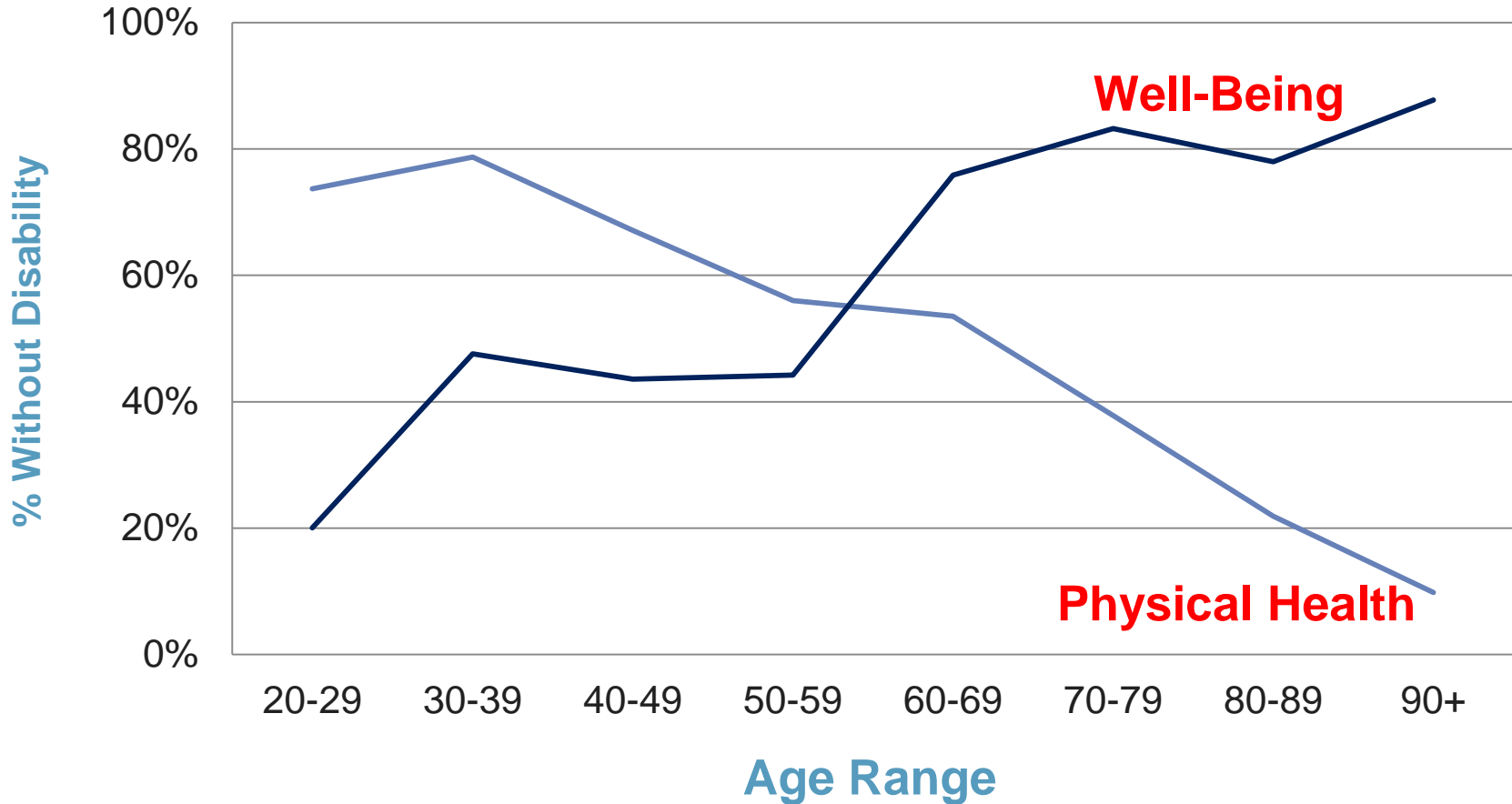


Public Health &
Social Determinants Data

CENTER FOR HEALTHY AGING

Physical Health versus Mental Well-Being

Center for Advancing
Cognitive Wellness



(Jeste DV, et al., Am J Psychiatry, 2013;
Jeste DV, et al., J. Clin. Psychiatry, 2016)

UC San Diego Health

A. ACADEMIC RIGOR

A NEXT GENERATION SCHOOL OF PUBLIC HEALTH

HEALTH COMMUNICATIONS

HEALTH DISPARITIES

GLOBAL HEALTH

Biostatistics and Bioinformatics

Epidemiology

Environmental Health Sciences

Health Systems & Policy

Social and Behavioral Sciences

Climate Change, Earth, & Health

Population Health & Disease

Mental Health & Addictions

Healthy Aging & Longevity Science

Women, Gender, & Health

ETHICS, HISTORY, & SOCIETY

DATA SCIENCES & DESIGN THINKING

BUSINESS & PUBLIC HEALTH LEADERSHIP

TECHNOLOGY & ENGINEERING

B. Financial Viability

- Well developed & detailed business plan
- New Funding:
 - \$25 Million Gift Agreement from Dr. Herbert and Nicole Wertheim
- Chancellor Khosla has committed to fund five \$1 million endowed chairs in the SPH (\$5M), and
- Vice Chancellor Brenner has committed an additional \$500K per year for four years to fund faculty recruitment and startup costs (\$2M)
 - (therefore the total is \$2.5M for startups)

SPH Financial Support

- Core foundation of support:
 - an anticipated 30 faculty FTEs, 29 staff FTEs, space for the approximately 100 faculty expected to have a SPH primary appointment
 - institutional support for Human Resources, Contracts and Grants, and other functions.
- In addition, the UCSD Development Office has formulated a comprehensive fund raising plan and is committed to aggressively implementing that plan.

Current Status: Public Health Faculty in Health Sciences

- **We estimate about 100 Health Sciences faculty will exercise their choice to shift their primary appointment to the SPH**
 - **About 30 state FTEs (>\$160M research grants / \$15.5M per year NIH)**
- **Department of Family Medicine and Public Health**
 - 135 faculty: 85 in public health and 50 in family medicine
 - \$125 million in grants and contracts with seven interdisciplinary research centers
 - 95 graduate students (public health PhD, biostats PhD, MAS LHCO)
- **Division of Global Public Health (Department of Medicine), likely 10-15**
 - 48 faculty members; 18 post-doctoral fellows, research in 15+ countries
 - Global Health Institute, the Center of Gender Equity and Health, and UC San Diego Health Frontiers in Tijuana clinic
- **Department of Psychiatry**
- **Other Departments**

C. NEED: Why a UCSD School of Public Health?



1. UCSD's Traditional & Non-Traditional Strengths Match Today's Persistent and New Public Health Challenges

* health, engineering, technology, data sciences, and social sciences will be brought together to synergistically provide new approaches to persistent and emerging public health problems. This work will place UCSD on the forefront of public health education, scientific inquiry, and policy change.

2. Integration of public health educational and research efforts from across the campus will increase internal visibility for faculty and trainees working in public health, strengthening collaboration, expanding scientific advances, and increasing success in extramural funding.

* increased visibility of an accredited SPH, rather than disjointed programs, will attract more internationally ranked faculty and top level students. Interdisciplinary Training Collaborations / Dual Degree opportunities.

3. UCSD's new SPH will help address the national and statewide shortage of public health professionals, providing them with a modernized curriculum on 21st Century public health issues, and will retain excellent UCSD students and recruit others from around the globe.

* Unprecedented health and public health challenges and community needs

UCSD Students engage in Public Health



Existing Public Health Education Programs in Health Sciences



- **Bachelor of Science in Public Health (based in Health Sciences)**
 - Very popular – 600 majors & 2200+ students enrolled in classes
 - Many first-in-college, under \$50K household income & URM
- **Joint Doctoral Program (JDP) in Public Health with SDSU**
 - Epidemiology, Health Behavior, & Global Health Tracks
- **JDP in Interdisciplinary Research on Substance Use**
- **PhD in Biostatistics**
- **Master of Advance Studies in the Leadership of Health care Organizations (MAS-LHCO)**
- **Newer Programs:**
 - **Master of Public Health (MPH)** - Fall 2018
 - **MS in Biostatistics**, approved for Fall 2019



Existing Public Health Education Programs Outside of Health Sciences

- **Bachelor of Arts major and minor in Global Public Health (GPH) – Anthropology**
- **Master of Arts (MA) in Global Public Health (proposed and under review) – Anthropology**
- **Environmental Systems (ESYS) Program - Major / Minor (Physical Sciences)**

D. Fit within the UC system & within the segments

- Great fit and support within the UC San Diego system and strategic plan
- Across the UC Health system
 - all levels of Health / Health Sciences leadership across all UC campuses with an SOM / Health
- Other UC Public Health Schools & Units
 - Letters of support UCLA, UC Berkeley, UCI
- SDSU - excellent partnerships & commitment
- SD county support – Public Health Department

Response to Academic Senate Review & Questions for Full Proposal

- **Thanks to the Academic Senate reviewers**
- Undergraduate Council: supportive – no specific concerns or objections
- Graduate Council: supportive
- Educational Policy Committee (EPC): supportive and recommends adding a member from the Humanities to the SPH Advisory Committee.
- Committee on Planning & Budget (CPB): supportive & a few comments
 - add more on border health (environmental health & climate change)
 - concerns about the effects of the proposed SPH on SDSU
 - expressed concern that faculty start up packages seem small
- The Senate Council endorsed proposal & comments/recommendations
 - more on effect of the SPH on the SOM and FMPH Department
 - further detail on long term growth plans for faculty hiring

Questions?



UC San Diego

CALIFORNIA WESTERN
SCHOOL OF LAW | San Diego

Graduate Council
Representative
Assembly Meeting

Proposed Discontinuance of MAS Degree Program in Health Policy and Law

Tim K. Mackey, MAS, PhD
Associate Professor
UC San Diego School of Medicine
Department of Anesthesiology

A Unique Program

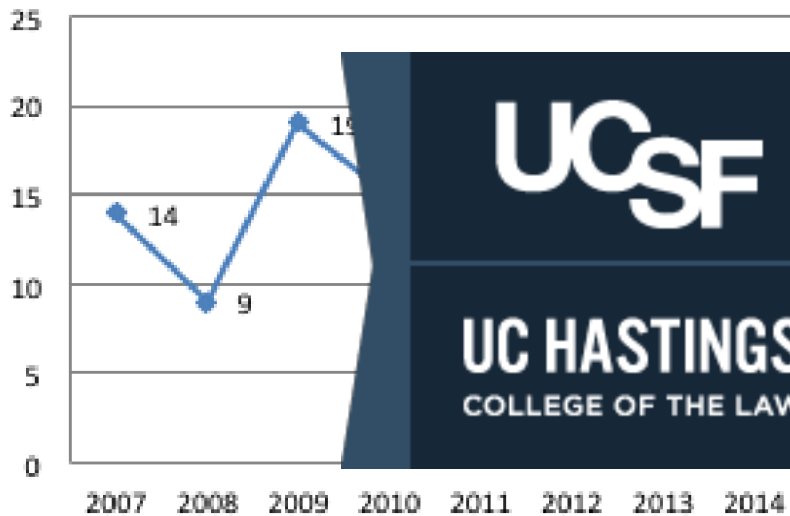
- First graduate program of its kind in the western United States
 - Approved by UCOP in 2006, first cohort in FA2007
 - 45 quarter credit hours
 - 60+ graduates to date
- Only joint MAS degree: Jointly conferred by UC San Diego (UCSD) and California Western School of Law (CWSL)
- Cross-disciplinary objectives, integrative curriculum
- Classes and faculty from both institutions taught in classroom setting (no online courses)
- Self-funded program catering to working professionals on a part-time basis
- Academic home department (Dept. of Anesthesiology, SOM), Administrator (UCSD Extension)

Student Enrollment Data

- **Enrollment:** Enrollment from 2007-2014
- **Background of students:** represented, of
- **Positions Held:** Several looking

Merger: From 2007-2011, UCSD and CWSL were in discussions regarding a potential merger. The MAS program was viewed as a program that could strengthen ties and collaborations between the two institutions. The merger did not occur.

min 9, max 20)
grounds are well
al positions.



Number



Field	NUMBER OF STUDENTS
Manager	12
Attorney	10
Coordinator/Assistant	9
Physician	8
	8
	8
	7
	6
	6
	5
	4
	4
	3
	3
	3
	2
	2
	2
Other: Pharmacist, Engineer, Neuropsychometrist, Case Worker, Marketing Recruiter, Business Development, & Occupational Therapist	7
Total	109*

Key Dates in Program Discontinuance

- In **May 2015**, the program underwent its customary 5-year program review as required by UC system. Overall, an external committee recommended major changes to the program and a formal response and plan
- Review Committee Findings:
 - Adaption to a clear community need
 - Vision statement and strategy
 - Increase and diversify student pool
- Grad Council Action:
 - Redesign of MAS program feasible but would require a new CCGA proposal as a new degree program
 - Suspension of FA17 cohort until further review (November 2017)
 - Graduate council letter of approval for discontinuance (November 2017)
- Program Response:
 - Advisory Meeting on New Program Design: MS Biopolicy, Regulation and Advocacy (April 2017)
 - Held workshop on Genomics and Policy/Regulatory Landscape with Illumina (Sept 2017)
 - CWSL letter acknowledgment of HLAW dissolution (December 2017)
 - SAPD Proposal for MS Biopolicy (May 2018)

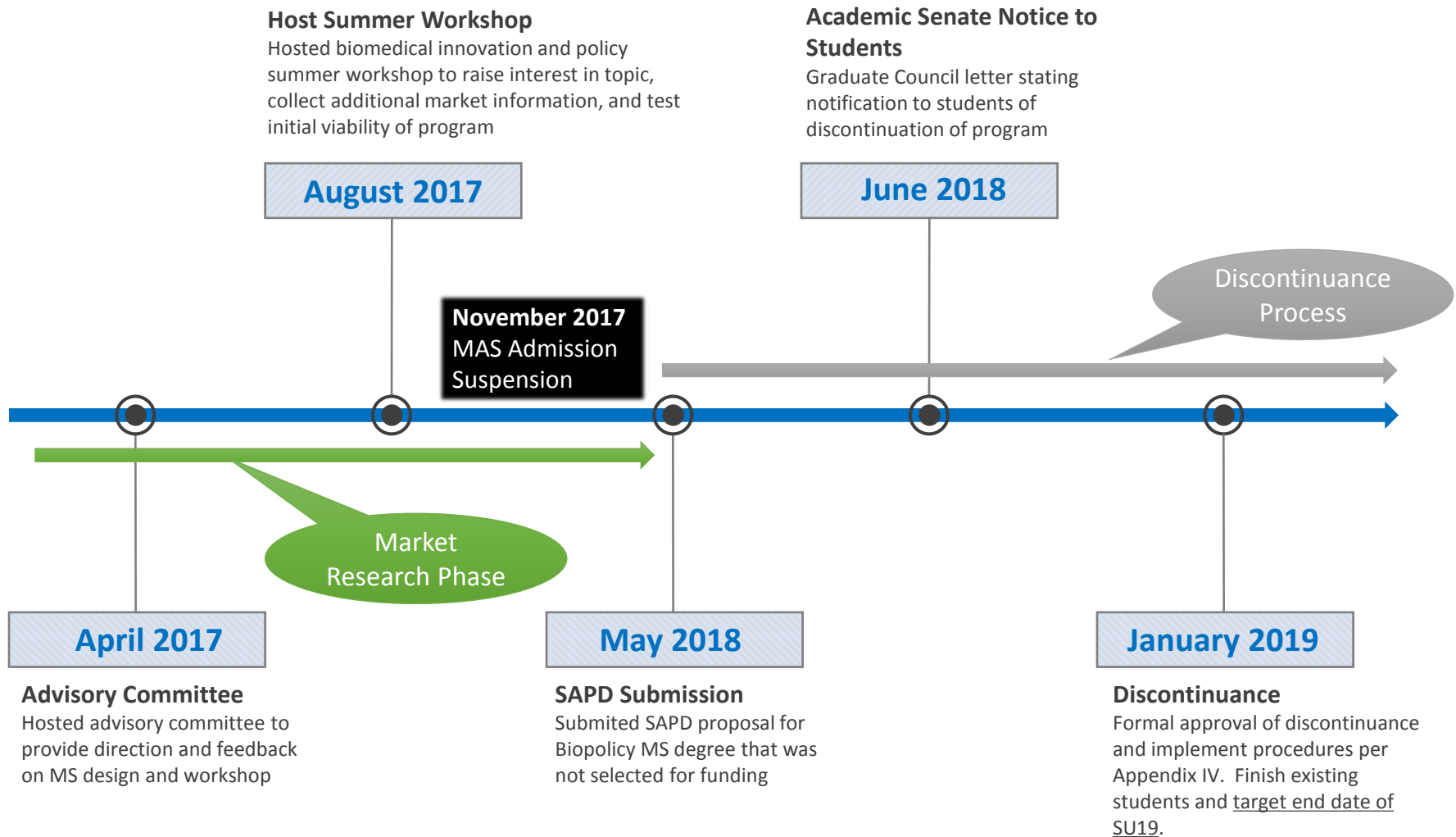
How will this impact my MAS (Townhalls 2017):

- Q1: Will I still be able to graduate?
 - Absolutely, other than a few core courses not being available, the MAS will continue to provide all needed instruction and advising for all current students
 - Generally, we recommend that all students complete requirements by end of **calendar year 2018 (preferably summer 2018)**
- Q2: What will happen to the MAS? What do I tell prospective employers?
 - The MAS will remain “inactive” and still maintain a website and alumni network associated with the degree. It will then transition to the new degree and format per UCSD and UC system wide approval processes. The degree is still completely valid as conferred by UCSD-CWSL and staff will remain engaged during the full transition period
- Q3: How do I know what classes I need to take given the change?
 - Again, based on our pace of study audits, students should not be impacted and should be able to complete their degrees based on their original pace of study. Talk to Jessica for more details.
- Q4: Will this diminish the value of my degree?
 - We do not believe so, for the meantime, the MAS will remain with a website during the transition phase and we will be investing in alumni and professional development opportunities

Current Student Progress (outstanding):

NAME	GRAD QTR	STATUS	UNITS
Student 1	FA18	Finishing	0
Student 2	WI19	Enrolled	3
Student 3	WI19	Extended	0
Student 4	SP19 ?	SPRING ?	3
Student 5	WI19 ?	Enrolled ?	3
Student 6	SP19	SPRING	3

Timeline



Questions ?



MAS Programs



healthpolicyandlaw@ucsd.edu

UC San Diego
Master of Advanced Studies

8950 Villa La Jolla Drive,
Suite A124
La Jolla, CA 92037

Thank you for your support

Update on open access

Presentation by the Committee on the Library Jan
15th, 2019

Agenda

1. An update on negotiations with Elsevier
2. Current work in open access
3. OA2020 Expression of Interest (Eoi)

Why open access matters: Elsevier

The UC is currently pursuing a new, transformative agreement with Elsevier that would make it easier and more affordable for UC authors to publish open access.

Given that Elsevier is both the largest scholarly publisher in the world and the UC's most expensive journals contract, and that the UC accounts for nearly 10 percent of all US publishing output — the most of any public educational institution in the country — a successful open access agreement will have a significant impact.

If negotiations are not successful, UC may not have access to **2019** content after January 31, 2019. The libraries have a plan in place to mitigate the impact if this occurs

Current work in open access

UC open access policy passed	July 2013
UC Presidential policy expanding open access	October 2015
UCLA, UCR, UCM, UCB, UCSF, UCD sign OA2020 Expression of Interest	2017 - 2018
UC Libraries pathways to open access	February 2018
UC Academic Senate Library Committee (UCOLASC) principles	April 2018
UC Scholarly information Advisory Committee (SLASIAC) call to action	June 2018
UC launches open access negotiation with publishers including Elsevier	July 2018 - present
UC San Diego discussion of OA2020 Expression of Interest	January 2019

What is OA 2020?

OA2020 is an international initiative to advance OA by “***fostering and inciting the transformation of today’s scholarly journals from the current subscription (paywall) system to new open access publishing models that enable unrestricted use and re-use of scholarly outputs and assure transparency and sustainability of publishing costs.***”

OA2020 has been endorsed by six UC campuses and is part of these campuses’ strategy for advancing OA It is currently under review at UCSB, UCI and UC San Diego.

Endorsement of OA 2020 Eol

The committee on the library requests that the Academic Senate endorse the signature of the OA 2020 Expression of Interest (Eol) by administration.

- This Eol does not dictate where authors publish, does not require authors or institutions to pay OA fees and does not dictate a specific path to open access.
- This Eol does expresses support for those in UC who are exploring OA models and empowers the Committee on the Library (CoL), the library and UC San Diego broadly to pursue strategies to expand OA adoption.

New School or College Review Process Information for Faculty Reviewers October 2018

The review process to establish a new school or college has two steps or phases: the pre-proposal phase and the full proposal phase. Both phases involve a review by the San Diego Divisional Academic Senate, the UC Provost and the systemwide UC Academic Senate. Final approval is requested by the UC President of the UC Board of Regents. The Regents have final approval authority. The process normally takes a minimum of two years from the date a proposal is submitted for review to the date the Regents approve it.

The pre-proposal is not a final proposal. The purpose of a pre-proposal is to provide the Senate and others an opportunity to offer their input before a final proposal is drafted. Feedback from the review of the pre-proposal is taken into consideration in the drafting of the final proposal.

The Divisional Senate Chair distributes the pre-proposal for review by the Undergraduate Council (UGC), the Educational Policy Committee (EPC), and the Committee on Planning and Budget (CPB). Graduate Council (GC) is also a reviewer for proposals to establish new graduate schools. Following the reviews by UGC, EPC, CPB and GC (if applicable), the pre-proposal is discussed at Senate Council. Senate Council places the proposal on a Representative Assembly meeting agenda for a vote. Following the Divisional Senate review process, the Senate Chair reports back to the Chancellor.

If the Divisional Senate approves the pre-proposal, the Chancellor submits the pre-proposal to the UC Provost. The UC Provost submits the pre-proposal for review to the systemwide UC Academic Senate and to UCOP Academic Affairs for feedback. A systemwide Senate review then takes place, and the pre-proposal is reviewed by the University Committee on Educational Policy (UCEP) and the University Committee on Planning and Budget (UCPB). The Coordinating Committee on Graduate Affairs (CCGA) is also a reviewer for proposals to establish new graduate schools. Following the reviews by UCEP, UCPB and CCGA (if applicable), the pre-proposal is discussed at Academic Council. Academic Council's feedback is transmitted to the proponents, the UC Provost, and the Divisional Senate Chair. The feedback from UCOP Academic Affairs is also sent to the proponents, the UC Provost, and the Divisional Senate Chair.

A full (final) proposal is then drafted by the proponents, incorporating feedback from the pre-proposal phase. The full proposal is submitted through the same review process – Divisional Senate Review, systemwide Senate review and UCOP review. The full proposal must ultimately be approved by the systemwide UC Senate Academic Council before it can be submitted by the UC President to the UC Board of Regents for final approval.

Proposal for a Seventh Undergraduate College at UC San Diego

February 8, 2019

Background and Process

UC San Diego currently has a system of six residential undergraduate colleges. Each college brings together aspects of academics, student affairs, and residential life to deliver advising, general education, co-curricular programming, and student support in relatively small undergraduate communities. Each college is defined by an intellectual theme which, for most of them, is reflected in their college-specific general education requirements. Despite these themes, the colleges are not limited to particular disciplines or areas; students may pursue majors in any of UC San Diego's courses of undergraduate study in any college. All general campus faculty (as well as some faculty from Scripps Institution of Oceanography and Health Sciences) are affiliated with a college; a faculty provost is the administrative leader and is advised by a faculty executive committee that is elected by the college faculty. While affiliated with a college, faculty hold appointments in their home departments. Furthermore, each college has faculty from the full range of academic disciplines. Again, the colleges, despite emphasizing particular over-arching themes, are not tied to any particular academic field or area. In the context of this system we propose a seventh college ("7th College") to accommodate anticipated undergraduate enrollment growth.

The 7th College pre-proposal was approved in Winter-Spring 2018 by the Divisional Senate, the Academic Council, and the UCOP Provost. Provost Brown and several Senate committees provided valuable feedback, which we have incorporated into this proposal. This feedback is summarized in Appendix A.

Following approval of the pre-proposal, a Senate-Administration workgroup was convened in Summer 2018 to discuss the general education framework for 7th College and to explore possible themes. **This proposal puts forth the workgroup's recommendations as guidelines for the college's Academic Plan.** Thus, while this document does not propose a full academic plan, the proposed general education framework is sufficiently articulated to address academic rigor. Indeed, academic rigor is ensured by the Senate vetting that is required for all courses and programs, including Senate approval of the academic plan and curriculum and Senate ratification of the college's Senate Regulation (which encapsulates the general education curriculum), as well as the college's by-laws. The college requirements are held to WASC requirements, including the five core competencies, learning outcomes, and

assessment. Finally, like all academic programs, the college’s curriculum will undergo regular program reviews.

Given a projected start date of Fall 2020, we propose that the process for developing and approving the detailed academic plan run in parallel with the approval process of this proposal (which includes an academic framework). This is summarized in the following timeline:

November 2018	Faculty and Staff town hall meetings
December 2018	Appoint Academic Plan Committee
January 2019	Student town hall meeting
January 2019	Admissions submits changes for the layout of the Fall 2020 application
January-February 2019	Academic Plan Committee meets to develop an academic plan
March 2019	7 th College’s academic plan is submitted to Undergraduate Council. The academic plan includes the educational philosophy and theme, organizational structure, general education and distribution requirements, degree requirements, and deployment of faculty. Undergraduate Council submits its findings to the Divisional Senate Chair.
March 2019	Administration establishes 7 th College faculty organization and begins to recruit faculty.
April 8, 2019	Senate Council places the academic plan on a Representative Assembly meeting agenda.
April 16, 2019	Representative Assembly reviews Undergraduate Council’s findings and approves 7 th College’s academic plan.
April-May 2019	7 th College develops proposal to implement the academic plan for submission to Undergraduate Council. <ul style="list-style-type: none"> • Designate courses suitable to satisfy college requirements. • Develop curricula and syllabi for writing program. • Develop catalog copy. • Develop advising plans (four-year plans).
May 2019	Undergraduate Council approves the implementation details of the academic plan.
July 2019	Admissions updates webpage to include 7 th College; Registrar creates necessary infrastructure
Summer 2019	Upon Regents approval, 7 th College faculty formally appointed
Fall 2019	Search for 7 th College Provost begins

Fall 2019-Winter 2020	Students rank 7 th College in applications for Fall 2020
September 2019	7 th College faculty draft and approve the Faculty Bylaws and new Senate Regulation defining the Academic Requirements for 7 th College (to be numbered 635).
September 2019	7 th College submits the Faculty Bylaws and Senate Regulation to the Divisional Senate Chair.
October 2019	Undergraduate Council reviews the Regulation and the Committee on Rules and Jurisdiction reviews the proposed Faculty Bylaws and Senate Regulation for consonance with the Code of the Academic Senate. The committees submit their recommendations to the Divisional Senate Chair.
November 2019	Senate Council places the Faculty Bylaws and Senate Regulation on a Representative Assembly meeting agenda.
December 2019	Representative Assembly approves the Faculty Bylaws and Senate Regulation.
Winter-Spring 2020	7 th College Provost appointed; executive committee elected; college staff recruited; faculty recruited for college courses
Fall 2020	First class arrives

A. Need for a 7th College and fit within the UC system and within the segments

Enrollment pressures provide strong motivation for a 7th College (as well as an eventual 8th College). While UC San Diego’s steady state has been projected at 32,000 undergraduate students by 2035, unprecedented yield in the past several years has our campus currently at over 30,000 undergraduates. Thus, the 2035 target is almost a reality in 2018. Each of our six colleges has enrollments of around 5,000. Without additional colleges, each college’s enrollment would grow to over 5,300, which would severely impact our ability to serve our students. Indeed, at 5,000 per college, resources are severely taxed and this affects the student experience. Figure 1 shows the increase in enrollment over the past six years:

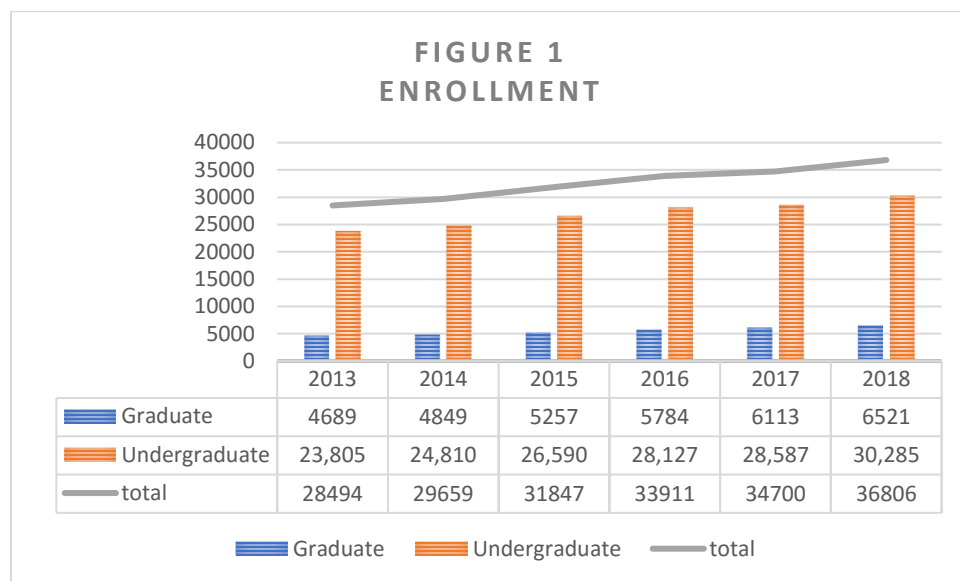


Figure 1

Colleges feel the strain of enrollment pressures in all areas: advising, student affairs, and housing. Furthermore, the colleges have maximally used available space. This means that even if we were to devote more staff resources to the existing colleges, we would have to produce additional space – either off-site, leading to a diminished student experience, or by building new office space. Furthermore, new staff would add to the already considerable supervisory duties associated with the deans of advising and of student affairs positions. In terms of housing, even at 4000 students, the existing colleges cannot fully accommodate all lower-division students. If the colleges grew to 5,300 students, they would only be able to guarantee one year of housing. In other words, increasing the population of each of the existing colleges to accommodate the projected 32,000 students would inevitably diminish the student experience. Instead, a plan that explores smaller additions to existing college housing and provides for two additional colleges would allow us to improve services for all students.

Operational experience related to the realities of accomplishing administrative functions, academic advising, student affairs advising, student programming, housing, and dining within a college’s physical footprint all point to 4,000 as a goal for the number of students per college. A 7th, and eventual 8th, college represents an essential feature of the campus’ long-range development plan to create a unique residential and academic experience for our undergraduates. Our campus Strategic plan includes a commitment to create a student-centered university; new colleges are essential to achieve this.

An important consequence associated with the development of successful colleges is the need to develop housing capacity to accommodate approximately half of a college's students: this is best done via residence halls and apartments which integrate the students into the college. This need is supported by historical evidence, including attested patterns of housing demand, which suggest desirability for on-campus housing for the lower-division years with a tapering of demand in subsequent years.

Nevertheless, UC San Diego's long-range development plan is based on an ambitious goal of guaranteeing housing for four years to all students. This includes college-based lower division housing, as well as on-campus upper-division housing. Again, this plan is in the service of a student-centered university.

As a result of rapid student growth and unprecedented housing demand, creative measures have been necessary to provide additional student on-campus housing. The campus currently houses 11,593 undergraduate students (9,329 in colleges and 2,264 in non-college transfer student housing). The design capacity of the residential areas in the six colleges is 7,520, leading to an over-capacity variance of 1,809. Furthermore, 2210 lower-division students are housed outside their colleges – either in the transfer student housing facility or in other colleges. This clearly undermines the goals of a residential college experience. The long-term goal is to allow for decompression of existing housing while balancing out total student enrollment to about 4,000 per college; this allows for increasing the percentage of students housed per college and allows almost all lower-division students to be housed in their own college, with minor spill over to contiguous colleges. Details of this plan are discussed in Section C.

From the above it should be clear that the need for a new college is based both on enrollment growth and our strategic plan's commitment to being a student-centered public university. UC San Diego is one of the UC campuses that has growth capacity, which is why we expect to add at least 2,000 new undergraduates in the coming years. Given that our undergraduate college system is a key framework through which we support students' learning and development, adding a 7th College would allow us to manage this enrollment growth in a way that ensures student success. It will not only enable us to admit more students but to contribute to system-wide efforts to make the full benefits of a UC education available to California's students and boost degree attainment. In other words, the college system at UC San Diego is one of the signature ingredients for the quality of the overall undergraduate educational experience on campus and the development of additional colleges will preserve and enhance that experience even as our enrollment grows.

Because the increased enrollments reflect increases in UC-eligible Californians, there is a clear unmet societal need and student demand for a 7th College. The new college is

expected to attract the same highly qualified undergraduates as the other colleges and as graduates of UC San Diego, they should enjoy the same excellent post-graduate opportunities as all of our graduates.

As part of UC San Diego's undergraduate college system, 7th College's structure and administration would be similar to that of the other colleges and its academic theme would be complementary. While each college has its individual academic profile and unique traditions, all colleges, including a 7th College, share a commitment to holistically serving undergraduates in a relatively intimate environment. Furthermore, college leaders collaborate closely to ensure all UC San Diego undergraduates are effectively served in a uniform fashion. Thus, 7th College's leaders (e.g., provost, dean of academic advising, dean of student affairs, and director of residence life) would participate in pan-college councils and campus-wide committees. Because the college system is integral to UC San Diego's strategic plan for being a student-centered campus, the 7th College will likewise be a core part of this initiative.

Again, UC San Diego is a growth campus and as societal demand for UC access grows, so will our enrollments. In this way, the addition of a new college contributes to meeting fundamental goals of the UC system. The strengths of our college system, which a 7th College will enhance, allow our campus to compete favorably with other universities - both within and outside of the UC system.

B. Academic Rigor

At UC San Diego, general education is provided by the undergraduate colleges. In addition, each college requires college-level writing courses (which may or may not be disjoint from the general education courses). These requirements follow AAC&U guidelines and provide necessary overlap of college and major requirements:

- Approximately 1/3 units (60) college requirements, including general education
- Approximately 2/3 units (120) major requirements and electives

The general education courses may consist of courses developed within the college or may be chosen from courses offered in academic departments. The writing courses may be stand-alone college writing courses or may be embedded in the college general education courses.

The Divisional Senate Educational Policy Committee recommended that, as part of the planning process for 7th College, the campus creatively reimagine general education requirements (see Appendix A). To this end, a Senate-Administration workgroup was

charged with developing a framework for the intellectual focus and academic mission of the college. The workgroup met Spring through Summer 2018. As charged, the workgroup began by looking at innovations and best practices in the field of general education. This included a survey of about a dozen institutions and a review of recent general education literature. Several desiderata emerged from these discussions; this document summarizes these and provides a framework for a general education scheme. It also summarizes the workgroup's discussion on the idea of a college theme.

i. Approaches to General Education

General Education provides a cornerstone to a liberal arts education. It exposes students to diverse manners of thought and inquiry; it introduces multi-disciplinary content, and provides writing-intensive training. It also provides training in skills that allow for productive careers and engaged citizenship. While, in many cases, the discipline-specific content of one's major will be crucial for post-graduate study and careers, a liberal arts education embeds this training in a broader perspective and develops many assets that may be absent from major coursework.

Traditionally, there have been two approaches to general education: required courses or alternatives (see Commission on General Education in the 21st Century 2007).

Under the required course approach, students are required to take prescribed courses as at least part of their general education. Four of the six undergraduate colleges at UC San Diego instantiate this approach: the core sequences at Revelle (Humanities), Marshall (Dimensions of Culture), Roosevelt (Making of the Modern World), and Sixth (Culture, Art, and Technology) are taken by all students who enter as first time full-time students; these combine two quarters of intensive writing with specific thematic content, as well as subsequent quarters with specific content. In several cases, the core sequences are closely aligned with the college theme.

The alternatives approach to general education represents a move away from prescribed courses in favor of a designated menu of breadth requirements. Students choose from a variety of options within various categories (e.g. arts, humanities, physical sciences, and social sciences). At UC San Diego, all colleges use this approach to some degree. For example, in Muir and Warren colleges, while all students take two prescribed writing intensive courses, these are stand-alone, and not theme-based. The remainder of the general education requirements come from an array of choices offered in the academic departments. Consequently, Muir's intellectual theme of sustainability has no formal reflection in its general education. Warren does require two courses reflecting their ethics and society theme. Even the four colleges with core

sequences employ the alternatives approach to round out their general education requirements, requiring a variety of breadth courses from various departments.

Either approach – prescribed courses or alternatives - provides breadth of academic content. At UC San Diego, the four colleges with required courses include aspects of humanities and/or social sciences in the core sequences and all colleges use the alternatives model for additional breadth. Each approach has its advantages. The core courses often serve to introduce students to the college culture and can result in bonding and a sense of cohort. The alternatives approach allows students to explore outside their initial interests, sometimes leading to a new choice of major. It is likely that Muir's flexible requirements contribute to its status as the most popular college (in terms of applications). In addition to breadth of content, general education demonstrates diversity of thought: It provides students with exposure to the different intellectual traditions that make up the academy. This may be even more important than content, as it potentially prepares students to view the world and challenges from diverse points of view.

Of course, only if students recognize and take advantage of the value of general education will they obtain the above benefits. Much of the recent literature stresses the importance of making general education relevant and sustained. In particular, students should have the opportunity to engage with material from general education courses beyond the courses themselves. This is on par with many major requirements, which often use pre-requisite structures to achieve depth in the discipline. In the case of general education, not only should there be the opportunity for depth, but subsequent coursework should engage its multi-disciplinary material. Finally, students should remain engaged in this material throughout their academic careers; general education should not be confined to the lower-division level.

ii. Structuring General Education

Over the past decade there has emerged a body of literature – much in the form of American Association of Colleges and Universities (AAC&U) publications - that emphasizes the need to structure general education in a way that addresses the issues raised in the last section. While diverse modes of inquiry and liberal arts content continue to be important goals, it is also important to structure a program in a way that favors student engagement in general education. To that end, the literature identifies several best practices:

- Interweave general education through the academic career
- Engage students in interdisciplinary work that brings modes of inquiry and content from several areas (including students' majors)
- Focus on solving difficult problems through capstone (or 'signature') projects
- Provide tools for written and oral communication and collaborative projects
- Incorporate high-impact practices, including community-based projects, internships, study abroad, and the like
- Employ inclusive pedagogical practices in recognition of a more diverse student population

The challenge before us is to scale a program to serve the approximately 4,000 students in 7th College. Furthermore, if general education is to be included throughout the academic career, all 7th College students will be simultaneously engaged in some form of general education at any given time. Since UC San Diego often cites our college system as embedding liberal arts colleges in a large R1 research university – we should embrace the challenge of designing the above practices into a college's general education program. The following section describes our proposed framework for accomplishing this ambitious goal.

iii. UC San Diego General Education Guidelines

We begin with general education guidelines that have been approved by the Divisional Academic Senate. All current colleges' general education curricula are consistent with this framework:

Guidelines for College General Education Requirements

Requirement:	BA/BS in Arts and Sciences	BS in Engineering
Minimum Number of Courses for a college's general education (GE) requirement	At least 14 4-unit courses	At least 12 4 –unit courses
Limit on Overlapping Courses with a Major	At least 11 GE courses outside the requirements specified by student's major	At least 9 GE outside the requirements specified by student's major
Breadth Requirement	<ul style="list-style-type: none"> • At least 11 of the 14 GE courses must be taken from a minimum of four departments or programs. • Courses required by the student's major will not count toward the breadth requirement • Writing program sequence will count as one area outside the student's major to fulfill this requirement 	<ul style="list-style-type: none"> • At least 9 of the 12 GE courses must be taken from a minimum of four departments or programs. • Courses required by the student's major will not count toward the breadth requirement • Writing program sequence will count as one area outside the student's major to fulfill this requirement

	<ul style="list-style-type: none"> • Must require graduates to meet minimal requirements in Humanities/Fine Arts, Social Sciences, and Mathematics/Natural Sciences 	<ul style="list-style-type: none"> • Must require graduates to meet minimal requirements in Humanities/Fine Arts, Social Sciences, and Mathematics/Natural Sciences
Writing Requirement	At least 5 courses (including GE and courses in the major) must require writing a paper or papers.	At least 5 courses (including GE and courses in the major) must require writing a paper or papers.
College Requirements	Optional: Specify more than these minimum requirements and/or require certain course sequences or course distributions, as long as they are consistent with the above four requirements	Optional: Specify more than these minimum requirements and/or require certain course sequences or course distributions, as long as they are consistent with the above four requirements

General Requirements for an undergraduate degree:

- Satisfactory completion of at least 180 units, including 60 upper-division units
- A major consisting of at least 12 four-unit upper division courses (48 units)
- Fulfillment of GE requirements
- Fulfillment of Entry Level Writing Requirement (ELWR), American History and Institutions requirement, Diversity, Equity, and Inclusion requirement
- Meet residence requirements
- At least a 2.0 grade point average

iv. Proposed Framework: Alternatives and Capstones

The framework described here brings together required courses and alternatives – much like four of the current six colleges. However, this framework replaces the required core sequence with a series of capstone courses. In addition, both the alternatives and the capstone courses are spread out throughout the academic career. This framework assumes 14 four-unit courses (some of which may overlap with major coursework). This is roughly in line with the 1/3 ratio between general education and other coursework (i.e., 60 units out of 180) and adheres to the Divisional Academic Senate-approved general education guidelines.

a. Alternatives

As in many alternatives-oriented general education programs, the diverse modes of inquiry and liberal arts content will come from courses taken in academic departments and chosen from a variety of fields – e.g., Arts, Humanities, Social Sciences, Natural Sciences, and Quantitative Reasoning. To ensure intellectual coherence and depth, while retaining sufficient selection to guarantee course availability, these courses will be carefully curated, possibly around the college's intellectual theme. If 10 out of the 14 general education courses were structured as alternatives, students might take two courses in each of the above five fields. As is currently the case in other colleges, some overlap between alternatives courses and courses taken in the major can effectively reduce the number of alternatives students take beyond other coursework. It is worth emphasizing that this would apply equally for all students, regardless of major, and all students would achieve similar breadth, regardless of whether some of the breadth comes from the major versus general education alternatives. An additional benefit of allowing some overlap comes from students who branch into new majors due to their alternatives exploration. Finally, students will be required to take alternatives courses throughout their academic careers – at a rate of 2-3 per year.

We emphasize the importance of curating these courses so they connect meaningfully to each other and to the capstone courses. One possibility would be to invite departments to develop courses tailored to these requirements, allowing the college to design a coherent inter-departmental curriculum that emphasizes, among other things, writing, critical thinking, foreign language and cultures, and historical and multicultural understanding. While students may explore these areas through a variety of alternatives curricula, it is important that these curricula be structured and coherent. It is also important to create sufficient courses and availability to accommodate all participating students.

b. Capstone Courses

Capstone courses will bring together modes of thought and content from both alternatives courses and other coursework, including major courses, the campus-wide Diversity, Equity, and Inclusion requirement, and electives. These courses focus on inter-disciplinary approaches to complex problems. They will provide a mix of individual and group work that entails significant writing and oral presentations. Students will be required to bring modes and content from their general education, Diversity, Equity, and Inclusion course, and major coursework. Some courses focus more on writing, others on community-based projects, and others on group work. Regardless, the theme of each course will be collaborative, interdisciplinary work confronting difficult problems. Such a structure is designed to accomplish all of the best practices detailed above. Finally, because these are organized according to entering classes, the capstone courses help form a feeling of shared experience and cohort.

The capstone courses might be organized into two writing-intensive first-year and second-year courses, followed by one upper-division course that emphasizes collaborative work followed by poster or oral presentations.

The full academic plan will prescribe more detailed structure for the capstone courses. However, the guiding principle will be to require students to engage in material they have studied in their alternatives and other courses. This is the glue that binds the general education framework and helps keep the alternatives connected and relevant within the student's overall academic pathway. Putting together both the curated alternatives and the capstones, the framework is designed to form a coherent liberal arts general education that has advantages of both required courses and alternatives.

c. High Impact Course

To round out the general education curriculum – ten alternatives and three capstones – a final, high impact course will allow students to pursue their interests, selecting from a variety of high impact educational venues, e.g., a departmental capstone, internship, practicum, or study abroad. Thus, while the three capstones engage major and other coursework, the high-impact course allows for experiential work in the major or in other areas.

d. Writing and Design

Each of the current six colleges requires two writing intensive courses. These are either stand-alone (Muir or Warren) or embedded in the core sequences. Similarly, two of the 7th College capstone courses (those for the first and second years) should include an

intensive writing curriculum. The writing assignments will include interdisciplinary projects and may emphasize writing both within and across disciplines. The third capstone would focus on collaborative projects and culminate in research presentations.

The workgroup's review of other institutions' curricula revealed that the Sweet Briar general education program, which has helped revitalize their undergraduate curriculum, includes a 'design thinking' course. Our new college has the opportunity to leverage UC San Diego's Design Lab, which already offers courses and minors for undergraduates, by incorporating a broadly-conceived design component into the general education program. We propose to approach design as a holistic, interdisciplinary and collaborative process that hinges on iteration, testing, feedback, and learning in the process of making. While design is often associated with commodities like furniture or technological systems, we instead propose to teach students iterative, holistic methods for producing a wider range of humanistic interventions, including writing, film, and policy. Indeed, design offers a process for tackling the very interdisciplinary complex problems that we want students to attain experience in addressing.

This notion of design will challenge students to draw on their alternatives coursework in making sense of complex problems, and learning how to engage communities to make imagined futures that can exist in the social dynamics of a global world.

Writing, then, has two modes in this approach to general education. One mode is writing to think, synthesize, reflect, and critique. In the second, design-oriented mode, writing produces textual and multimodal artifacts to circulate and produce effects on reader-users, whether investigative journalism, scientific reports, or presentations. Both forms are important and will be incorporated into the capstone curricula – the former prevalent in the first two, writing-intensive courses, while the last capstone will be more design-oriented, providing a vehicle for students to engage in complex, interdisciplinary problem solving with wider communities and public. In addition, department alternatives can be curated with these goals and modes in mind.

e. Competencies and Skills

Oftentimes the goal of a liberal arts education is cast in terms of gaining competencies and skills. In recent years there has been increased discussion of how universities prepare students for their future lives as active members of the workforce and thoughtfully engaged citizens of a global society. The UC San Diego Education Initiative Workgroup has identified 12 competencies to promote student success and development:

- Critical Thinking and Problem Solving
- Research Ability
- Oral, Written, and Digital Communication
- Teamwork and Cross-Cultural Collaboration
- Understanding Global Context
- Leadership
- Innovation and Entrepreneurial Thinking
- Self-Reflection
- Civic Engagement and Social Responsibility
- Digital Information Fluency
- Career Development
- Professionalism and Integrity

Several of these may be incorporated in capstone learning goals.

f. Transfer Students

The above Alternatives and Capstones framework is structured around a four-year college experience – it assumes students enter as first time full-time students and stay in the college for four years. However, one-third of our undergraduates enter UC San Diego as transfer students – either from community colleges or other four-year institutions. Transfer students often complete a program of study – Intersegmental General Education Transfer Curriculum (IGETC) that allows them to complete most general education requirements at a California community college. How might transfer students benefit from the Alternatives and Capstone framework without having to take a significant number of additional general education courses?

Because the framework is structured to require general education throughout the academic career, transfer students, as upper-division students could simply take the upper division portion – that is, about five alternatives and two capstones. However, at seven courses, it is unlikely that transfer students would want to enroll in a college with this steep a requirement. This suggests that IGETC transfer students might use the experience from their previous institution to cover the alternatives portion of general education and take one to two capstones.

A related question arises when considering whether some alternatives might be waived based on AP (or IB/A-Level) credit. The current six colleges differ in their approaches – often allowing students to skip the first course in some sequences based on AP scores. The detailed academic plan for 7th College will need to outline which lower-division

alternatives will be impacted and how the coherence of the course and capstone sequences will be preserved.

g. Staffing

The campus will need to provide resources to accommodate increasing enrollments. This is true regardless of whether there are additional colleges and regardless of 7th College's general education framework. Under any scenario, there need to be sufficient faculty to provide general education courses to serve all of our undergraduates. In the absence of additional colleges, staffing increase will be necessary to offer more sections – both in college core sequences and in departmental alternatives. If 7th College adopted one of the existing general education frameworks, there would be increased faculty and Teaching Assistant requirements to cover additional writing classes, departmental alternatives, and, possibly, core sequences. Thus, the creation of 7th College and adopting the alternatives and capstones framework does not pose additional staffing pressure that the campus is not already facing. This said, it is the case that the existing colleges struggle to staff core courses, writing courses, and find sufficient Teaching Assistant support. These difficulties fall into two categories: recruiting Senate faculty to teach in college core sequences and finding enough Teaching Assistant support. The problem is exacerbated by the fact that both faculty and TAs tend to come from Arts & Humanities and some Social Sciences departments in fields with limited graduate programs. It is particularly important that 7th College (as well as existing colleges) maintain quality teaching staffs and well trained and qualified Teaching Assistants. There several ways to address this:

- Increase the number of FTEs in departments that provide teaching support to the colleges. This might be in the form of Teaching Professor (L(P)SOE) positions that are responsible for both department-based alternatives courses and capstone courses. The Campus Multi-Year Faculty Growth Plan calls for 150-200 new ladder-rank FTEs over the next several years; staffing the general education courses should be a consideration in this FTE growth.
- Diversify the faculty and Teaching Assistant pools. The interdisciplinary nature of the capstone courses raises the possibility that faculty and Teaching Assistants from other divisions may be well suited to the program.
- Develop Teaching Assistant guarantees between the colleges and departments to simultaneously provide Teaching Assistants for the colleges and funding for departments – eventually departments to reliably grow their graduate programs. A committee created such a plan a few years ago and is currently meeting to work on next steps.

To scale the capstone courses, 7th College will need to serve about 2300 students each year. This assumes that two-thirds of the 4000 students enter as first time full-time students and take capstone courses during their first two years (670 each year); 1000 upper-division students (including those who enter as first time full-time students and transfer students) would take an upper-division capstone each year. Many of these should be organized as distinct small courses, led by graduate students with Associate-In appointments, that meet periodically as larger faculty-led lectures. Others might be led by a combination of Senate and non-Senate faculty, with significant Teaching Assistant support to provide students with the high touch necessary for successful implementation. In either modality, faculty instructors would focus on the multi-disciplinary work, while graduate students would supervise individual and group projects. The faculty and Teaching Assistant (or Associate-In) staffing needed for this arrangement would be similar to that found in other colleges. This includes a Teaching Professor (L[P]SOE) who serves as director of the capstone program, other Senate faculty and/or Unit 18 Lecturers who teach capstone courses, and graduate Teaching Assistants/Associate-Ins.

The capstone program director is appointed to the college; this is the only Senate faculty appointment in the college (the provost retains departmental affiliation, with an administrative position in the college). Other faculty, whose primary appointment is in another unit (e.g. a department), nevertheless have college affiliations. Every General Campus faculty member, and some in Health Sciences and the Scripps Institution of Oceanography, is associated with one of the undergraduate colleges. As new faculty are recruited to campus, the Council of Provosts (currently the six college provosts) assigns them to one of the colleges, balancing various factors – e.g., diversity, disciplinary breadth, and alignment with the college theme. Over the next two academic years, we will invite existing faculty to join 7th College; we will also begin to assign new faculty to the college. These affiliations will be contingent on approval of the college's proposal and will become official once the college is approved.

We project that a search for the 7th College provost will take place in Fall 2019 (again, contingent on approval); this will be a campus-internal search limited to tenured faculty. The provost will assemble a faculty Executive Committee from the 7th College-affiliated faculty to draft the Senate Regulation and college by laws. These will require ratification by the college faculty and the Divisional Academic Senate.

h. Equity, Diversity, and inclusion

UC San Diego has made significant progress in creating an equitable, diverse, and inclusive campus. Our campus is an emerging Hispanic Serving Institution; we expect

to achieve Hispanic Serving Institution status in a few years. A Vice Chancellor's office for Equity, Diversity, and Inclusion was established in 2012 and has been instrumental in leading efforts related to the student experience and faculty recruitment. Student Affairs has established an Office for Student Retention and Success. Nevertheless, there is still considerable work to be done, including increasing recruitment of African-American and Native-American students, continuing efforts to diversify the faculty cohort, and addressing attainment gaps that exist between underrepresented students and others. The six undergraduate colleges have collaborated with other campus units in several efforts related to equity, diversity, and inclusion; for example:

- Resident Assistants undergo equity-minded training.
- Colleges partner with Student Affairs in the Success Coach Program and in Advising Chancellor's Associates Scholars (this latter a scholarship program designed to increase diversity).
- Several of the colleges have identity-based living and learning communities
- All of the colleges contribute to the Summer Bridge Program.

7th College will similarly be expected to make equity, diversity, and inclusion a significant priority.

Note that the colleges do not participate directly in the university's admissions process and do not have college-specific outreach programs. Rather, applicants rank their college preferences when applying to UC San Diego. Admitted students are assigned to colleges based on a variety of factors; these include applicant preference, holistic admissions scores, diversity, and space availability. Thus, the diversity of the 7th College student body will be determined by this procedure. The overall diversity of UC San Diego's applicant pool results from the efforts of the central Office of Enrollment Management (reporting directly to the EVC), which undertakes outreach to local, state, national, and international communities to encourage diverse students to apply. This is a campus-wide priority and all colleges are aligned with these goals – 7th College will be no exception.

v. College Theme

The UC San Diego undergraduate college system is characterized by unique intellectual themes, such as sustainability or social justice, that serve as an important aspect of college identity. In some cases, the theme forms the basis for curating alternatives in the general education program and leads to the character of co-curricular programs. Discussion of possible themes for 7th college has consistently emphasized the need to

select an enduring and broadly meaningful theme. Appendix B surveys some of the themes mentioned in previous discussions.

From more recent discussions, based on input from town hall meetings and discussions between the 7th College Workgroup, administrators, and Senate leadership, it is clear that the theme should have real intellectual content and be sufficiently focused. However, the theme also should connect with multiple academic areas. Given the need to curate the alternative courses and the interdisciplinary nature of the capstone courses the college theme should allow both college-specific alternatives courses and interdisciplinary projects that potentially engage arts, humanities, social sciences, natural sciences, and quantitative reasoning.

One theme has emerged from discussions between the workgroup and the Senate that meets these criteria: “A Changing Planet”. Not only is this clearly aligned with the Strategic Plan’s research theme “Understanding and Protecting the Planet,” but it also connects deeply with at least two others (“Enhancing Human Life and Society” and “Understanding Cultures and Addressing Disparities in Society”). While there may be some overlap with Muir’s sustainability theme, this is broader; furthermore, Muir’s theme is not reflected directly in its general education requirements.

The notion “A Changing Planet” has obvious connections to climate change and other environmental issues. However, it might also refer to political and social change as well as changing technologies and artifacts.

There have been various suggestions regarding prefixing a verb (or other phrase) to the “changing planet” concept, e.g. “Addressing a Changing Planet”, “Understanding a Changing Planet”, “Designing for a Changing Planet”, “Equity in a Changing Planet”, among others. Refinements may depend on, among other considerations, the types of courses departments propose for alternatives. It is easy to envision how all divisions on campus could contribute courses related to such a theme. From Arts (UC San Diego’s strength in border art), Humanities (historical, ethical, and literary responses to change), Social Sciences (multiculturalism, economic change, environmental economics, political systems, migration studies, foreign language, language change), Natural Sciences (including public health and disease prevalence; ocean warming and rise, geographic distribution of species; new technologies, materials, and medicines), and quantitative skills (quantitative tools for analyzing change, use of data).

A theme like this needs further focus – this is best left to the committee that develops the academic plan in consultation with the departments. Nevertheless, it has potential

to clearly structure the general education curriculum in a way that involves all areas and promotes interdisciplinary work.

vi. Sample Curricula and 4-year completion plans

The following summarizes the alternatives and capstones framework sample general education curricula for incoming first time full-time students and transfer students.

Incoming Freshmen:

Alternatives -Two courses each from pre-curated selections from:

- Arts
- Humanities
- Social Sciences
- Natural Sciences
- Quantitative Reasoning

Capstones – three capstone courses

One high-impact course

Year 1: 2-3 alternatives, one capstone

Year 2: 2-3 alternatives, one capstone

Year 3 or 4: 2-3 alternatives, one capstone, one high-impact course

Incoming Transfer Students

Alternatives – completed through IGETC; otherwise by petition or taken at UC San Diego

Capstones – one capstone course

One high-impact course

Year 1: alternatives, as needed, one capstone

Year 2: alternatives, as needed, one capstone, one high-impact course

Four-year completion plans are available for all majors and colleges. To test the feasibility of the proposed framework, a mock college was set up, allowing testing of various majors. The following is a sample four-year plan for the general Linguistics major:

Linguistics – Four-Year Plan (180 total units):

Year 1	Fall (13 units) Language Req. (5) GE Alternative (4) Elective (4)	Winter (13 units) Language Req. (5) GE Alternative (4) Elective (4)	Spring (13 units) Language Req. (5) GE Alternative (4) Capstone (4)
Year 2	Fall (13 units) Language Req. (5) LIGN 101 (4) GE Alternative (4)	Winter (16 units) LIGN Elective (4) GE Alternative (4) Elective (4) Elective (4)	Spring (16 units) LIGN Elective (4) GE Alternative (4) Capstone (4) Elective (4)
Year 3	Fall (16 units) LIGN Elective (4) LIGN 110 (4) GE Alternative/DEI (4) Elective (4)	Winter (16 units) LIGN 111 (4) GE Alternative (4) Elective (4) Elective (4)	Spring (16 units) LIGN 120 (4) LIGN Elective (4) High Impact (4) Elective (4)
Year 4	Fall (16 units) LIGN Elective (4) GE Alternative (4) Elective (4) Elective (4)	Winter (16 units) LIGN 121 (4) GE Alternative (4) Elective (4) Elective (4)	Spring (16 units) LIGN 130 (4) LIGN Elective (4) Capstone (4) Elective (4)

This demonstrates that a major like Linguistics, with the minimum of 48 upper-division units (and relatively few lower-division requirements), can easily accommodate the Alternatives and Capstones general education framework, with room for both major requirements and a significant number of electives (which could be used for a minor or towards a double major).

On the other extreme, we created a four-year plan for Bioengineering, which has significant lower-division requirements and 86 units of upper-division requirements. By allowing overlap between major requirements and GE alternatives in quantitative and natural science areas, these students would take only seven separate GE alternative courses (one of which could overlap with the campus DEI requirement) and the four capstones:

Bioengineering (Biotechnology) – Four-Year Plan (194 total units):

Year 1	Fall (16 units) MATH 20A (4) CHEM 6A (4) GE Alternative (4) GE Alternative (4)	Winter (18 units) MATH 20B (4) CHEM 6B (4) PHYS 2A (4) BENG 1 (2) GE Alternative (4)	Spring (20 units) MATH 20C or 31BH (4) CHEM 6C (4) CHEM 7L (4) PHYS 2B (4) Capstone (4)
Year 2	Fall (16 units) MATH 20D (4) CHEM 40A (4) BILD 1 (4) GE Alternative/DEI (4)	Winter (14 units) MATH 18 or 31AH (4) PHYS 2C (4) PHYS 2CL (2) CHEM 10B (4)	Spring (16 units) MATH 20E or 31CH (4) BENG 100 (4) MAE 8 (4) Capstone (4)
Year 3	Fall (16 units) CENG 101A (4) MAE 170 (4) BICD 100 (4) GE Alternative (4)	Winter (16 units) BENG 123 (4) BENG 130 (4) BENG 168 (4) GE Alternative (4)	Spring (17 units) BENG 187A (1) BENG 103B (4) BENG 186A (4) BENG 160 (4) Capstone (4)
Year 4	Fall (16 units) BENG 187B (1) BENG 161A (4) BENG 162 (4) BENG DE (3) BENG 166A (4)	Winter (16 units) BENG 187C (1) BENG 161B (4) Tech Elective (4) BENG DE (3) GE Alternative (4)	Spring (13 units) BENG 187C (1) BENG 125 (4) Tech Elective (4) High-Impact (4)

Due to greater required lower- and upper-division units, this is a more challenging plan to finish in four years. There are three quarters with more than 16 units (18, 20, and 17). However, if we compare this with other colleges, we find that the same major is, overall, similarly challenging:

College	Total Units	Quarters with > 16 Units
Revelle	206	7 (20, 22, 18, 17, 17, 18, 21)
Muir	194	3 (18, 18, 17)
Marshall	194	3 (20, 22, 18)
Warren	190	2 (18, 17)
Roosevelt	206	4 (20, 22, 18, 17)
Sixth	194	2 (20, 22)

vii. Conclusion

The framework proposed here combines aspects of both the required course and alternatives models, but frames the required courses into capstones that promote interaction between the alternatives, major, DEI, and other coursework. The capstone courses are unified in their emphasis on using interdisciplinary perspectives to address difficult problems, focusing on the twelve competencies.

C. Financial Viability

i. FTE Requirements

a. Academic

The undergraduate college system at UC San Diego calls for the instructional faculty to be drawn primarily from the Senate faculty appointed in the academic departments and divisions. Because the provost is recruited from current UC San Diego faculty, this position does not require a new FTE. There is compensation associated with the position above the provost's faculty salary (and some small compensation to the provost's department for course relief). The budget for the provost is reflected in multi-year budget plan.

The capstone program will be led by a Teaching Professor appointee. The instruction will be supported by the Teaching Professor, Unit 18 lecturers (estimated at 1 FTE), Senate faculty assigned from current departments (~12 courses) and Graduate Teaching Assistants (estimated at 20 FTE) would be hired as needed for the capstone program.

The budget for these positions is reflected in the capstone section of the multi-year budget plan.

b. Staff

While new staff FTEs would be required, the need for an increase in advising staff and student services staff actually arises from our campus' enrollment growth, rather than from the advent of a new college. At steady state we expect approximately 30 staff FTE. The staff would be phase in as the incoming students are added reaching a steady state in four years. The following is a typical organizational chart for an undergraduate college:

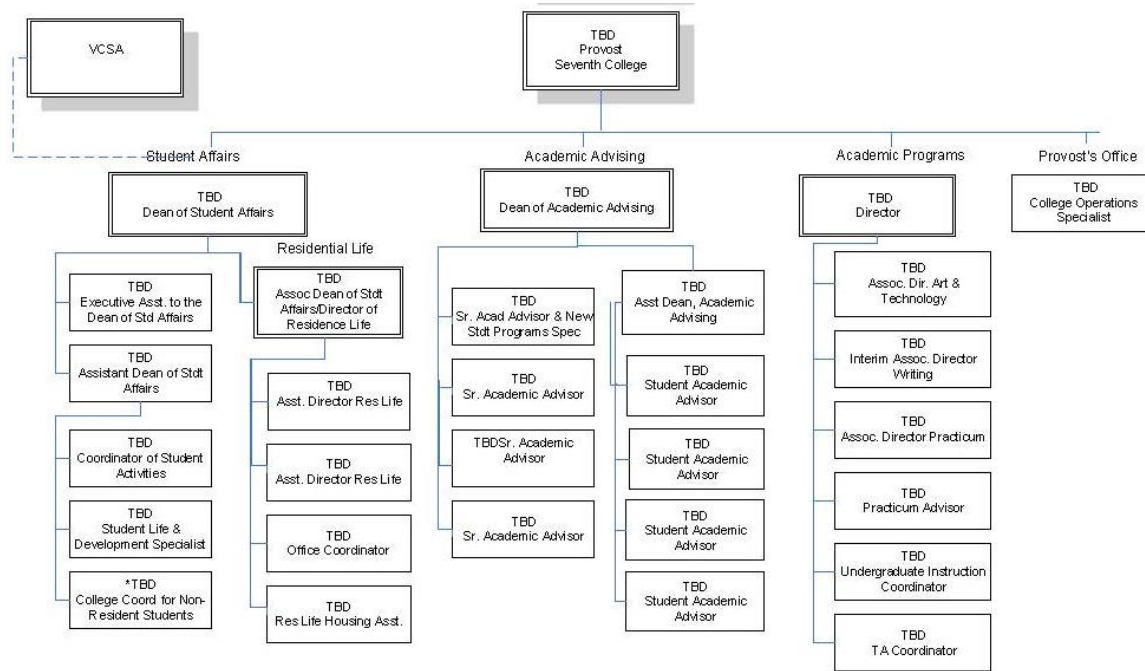


Figure 2

ii. College Facilities

The location for 7th College is part of the campus long-range development plan – one that will significantly increase undergraduate housing availability. As discussed in section A, undergraduate housing is severely impacted – over 2,000 beds over design capacity and with significant numbers of lower-division students living outside their colleges. Figures 3 and 4 show the current and projected distributions of college housing:

Location	2018-19 Enrolled	2018-19 Housed	Percent Housed	Design Capacity	Variance	2027-28 Enrolled	2027-28 Housed	Percent Housed
Revelle	5,100	1,811	36%	1,400	411	4,000	1,700	43%
Muir	5,040	1,466	29%	1,230	236	4,000	1,630	41%
Marshall	4,910	1,229	25%	1,060	169	4,000	1,745	44%
Warren	5,070	1,743	34%	1,300	443	4,000	1,780	45%
Roosevelt	5,020	1,531	30%	1,230	301	4,000	1,680	42%
Sixth	5,140	1,549	30%	1,300	249	4,000	1,600	40%
Seventh						4,000	1,750	44%
Eighth						4,000	1,700	43%
	30,280	9,329	31%	7,520	1,809	32,000	13,585	42%
Non-College Beds		2,264					6,300	
TOTAL:		11,593	38%				19,885	62%

Figure 3

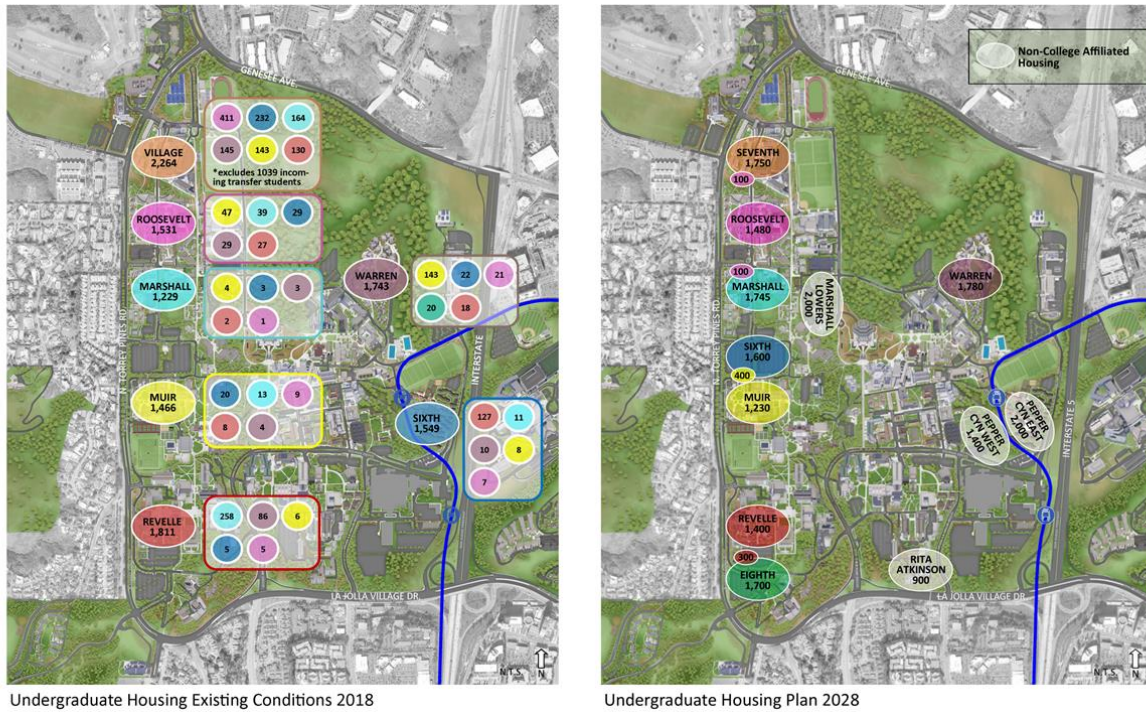


Figure 4 – boxes indicate housing outside of colleges (color coded)

With the construction of a significant number of new undergraduate beds, combined with renovations and strategic conversions, this plan would increase the percentage of all undergraduate students housed from 39% to 62% by 2028, enabling campus to provide a four-year housing guarantee, with pricing arranged at 20% below market rate. Also included in the 2028 plan are four areas devoted to upper-division housing (both transfer and non-transfer).

The above plan calls for 7th College to be located in The Village – two high-rise facilities previously reserved for transfer students (but now also serving 1225 lower-division students outside their colleges). Three aspects of the plan make this possible:¹

- Graduate students currently occupy the Rita Apartments; they are scheduled to move to new graduate student housing in 2020 (900 beds)
- The North Torrey Pines Living & Learning Community is under construction; Sixth College is schedule to move there in 2020 (located between Muir and Marshall Colleges – 2,000 beds).
- The current Sixth College housing will be remodeled for upper-division housing in two phases (2022 – 1,400 beds and 2028 – 2,000 beds).

These changes will free space in the Village, beginning in 2020, to become the new home of 7th College. Relatively minor renovations will create the necessary administrative space.

Capital costs

The conversion of the Village to 7th College housing requires no additional capital costs for the housing portion. The Village currently has a residential life space that is equivalent to the other colleges; thus, the conversion 7th College to residential life space also requires no additional funding.

The only capital cost will be a renovation to create academic support spaces for the provost, student affairs and advising functions. A Housing Dining and Hospitality unit team will relocate to another space thereby releasing ample space for the Provost and student support offices. The 2nd floor gallery space in Village East, Building 6 is 4,114sf; the Village West, Building 2 second floor has existing offices at 2,807sf; the 1st floor spaces, after conversion will be 2,949sf. This provides for a total turnover of

¹ In addition, the housing at Marshall College will be renovated, with new housing at an adjacent site. Other Marshall housing (Marshall Lowers) will be renovated for upper-division housing.

9,870sf which will make it similar in size to the other colleges administration and advising spaces. The renovation cost is estimated to not exceed \$1 million.

iii. Budget

Two sources of revenue support the colleges at UC San Diego. The administration, academic program and student affairs staffing are supported by the campus core funds (state, tuition and student service fees). At a steady state of ~4,000 students, the students in the college will generate approximately \$50M in resident tuition, non-resident supplemental tuition, and state support (net of financial aid) to the campus. Roughly 7% of that revenue will be needed to support the core funded portion of College. The residential life program is supported by student housing income, and is included in the housing fees charged to residents of campus housing.

iv. Multi-year plan

Assuming the College is approved for its first students in Fall 2020 we would expect the steady state budget to be reached in 2023-24. A phased budget plan is presented below.

The expenses associated with the salaries in Provost/Advising and Student Affairs areas correspond to the staffing detailed in the organizational chart in Figure 2.

The academic salaries in the Capstone Program are based on the following staffing:

- Program director (Teaching Professor)
- 6-12 senate faculty (paid by stipend)
- 1 Unit 18 FTE
- 40 Graduate students (Teaching Assistants or Associate-Ins) – 20 FTEs
- 40 Undergraduate Discussion Leaders – 10 FTEs

	FY 20-21	FY 21-22	FY 22-23	FY 23-24
REVENUE				
Core Funds from Campus	942,045	1,716,086	2,534,457	3,399,103
Student Housing Funds	161,771	332,290	511,922	701,046
TOTAL REVENUE	1,103,815	2,048,376	3,046,379	4,100,149
EXPENSES				
PROVOST/ADVISING				
Academic Salaries	169,992	175,092	180,345	185,755
General Assistance	46,785	48,188	49,634	51,123
Staff Salaries	128,885	265,502	410,201	563,343
Employee Benefits	98,527	202,966	313,583	430,654
Supplies & Expenses	36,428	74,313	113,698	154,630
Subtotal	480,616	766,061	1,067,461	1,385,504
STUDENT AFFAIRS				
Staff Salaries	80,611	166,059	256,562	352,345
General Assistance	5,330	10,979	16,963	23,295
Employee Benefits	42,839	88,248	136,343	187,245
Supplies & Expenses	11,680	23,827	36,455	49,579
Subtotal	140,460	289,113	446,323	612,464
CAPSTONE PROGRAM				
Academic Salaries	267,686	551,434	851,965	1,170,032
Staff Salaries	17,526	36,103	55,780	76,604
General Assistance	2,354	4,849	7,492	10,289
Employee Benefits	19,214	39,581	61,153	83,983
Supplies & Expenses	14,188	28,944	44,284	60,227
Subtotal	320,968	660,911	1,020,674	1,401,135
RESIDENCE LIFE				
Staff Salaries	59,564	122,702	189,574	260,349
General Assistance	12,826	26,421	40,820	56,059
Employee Benefits	41,481	85,451	132,022	181,311
Supplies & Expenses	47,900	97,716	149,506	203,328
Subtotal	161,771	332,290	511,922	701,046
TOTAL EXPENSE	1,103,815	2,048,376	3,046,379	4,100,149
BALANCE	-	-	-	-

A start-up phase for the College will precede Fall 2020 with the hiring of a Provost; deans of student affairs and advising; administrative support; and the Teaching

Professor to establish the capstone program. We expect the budget for this will be \$668,000, supported by campus core funding.

Conclusion

UC San Diego's undergraduate colleges are designed to provide a high-touch, high-impact experience for our students; they form a key component of our student-centered university and are, therefore, closely aligned with the Campus Strategic Plan. However, recent increases in undergraduate enrollments have resulted in over-enrolled colleges, with negative consequences in a number of areas (e.g. residential, academic, and co-curricular). The establishment of 7th College is critical to meet our obligations to our students and allow our campus to best serve the State through increased UC accessibility and degree attainment. New colleges are also integral to the campus' long-range development plan, which is poised to provide increased residential opportunities for all students. 7th College represents an early phase that will begin to decompress current housing and build to an eventual four-year housing guarantee. Finally, we believe that the general education framework, which builds on recent best practices for engaged liberal arts curricula, will present an innovative and exciting academic environment and a new general education option for our students.

Appendix A

The UC San Diego Divisional Senate, the System-Wide Senate, and Provost Michael Brown provided feedback on the 7th College pre-proposal. This feedback is summarized here, along with how it is addressed in this proposal.

Divisional Senate Committees:

Undergraduate Council:

- Ensure department from which the Provost is hired receives funds to cover the faculty replacement. - addressed in Section C.

Planning and Budget:

- Ensure general education develops common skill sets in liberal arts areas. – addressed in Section B.
- Carefully monitor residential life costs. – addressed in Section C.

Education Policy:

- Creatively reimagine general education requirements. – addressed in Section B.
- College themes referenced in the pre-proposal were narrow. – addressed Appendix B.

Academic Council Committees:

Coordinating Committee on Graduate Affairs:

- Address effect of enrollment growth on faculty and student body. – addressed in Sections A and B.

The Planning and Budget and Educational Policy committees also reviewed the pre-proposal, but had no recommendations other than support.

Provost Brown requested an explicit discussion of diversity and inclusion; in particular, he asked that we address 7th College's role in UC San Diego's outreach and academic preparation efforts with respect to underrepresented groups. This is discussed in Section B.

Appendix B

Because there have been several groups discussing 7th College over the past three years, several ideas for a college theme have been proposed and discussed. This appendix summarizes these.

One strand of discussion has proposed themes related to specific areas of intellectual inquiry, such as the pair mentioned in the 7th College pre-proposal (Data and Ethics, Mind and Consciousness). These were mentioned as example themes in the pre-proposal; as mentioned in Appendix A, the Education Policy Committee felt they were narrow in scope.

Another has suggested themes related to how one approaches studies or life:

- Interdisciplinary solutions to complex problems
- Solving problems in a complex world - change makers
- Design and Transformation
- Adapting to change/the future
- Promote self-care, balance and teamwork (Metacognition)

These were discussed at the faculty town hall meeting and at other venues, where they did not receive much support.

Another approach has suggested modeling the college theme according to one or more of the Four Grand Research Themes, as articulated in UC San Diego's Strategic Plan (<https://plan.ucsd.edu/report/appendices#appendix>). These include:

- Understanding and Protecting the Planet
- Enriching Human Life and Society
- Exploring the Basis of Human Knowledge, Learning and Creativity
- Understanding Cultures and Addressing Disparities in Society

Again, subsequent discussions suggested that these, while appropriate for research foci, were not as appropriate for general education themes. Nonetheless, the Changing Planet them, presented in Section B, does intersect with a few of these.

Response to Academic Senate Feedback – 7th College Full Proposal

The Senate Council and several standing committees have provided valuable feedback on the 7th College full proposal. The administration is very grateful for this input and welcomes the opportunity to address it in ongoing discussions. In fact, many of the questions raised are already slated to be discussed in the senate-administration workgroup that has just convened to develop the 7th College academic plan. This document responds to some of the most pressing points raised.

Staffing concerns

The Senate Council, the Committee on Planning and Budget, and the Committee on Academic Freedom questioned whether the proposed staffing levels for the capstone courses would be sufficient to deliver the college's innovative pedagogy. There seem to be two related concerns:

1. Is the proposed level of staffing sufficient?
2. Will it be possible to recruit sufficient staff?

The proposal recommends and budgets staffing at the following level:

- Program director (Teaching Professor)
- 6-12 senate faculty (paid by stipend)
- 1 Unit 18 FTE

Assuming a total steady-state enrollment of 4000, and a 2:1 first-time full-time to transfer ratio, in any given year, there will be two lower-division cohorts of 666 (first and second year first-time full-time students) and two upper-division cohorts of 1000 students (first-time full-time and transfers). The lower-division students will all need capstones each year, while the upper-division students will divide their last capstone between junior and senior years. This means that, on average, we should require capstone courses to serve the following numbers of students each year:

(1)	Year 1 Capstone:	666 students (first-time full-time)
	Year 2 Capstone:	666 students (first-time full-time)
	Year 3 or 4 Capstone:	1000 students (first-time full-time and transfers)
	Total:	2332 students

A possible model to serve these students is given in (2), and staffed as in (3)

(2)	5 freshman capstone cohorts (133 each)	
	5 sophomore capstone cohorts (133 each)	
	10 upper-division capstone cohorts (100 each)	
(3)	Director:	2 courses (salary subsumed by the college appointment)
	Other Senate Faculty:	12 courses (stipend)
	Unit 18:	6 courses (1 FTE)

This staffing is similar to what we find in other colleges, for example, in 2015-16, 15 faculty covered 20 sections in Eleanor Roosevelt's Making of the Modern World core sequence.

Of course, if this model proves insufficient to adequately serve the students, the administration is committed to adjusting the model appropriately.

The second concern has to do with recruiting faculty and graduate students to staff the courses. As discussed in the proposal, this is part of a more general challenge of staffing campus courses in light of OP's requiring us to increase undergraduate enrollments. Our campus will have to face this challenge regardless of whether there is a new college. We are not adding a new college in order to enroll more students; rather, we are adding a new college in order to better serve our already-growing student cohort.

Possible solutions for staffing the capstone courses are discussed on page 16 of the proposal. In addition, the administration will explicitly factor campus needs for college general education instruction into the next three-year faculty hiring plan.

Departmental Alternative courses

The Educational Policy Committee wonders whether there is a precedent for inviting departments to propose courses. There is: many of Muir College general education sequences were designed by departments to fulfil its requirements. Nevertheless, it is likely that 7th college alternative courses will include both new and existing courses. This is already a topic of discussion in the senate-administration academic plan workgroup.

Structure of capstone courses

EPC also wonders how student projects will be developed and supervised in the capstone courses. This is also a matter that will be developed in the academic plan, where the details of the capstones will be described. There is already precedent on campus for course-based student projects that range from projects that students select from a menu of options to projects that the students design more independently. Such existing arrangements will be considered by the academic plan workgroup as part of their deliberations.

Student Input

EPC notes the importance of student input in selecting the college theme. The theme – A Changing Planet - came out of a number of discussions that included students and has also been presented in a student town hall meeting. There will be continued active student participation as the theme is refined in the academic plan workgroup.

Lower-Division Capstone Courses

Both the Committee on Planning and Budget and the Committee on Academic Freedom wondered how lower-division students might be able to participate in a cumulative capstone course. Since these are designed to be writing-intensive, it was suggested that perhaps they should be writing courses. Again, the academic plan workgroup is addressing the structure of these courses and how writing will be integrated and how lower- and upper-division courses should be structured.

Academic Freedom

The Committee on Academic Freedom notes the importance of freedom of inquiry and intellectual diversity. These questions are central to research and will be integrated into the capstone curriculum.

Major Requirements

The Senate Council letter noted that general education requirements should be designed with major requirements in mind. The proposal presents detailed sample four-year plans, including one for a demanding engineering major. The academic plan will include further extensive four-year planning.

Again, the administration thanks the Academic Senate for their serious review of the 7th College proposal; these comments and questions will help focus discussions as the academic plan is developed and the college is staffed.

February 7, 2019

ELIZABETH H. SIMMONS
Executive Vice Chancellor

SUBJECT: Seventh College Full Proposal

Dear EVC Simmons,

The proposal for Seventh College was distributed to standing Senate committees for review, and responses were submitted by the Educational Policy Committee, the Committee on Planning and Budget, Undergraduate Council, and the Committee on Academic Freedom. Senate Council discussed the proposal at its meeting on February 4, 2019. Senate Council endorsed the proposal with a caveat that the current funding model is unlikely to support the curricular innovations presented. Senate Council's comments are summarized below and the committee responses are attached.

Members were supportive of the academic components of the proposal, noting that the proposed framework of "Alternative & Capstones" is innovative, emphasizing a design theme and project-based educational experience. However, members expressed concern that there may not be sufficient staffing of Teaching Professors, Senate faculty, Unit 18 lecturers, and Graduate Teaching Assistants to offer the capstone courses, particularly considering the proposal requires incoming freshmen to complete three capstone courses. During the pre-proposal review, faculty reviewers encouraged the proposal developers to be innovative and pioneering and this proposal meets that ambition, but there is no requisite funding mechanism to accompany such innovations.

A member noted that the general education requirements need to take into account major requirements, particularly majors with significant unit requirements such as engineering majors, because of the impact on time-to-degree. Another member commented that spreading the general education requirements throughout the four-year degree is a positive modification and could help with the programming of some of the majors.

The next step in this process is to present the proposal to the Representative Assembly at their meeting on February 19, 2019.

Sincerely,



Robert Horwitz, Chair
Academic Senate, San Diego Division

Attachments

cc: P. Khosla
A. Briggs Addo
R. Continetti
M. Corr
J. Gattas
J. Moore
R. Rodriguez

January 22, 2019

ROBERT HORWITZ

Chair, San Diego Divisional Academic Senate

Dear Chair Horwitz,

The Committee on Academic Freedom (CAF) discussed the 7th College Full Proposal and has the following comments.

B(i) Approaches to General Education.

In the list of things that Gen Ed does, it would be appropriate to mention that it also introduces students to the importance of Academic Freedom for faculty, and freedom of intellectual inquiry for students. These two values are at the heart of the university endeavor, yet incoming students rarely understand them. Specifically, the two values are critical for students in participating in discussion not only by speaking but by listening respectfully to others; in selecting paper topics and research topics; in assessing scholarly work they are assigned to read by the standards of what the writer was trying to do rather than by the standards of what others might think the writer should be doing; and in understanding the role of the professor as both a teacher and a researcher, with the responsibility to pursue truth in his or her discipline, wherever it might lead. To “recognize and take advantage of the value of general education” includes understanding Academic Freedom and free intellectual inquiry.

B(ii) Structuring General Education.

These best practices also highlight the centrality of the freedom of intellectual inquiry. Effective interdisciplinary work and collaboration to solve difficult problems require that students (and teachers) recognize that diverse views on what constitutes a “problem” (this also relates to the section on “design”) and on what might constitute a “solution” are inevitable in a vibrant and diverse community, and must be respected. Relatedly, insufficient diversity among students and faculty diminishes the freedom of inquiry by potentially silencing minority voices, even inadvertently, or by forcing those in the minority to speak for their group rather than to develop their own individual opinions. It is also essential that diverse voices (writers, researchers, artists) be built into the General Education curriculum for the new college, to serve a new generation of students. The new curriculum should go beyond the US- and Euro-centrism to teach about and learn from cultures and ways of life around the world, all now affected by changes to our planet. The centrality of the freedom of inquiry and Academic Freedom should also be mentioned in this section.

Additionally, a Committee member pointed out that the contrast between 7th College and a “small liberal arts college” in this section on page nine might not have the intended impact, given that 4,000 students is not an unusual size for a small liberal arts college. For example, UNC Asheville has roughly 4,000 students.

B(iv)(b) Capstone Courses

As we understand them, capstone courses are intended to build on, and integrate students’ entire prior coursework; so they are typically taken in senior year. It is not clear how such courses can be designed for a student’s first or second year. The number of faculty members involved in overseeing these massive courses (broken into sections) would be high; careful planning is required.

B(iv)(g) Staffing

Regarding the issue of supporting teaching in the colleges, a Committee member noted that the issue is that most faculty come from Departments, many of which are severely impacted, which have their own teaching needs and are not eager to release faculty to teach for the colleges instead. This problem also affects interdisciplinary programs. There should be some general solution to this problem, involving funds that can be used to buy faculty out of departmental teaching occasionally to make them available for college or interdisciplinary teaching. The Committee believes it would be more advantageous to push for this general solution before accepting a model where graduate students and LSOEs do the college teaching.

In addition to these comments, the diligent Committee member noted the following typos:

Page 5: Line 3, “by via residence halls” is a typo.

2nd line of next paragraph, “on-campus” needs the hyphen.

Page 6: Line 2, “the excellent post-graduate opportunities”, insert “same” after “the”.

2 lines above section B, “allows our campus” should say “allow our campus”.

Page 8: Line 4 from bottom, it is not clear what “the above liabilities” refers to.

Page 11: Bottom paragraph, the three dashes should be removed.

Page 18: Line 7 from bottom, “the potentially engage arts”; “the” should read “that”.

Page 25: Line 3, “increase percentage” should read “increase the percentage”.

Line 10, “Three aspects of the plan that make this possible”, delete “that”.

2nd bullet, “Living Learning” should read “Living and Learning”.

Footnote, “will renovated” should read “will be renovated”.

Page 26: Line 3 under “Capital costs”, “conversion 7th College”, insert “to”

Line 7, “teams will relocate”, “teams” should read “team”.

Last line under Budget section, “is included IN the housing fees...”

Thank you for the opportunity to comment on this matter.

Sincerely,

Professor Sarah Schneewind
Chair, San Diego Divisional Committee on Academic Freedom

cc: M. Corr, San Diego Divisional Senate Vice Chair
R. Rodriguez, Academic Senate Office Director

January 22, 2019

PROFESSOR ROBERT HORWITZ, Chair
Academic Senate, San Diego Division

SUBJECT: Seventh College Full Proposal

Dear Chair Horwitz,

The Undergraduate Council reviewed the proposal to establish a Seventh College at its January 11, 2019 meeting. The Council is supportive of the establishment of the Seventh College, and had no specific concerns or objections.

Sincerely,

John Eggers, Chair
Undergraduate Council

cc: A. Burr
M. Corr
H. Flocke
R. Rodriguez

January 22, 2019

ROBERT HORWITZ, CHAIR
Academic Senate, San Diego Division

SUBJECT: 7th College Full Proposal Review

The Committee on Planning and Budget (CPB) discussed the 7th College Full Proposal at their January 15, 2019 meeting. Committee members agreed there's a need to establish a 7th college to address the expanding undergraduate population.

The members in general liked the theme "A Changing Planet." It speaks to the growing concern about climate change and environmental issues and it also connects with other related themes.

The members discussed at length the proposed general education sequence of the new college. The proposed framework of "Alternative & Capstones" is innovative; it combines elements of both while emphasizing a design theme and project-based educational experience. Spreading the sequence through the four years of undergraduate education (with a final high impact course) is a good idea in particular, the capstone sequence (two writing-intensive capstones + one that emphasizes collaborative work) is ambitious.

CPB is most concerned whether a Teaching Professor (L[P]SOE) as program director, plus other Senate faculty, Unit 18 Lecturers, and graduate Teaching Assistants, are enough to offer quality capstone courses, particularly when you consider numbers of more than 2,300 students each year for the three capstones combined. In the context of graduate education, capstone courses are usually offered at the end or towards the end of a program, in lieu of a comprehensive exam or thesis. Capstone projects are synthetic, tying together several areas of specific content, it can be demanding for freshmen of different majors to engage in complex, synthetic projects so early. Capstone projects can be individual or group-based. If group-based, individual achievements and contributions should be assessed through robust means. Recruitment of Senate faculty to teach capstone courses might be difficult. If the first two capstones in Year 1 and 2 are going to be writing-intensive, doesn't it make more sense to call them writing courses, while leaving the third collaboration-oriented capstone as the one true capstone course?

Leveraging the resources of UCSD's design lab, incorporating a broadly-conceived "design" component into the general education program is a promising idea, and one CPB member suggested that the first two capstones can be set up as "Fundamentals of Collaborative Design" that focus on how to promote creativity, idea presentation, and ways to promote collaboration. Another member warned that both design-oriented courses and capstone courses required intensive mentoring and quality supervision for them to be rewarding educational experience for undergrads. Some are concerned that the proposed level of staffing would put extra burden on TAs who are more familiar with big lecture courses and pure writing courses but not this new design-theme, project-based sequence

The notion of "high impact course" that will be offered in the fourth year is eclectic and vague. It includes many different things - e.g., a departmental capstone, internship, practicum, or study abroad. The term "high impact" sounds more like a marketing term than a pedagogical concept.

Sincerely,

Steven Constable, Chair
Committee on Planning & Budget

cc: M. Corr

January 28, 2019

PROFESSOR ROBERT HORWITZ, Chair
Academic Senate, San Diego Division

SUBJECT: Seventh College Full Proposal

The Educational Policy Committee (EPC) reviewed the full proposal to establish Seventh College at UC San Diego at its January 28, 2019 meeting. The Committee endorses the establishment of Seventh College, noting there is a well-justified need for the college.

The Committee appreciates the Seventh College planning committee's substantial and productive effort to respond to our prior recommendation to creatively reimagine general education requirements. We support the guidelines for the general education framework put forth in the proposal. Committee members had some questions and comments for consideration that relate to the development of the detailed academic plan, which are included as Appendix A.

Sincerely,

Timothy Rickard, Chair
Educational Policy Committee

cc: M. Corr
H. Flocke
R. Rodriguez

Appendix A. EPC Comments for the Academic Plan

1. EPC members like the potential theme of “A Changing Planet”. It is timely and relevant to many areas of campus.
 - In EPC’s response to the pre-proposal, it was suggested that consultation with undergraduate representatives be performed and surveys be collected to determine whether students resonate with the college theme. We continue to recommend including student consultation as part of the process to select the theme.
2. The Committee is supportive of the proposed alternatives and capstone framework described in the proposal.
 - Members appreciate the flexibility of an alternative-oriented general education program. Having a more flexible set of options could be an asset to attracting students to the college.
 - Strong advising and course curation will be important to ensure that the alternatives really serve the students. It will be important for the academic plan to include details about the process for selecting coursework that fulfills the alternatives requirement.
 - The proposal specifies one approach, namely to “invite departments to develop courses tailored to the [college] requirements.” It is unclear how successful that effort would be for existing faculty. Is there precedent for this in the other colleges?
 - Will incentives, such as FTEs with an explicit, part-time commitment to the college, be available?
3. The Committee also likes the inclusion of capstone courses, and the multidisciplinary emphasis in those courses.
 - The academic plan should provide more detail on the process for selecting capstone projects. Are students given project themes by the instructor? Do they select one from an approved list? Do they propose their own idea? If a student is enthusiastic about pursuing a good project idea that is within a discipline, would they be forced to abandon it in favor of a multidisciplinary project? Examples of what would count as a multidisciplinary project would be helpful, and reasonable accommodations for student preference should be considered.
 - It will be important to articulate the plan for supervising student projects.

February 19, 2019

REPORT OF THE GRADUATE COUNCIL

At its January 14, 2019 meeting, the Graduate Council approved a proposal from the Department of Family Medicine and Public Health (FMPH) to amend Divisional Senate Regulation 722, *Requirements for the Master of Public Health (MPH) Degree*, Section B(1), to reduce the total number of required specialization units from 16 to 12. The overall number of units required for the degree remains unchanged.

The MPH degree currently offers two tracks of specialization – Epidemiology and Health Behavior. FMPH proposed, and the Graduate Council approved, adding a third track in General Public Health (GPH). The primary goal of adding a GPH concentration is to provide a degree path that appeals to medical students and practitioners. Students in all three tracks must complete 36 units of required core coursework. Epidemiology and Health Behavior specialization student must complete 16 units of coursework in their track and 12 additional elective units, as is reflected in the current Regulation. For the GPH track, FMPH plans to require students to complete 12 units of coursework in their track and 16 additional elective units. The proposed change to reduce the number of required specialization units in SD 722 will accommodate the coursework requirements for the GPH track, as well as for the Epidemiology and Health Behavior tracks.

The Committee on Rules and Jurisdiction has reviewed the proposed changes and finds them consonant with the Code of the Academic Senate. The Graduate Council is supportive of this proposal and recommends that the Representative Assembly endorse the proposal.

Sorin Lerner, Chair
Graduate Council

The complete proposal submitted by the Department of Family Medicine and Public Health is available for review: <https://senate.ucsd.edu/media/348958/fmph-proposal-to-amend-sd-722-mph.pdf>

722. The degree of Master of Public Health (MPH) will be granted on the following conditions:

A) Admission

The candidate shall have:

- 1) Received the Bachelor's degree and completed the normal requirements for admission to the Graduate Division of the University of California, San Diego, as specified by the Graduate Council and the Dean of the Graduate Division, except that:
 - a) The Medical College Admissions Test (MCAT) may be substituted for the Graduate Record Examination (GRE) in specified approved instances; or

- b) The GRE/MCAT may be waived in specified approved instances;
 - 2) Met additional requirements specified by the Admissions Committee of the Master of Public Health Program
- B) Program of Study
 - 1) The candidate must complete at least 64 quarter units, including 36 units of core requirements and at least 12 units of elective credit. In addition to the core and elective requirements, the candidate shall complete at least ~~16~~ 12 units in a track of specialization approved for the Master of Public Health.
 - a) Upon approval from the Program Director, students with previous coursework and/or professional experience in public health may waive up to 20 units of coursework for which they already possess the equivalent.
 - 2) A Capstone Project or Thesis is required of each candidate.
 - a) For those students choosing a Thesis, the thesis must be approved by a committee of at least three faculty members appointed by the Dean of the Graduate Division, which includes at least two members from the Department of Family Medicine and Public Health faculty.
- C) Scholarship
 - 1) Only courses in which the candidate is assigned grades A, B, C, or S may be counted in satisfaction of the requirements for the Master's degree.
 - 2) The candidate must maintain a "B" average (3.0 GPA) in all courses taken during her or his residence at the University of California as a graduate student.
- D) Residency
 - 1) The minimum residency requirement is four quarters. Residence is established by satisfactory completion of a minimum of eight units per quarter, which must be at the graduate level.
 - 2) Students must register and pay fees for a minimum of one winter, spring, fall and summer quarters.
- E) Faculty Advisor

The program of work of each candidate shall be under the supervision of a faculty mentor.

February 6, 2019

SORIN LERNER
Chair, Graduate Council

SUBJECT: Review of the Proposed Revision to San Diego Senate Regulation 722. *Requirements for the Master of Public Health (MPH) Degree*

Dear Robert,

The Committee on Rules and Jurisdiction reviewed the proposed revision to San Diego Divisional Senate Regulation 722. *Requirements for the Master of Public Health (MPH) Degree* and found the proposed revision consonant with the code of the Academic Senate.

Sincerely,

Professor Andrew Dickson, Chair
Committee on Rules and Jurisdiction

cc: R. Horwitz
M. Corr
L. Hullings
R. Rodriguez

February 19, 2019

REPORT OF THE GRADUATE COUNCIL

At its January 14, 2019 meeting, the Graduate Council approved a proposal from the Rady School of Management to establish San Diego Senate Regulation 701, Requirements for the Master of Professional Accountancy (MPAc) Degree. The Council finds that the requirements articulated in SD 701 are consistent with the program requirements documented in the proposal approved by the UC Office of the President in 2017 to establish the degree.

The Committee on Rules and Jurisdiction has reviewed the proposed Regulation and found it consonant with the Code of the Academic Senate. The Graduate Council requests that the Division approve the establishment of SD 701.

Sorin Lerner, Chair
Graduate Council

The complete proposal submitted by the Rady School of Management is available for review:
<https://senate.ucsd.edu/media/348965/rady-proposal-to-establish-senate-regulation-for-the-mpac.pdf>

701. Requirements for the Master of Professional Accountancy (MPAc) Degree
The degree of Master of Professional Accountancy (MPAc) will be granted on the following conditions:

(A) Admission

The candidate shall have:

- (1) Fulfilled the normal requirements for admission to the Graduate Division of the University of California, San Diego, as specified by the Graduate Council and the Graduate Dean, except that:
 - a) the Graduate Management Admissions Test (GMAT) may be substituted for the Graduate Record Examination (GRE);
 - b) the GRE/GMAT may be waived in specified approved instances, and
- (2) Met additional requirements that may be specified by the Rady School of Management.

(B) Program of Study

- (1) The candidate must complete 30 quarter units constituting the MPAc core curriculum, a 4 unit Capstone, and 20 quarter units of electives of which no more than 4 -quarter units may be taken outside of the Rady School of Management School in another UC San Diego department.
- (2) Only courses in which the candidate is assigned grades of A, B, C, or S may be counted in satisfaction of the requirements for the Master's degree. Nor more than 12 units of S grades may be counted in satisfaction of the requirements for the Master's degree.
- (3) The candidate must maintain a "B" average (3.0 GPA) in all courses taken during her or his residence at the University of California as a graduate student.

- (4) An applied professional accountancy Capstone Project is required of each candidate.
- (5) Credit may not be transferred from other graduate or undergraduate programs.

(C) Residency
Students must register for at least three academic quarters.

February 6, 2019

SORIN LERNER
Chair, Graduate Council

SUBJECT: Review of the Proposal to Establish San Diego Divisional Senate Regulation 701.
Requirements for the Master of Professional Accountancy (MPAc) Degree

Dear Sorin,

The Committee on Rules and Jurisdiction reviewed the proposal to establish San Diego Divisional Senate Regulation 701. *Requirements for the Master of Professional Accountancy (MPAc) Degree* and found the proposed regulation consonant with the code of the Academic Senate.

Sincerely,

Professor Andrew Dickson, Chair
Committee on Rules and Jurisdiction

cc: R. Horwitz
M. Corr
L. Hulling
R. Rodriguez

February 19, 2019

REPORT OF THE GRADUATE COUNCIL

At its January 14, 2019 meeting, the Graduate Council approved a proposal to add the Department of Anthropology as the fifth participating department in the Science Studies Program. Anthropology graduate students will complete the degree requirements for a PhD in their home program and receive interdisciplinary training in Science Studies. Students that complete all requirements will receive a PhD in Anthropology (Science Studies). The Council is supportive of expanding the Science Studies Program to include students from the graduate program in Anthropology and recommends that the Representative Assembly approve the proposal.

Sorin Lerner, Chair
Graduate Council

The complete proposal is available for review: <https://senate.ucsd.edu/media/348979/anth-proposal-to-add-anthropology-to-science-studies-program.pdf>

Executive Summary

Approval of this change would allow the existing interdisciplinary Science Studies Program to admit Anthropology students, and train them in the methods and approaches of Science and Technology Studies. This will enhance the goal of the program, which is to bring together humanists and social scientists to address philosophical, normative and social issues relating to the practice of the natural sciences.

Background

‘Science and Technology Studies (STS),’ as it has come to be known, is a field dedicated to the humanistic and social-scientific exploration of meta-scientific questions, such as the ethics, politics, and epistemologies of the natural sciences and medicine. There are a number of programs and departments at both the graduate and undergraduate levels, each with its own distinctive structure, for example the ‘History and Philosophy of Science Department’ at the University of Cambridge, or the ‘Program in History, Anthropology and Science and Technology Studies’ at MIT.

The Science Studies Program (SSP) at UC San Diego is uniquely configured. We are a PhD-conferring, interdisciplinary program with four participating departments across the divisions of Arts and Humanities and Social Sciences. The four participating departments are History, Philosophy, Sociology and Communication. Graduate students are admitted to one of the four departments and receive interdisciplinary training in the field of science studies alongside the requirements in their home discipline. They end up with a PhD in, for example, ‘Sociology (Science Studies).’

The fact that students have a home department in addition to their science studies training gives them a grounding in the methods, standards and expectations of a single discipline, allowing them to apply for a wider range of jobs, and providing them with a potential intellectual home in universities without dedicated Science and Technology Studies departments.

The program was founded in 1989 with Sociology, Philosophy and History. In 2000, Communication came on board. We currently consist of seventeen core faculty, five in Communication, four each in philosophy, sociology and history, as well as seven affiliated faculty in Literature, Anthropology, Ethnic Studies, Korean History, Latin American History and Middle Eastern History. Five of our core faculty are currently assistant professors who arrived at UCSD in the last few years, bringing fresh perspectives, methods and topics to the program, including their strong, shared view that anthropology should be part of the interdisciplinary mix. Our 36 graduate students are enrolled across the four departments, with the majority coming from Communication and Sociology.

At the core of our intellectual community is a weekly speaker series, held on Monday afternoons throughout the academic year. This series hosts speakers from UCSD as well as from other institutions in the US and abroad. With a reputation as a rigorous and lively forum, it has attracted a following among non-program faculty and students, including from Visual Arts, Chemistry, Physics, Cognitive Science, and the Biological Sciences.

February 19, 2019

REPORT OF THE EDUCATIONAL POLICY COMMITTEE

The Educational Policy Committee (EPC) proposes amendments to **Appendix II – UCSD Policy on Integrity of Scholarship** (the AI Policy) in the Manual of the San Diego Division of the Academic Senate. EPC, in partnership with the Academic Integrity Office (AIO), drafted these revisions and the major changes are as follows:

1. *Remove procedural information from Appendix II in the Senate Manual*

The current AI Policy includes both the general rules governing student integrity of scholarship at UC San Diego and the detailed procedures for resolving suspected academic integrity violations. This has resulted in a long and complicated document that can be difficult to follow and it means that any changes to the procedures, even minor adjustments, must involve EPC approval, review by the Senate's Committee on Rules and Jurisdiction, and approval from the Representative Assembly.

Thus, EPC supports separating the procedures from Appendix II in order to respond more quickly when opportunities arise to streamline the process or make procedural adjustments due to external factors. The procedural information will move to a separate document available on the AIO and Senate websites, which will be maintained by the AIO with Senate oversight from EPC. The general rules associated with student integrity of scholarship will continue to reside in Appendix II of the Senate Manual.

2. *Streamline the process for resolving academic integrity violations*

EPC endorses two main changes to streamline the resolution process for suspected academic integrity violations to better serve our students and instructors and allow for a more timely resolution of cases.

- a) The current Policy gives instructors the option of meeting with students before submitting a report to the AIO. The new Policy formalizes this optional meeting with an Instructor-Student Resolution form. When the instructor submits this form along with the allegation report, the AIO and Appropriate Administrative Authority (AAA) will be able to expedite the process for those students who accepted responsibility in the meeting with the instructor.
- b) The current Policy affords only one option – the Academic Integrity Review Board (Review Panel) – for resolution of contested allegations. As a result, the system is overtaxed and case resolutions are delayed by 4-6 months. The proposed Policy streamlines the process by including two levels of reviews – one for students facing suspension or dismissal from the University (AI Review II) and another for those not facing separation (AI Review I). The proposed changes are intended to reduce delays for students in getting their cases heard, especially for those students facing separation from the University (see Appendix F for a chart comparing AI Reviews I and II).

3. *Update and modernize language and format*

- a) The formatting of the existing Policy makes the document difficult to navigate. The proposed Policy updates and corresponding Procedures document include clearer sections so that content is easier to find and reference.

- b) The language of the Policy has been updated to match best practices in the academic integrity field (e.g. using the International Center for Academic Integrity's definition of academic integrity) and to provide clarity (e.g. instead of referring to multiple administrators throughout the document, the appropriate administrative authorities are defined once and then referred to as AAAs throughout both documents).

EPC's report includes the following information:

- Appendix A – The revised AI Policy. Proposed additions are underlined and proposed deletions are shown as strikethroughs
- Appendix B – The revised AI Policy (a clean version with no track changes)
- Appendix C – Procedures for Resolving Alleged Violations of the Policy on Integrity of Scholarship
- Appendix D – Overview of Proposed Changes to AI Policy
- Appendix E – Flowchart Depiction of Procedures for Resolving Alleged Academic Integrity Violations at UC San Diego
- Appendix F – Chart Comparing AI Reviews I and II
- Appendix G – Frequently Asked Questions about Proposed Revisions to Procedures

The current AI Policy can be found at: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendarices/2>

The Committee on Rules and Jurisdiction has reviewed the proposed changes and finds them consonant with the Code of the Academic Senate. EPC is supportive of the proposed changes and recommends that the Representative Assembly approve the proposal.

Timothy Rickard, Chair
Educational Policy Committee

APPENDIX II

UCSD POLICY ON INTEGRITY OF SCHOLARSHIP

[Enacted 5/23/78; Amended 3/2/82, 5/28/85, 1/27/87, 5/22/90, 5/28/91, 4/26/94, 11/22/94, 4/23/96, 11/25/97, 5/27/03, 9/25/03, 4/25/06, 5/26/09, 3/1/11, 1/31/12, 6/3/14, Effective 9/29/14]

Integrity of scholarship, otherwise referred to as academic integrity, is essential for an academic community, including UC San Diego. Academic integrity is built on a foundation of honest, responsible, fair and trustworthy scholarly activity.¹ ~~Without it, the degrees we confer, the research we conduct, and our reputation all diminish in value. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld.~~

Thus, the University expects that both faculty and students will adhere to its standards of academic integrity. The UC San Diego Policy on Integrity of Scholarship (herein the “Policy”) states the general rules ~~and procedures~~ associated with student integrity of scholarship. The Procedures for Resolving Alleged Violations of the Policy (herein the “Procedures”) are found at Link TBD and authorized by the San Diego Division of the Academic Senate’s Educational Policy Committee.

This Policy applies to the following:

- All persons matriculated at UC San Diego as undergraduate and or graduate students ~~enrolled at UCSD and/or enrolled in a UCSD course.~~
- All persons enrolled as students in UC San Diego undergraduate or graduate courses

~~A separate policy exists governing integrity of research.~~ Medical students are governed by policies specified in the Handbook for School of Medicine Advisors and Students, as formulated by the School of Medicine Committee on Educational Policy. Pharmacy students are governed by the Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS) Policy on Integrity of Scholarship as formulated by the SSPPS faculty. A separate policy exists governing integrity of research.

~~In this Policy, the term “in writing” is defined as communications delivered either on paper or electronically via email.~~

I. Roles and Responsibilities for Upholding Academic Integrity

A. Students’ Responsibility

To uphold academic integrity, students shall:

- Complete and submit their own academic work that is their own and that is an honest and fair representation of their knowledge and abilities at the time of submission.
- Know and follow the standards of the class and the institution.

Thus, no student shall engage in an activity that undermines academic integrity or facilitates academic integrity violations by others. This includes, but is not limited to, the following behaviors:

- a. No student shall procure, provide, or accept any material that contains questions or answers to any examination or assignment unless the student’s possession of the material has been authorized by the instructor.
- b. No student shall complete, in part or in total, any academic work (e.g. examination, assignment, paper) or obtain academic credit (e.g. attendance, participation) for another person.

- c. No student shall allow any academic work or academic credit to be completed or obtained, in part or in whole, for himself or herself by another person.
- d. No student shall plagiarize or copy the work of others and submit it as their own work.
- e. No student shall employ aids in undertaking course work or in completing any exam or assignment that are not authorized by the instructor.
- f. No student shall alter graded class assignments or examinations and then resubmit them for regrading without the instructor's permission.
- g. No student shall submit substantially the same material more than once without prior authorization from the instructor, such as a paper that was written and submitted in another class.

I. B. Instructors' Responsibility

The Instructor shall state in writing² how graded assignments and exams will contribute to the final grade in the course. If there are any course-specific rules required by ~~the an i~~ instructor for maintaining academic integrity, the instructor shall also inform students of these in writing.

H. Students' Responsibility

~~Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in an activity that involves attempting to receive a grade by means other than honest effort; for example:~~

- ~~• No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment that is being, or will be, administered.~~
- ~~• No student shall complete, in part or in total, any examination or assignment for another person.~~
- ~~• No student shall knowingly allow any examination or assignment to be completed, in part or in whole, for himself or herself by another person.~~
- ~~• No student shall plagiarize or copy the work of another person and submit it as his or her own work.~~
- ~~• No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.~~
- ~~• No student shall alter graded class assignments or examinations and then resubmit them for regrading.~~
- ~~• No student shall submit substantially the same material in more than one course without prior authorization.~~

III. C. The Instructional Assistant's (IA) Responsibilityies

A student acting in the capacity of an ~~i~~Instructional ~~a~~Assistant (IA), a category including but not limited to teaching assistants, readers, and tutors, has a special responsibility to safeguard ~~integrity of scholarship~~academic integrity and report suspected violations to the instructor. In this role the student functions as an apprentice instructor, under the tutelage of the responsible instructor. An IA shall equitably grade student work in the manner agreed upon with the course instructor. An IA shall not provide a student with any information or collaboration that would aid the student in completing the course in a dishonest manner (e.g., providing access to unauthorized material related to tests, exams, and homework). An IA who violates these responsibilities may be subject to discipline under this Policy but also under employee policies.

IV. Roles and Responsibilityies for Resolutuioning of Cases of Violation of the Policy Academic Integrity Violations

The responsibility for resolving academic integrity violations ~~maintaining the standards of academic honesty~~ rests with two University authorities: the faculty and the administration. Under the Standing Orders of the Regents, authority over

courses and curricula is delegated to the faculty through the Academic Senate. The University of California’s Policy on Student Conduct and Discipline authorizes UC San Diego administration to discipline students for academic misconduct (which are referred to as academic integrity violations in this Policy). Cases in which the Student accepts or is found responsible for academic integrity violations will normally result in consequences, including but not limited to academic integrity training, an academic sanction, and administrative sanction(s). All cases in which the Student is found responsible for violating the Policy will result in both an academic and an administrative sanction.

A. Academic Responsibilities and Sanctions

The Instructor shall report ~~the alleged~~ all suspected academic integrity violations to the Academic Integrity Office (AIO), shall participate in the process according to ~~the~~is Policy and the corresponding Procedures, and when the case is resolved, shall determine the academic sanction (the ~~S~~student’s grade in the course). Any violation of ~~the~~is Policy by the ~~S~~student may be considered grounds for failure in the course, although ~~less~~er serious consequences may be incurred in less serious circumstances. An ~~i~~nstructor shall not assign an academic sanction for ~~academic dishonesty~~an academic integrity violation unless ~~he or she has~~they have submitted an Allegation Report³ to the AIO and there is an acceptance or final finding of responsibility, ~~report of an alleged violation of the Policy and the Student has either admitted responsibility for, or has been found responsible for, violating the Policy. If the course concludes before a resolution is reached, the instructor will assign an “X” code for the course.~~

An instructor may not withdraw a charge if a student has accepted responsibility or has been found responsible for an academic integrity violation.

In cases where an academic integrity violation is reported in independent exams (exams held outside of coursework), such as placement exams and qualifying exams, or culminating academic work, such as undergraduate or graduate theses, dissertations, and independent study projects, the academic sanction will be determined by the faculty member or by the faculty committee that maintains ultimate responsibility for evaluating the exam or work. The sanction will establish both of the following:

1. Evaluation of the exam results or work. This may include granting a student full, partial, or no credit.
2. Provision to allow or deny a student the ability to repeat the exam or resubmit the culminating work.

B. Administrative Responsibilities Authority and Sanction

There are many different administrators who have roles in the process of resolving academic integrity violations; in this Policy and the corresponding Procedures, they are all referred to as the Appropriate Administrative Authority (AAA). The responsibilities and title designations of the AAAs are as follows:

Table 1. Appropriate Administrative Authorities (AAAs)

	<u>Resolving Allegations</u>	<u>Determining & Imposing Administrative Sanctions*</u>	<u>Reviewing Appeals</u>
<u>Undergraduate Students</u>	<u>College Dean of Student Affairs or Designate</u>	<u>College Dean of Student Affairs (approved by Council of Deans of Student Affairs)</u>	<u>Student’s Provost (approved by Council of Provosts)</u>
<u>Graduate Students</u>	<u>Assistant Dean,</u>	<u>Assistant Dean,</u>	<u>Dean, Graduate</u>

	<u>Graduate Division or Designate</u>	<u>Graduate Division</u>	<u>Division</u>
<u>Visiting Summer Session Students</u>	<u>Director, Summer Session or Designate</u>	<u>Director, Summer Session</u>	<u>Chair, Council of Provosts</u>
<u>Extension Students</u>	<u>Extension Registrar/Associate Director of Student Services or Designate</u>	<u>Extension Registrar/Associate Director of Student Services</u>	<u>Dean, Extension</u>

*This person is referred to as “the student’s AAA” in the Procedures document.

The AAAs can designate the AI Office as an AAA for resolving allegations.

If students from two or more different units (e.g. colleges, Summer Session, Extension, or the Graduate Division) are allegedly involved in the same incident, one AAA will resolve all of the allegations.

The AAA will impose Administrative Sanctions in accordance with guidelines authorized by the Educational Policy Committee. Administrative sanctions range in severity, but can be applied only when a student has accepted responsibility or has been held responsible.⁴ Students with multiple confirmed academic integrity violations shall be subject to dismissal from the University.

~~The appropriate administrative authority shall impose an administrative sanction in accordance with guidelines authorized by the Educational Policy Committee. For undergraduates, the appropriate administrative authority is the Council of Deans of Student Affairs. For graduate students, the appropriate administrative authority is the Assistant Dean of Graduate Studies. For non-matriculated students enrolled in a UCSD course through Summer Session, the appropriate administrative authority is the Director of Summer Session. For non-matriculated students enrolled in a UCSD course through University Extension, the appropriate administrative authority is the Student Affairs Manager. Administrative sanctions range in severity from administrative probation to dismissal from the University. Students found responsible for multiple cases of academic dishonesty shall be subject to dismissal from the University.~~

~~Sanctioning guidelines can be found at <http://academicintegrity.ucsd.edu>.~~

~~Appeal decisions by AAAs are final.~~

C. ~~The Academic Integrity Office (AI-Office)~~ Responsibilities

~~The AI-Office/AIO is the initial contact for the Instructor and the administrative manager for this Policy and the processing of reported academic integrity cases of Policy violations, and the coordinator of the AI review and appeal process. The AIO may gather the materials necessary to fully document suspected academic integrity violations, resolve allegations as designated by an AAA, and advise faculty and students throughout the process.~~

~~The AI-Office may extend any timelines in the Policy Procedures when practical exigencies so dictate, in which case all involved parties will normally be notified in writing. The AI-Office shall maintain a record of all cases and shall report annually to the Academic Senate-Educational Policy Committee, to the Council of Provosts, and to the Executive Vice Chancellor for Academic Affairs on the number, nature, and type of cases; the pattern of decision-making; the severity and type of academic and administrative sanctions; and other relevant matters as directed by the Educational Policy Committee. The AIO is responsible for monitoring and reviewing the Procedures that accompany this Policy and chairs the committee that reviews and updates the procedures on an annual or bi-annual basis. Proposals from the AIO to revise the Procedures will be submitted to the Educational Policy Committee for approval.~~

III. V. Policies Governing the Procedures for Resolution-Resolving of Cases of Suspected Academic Integrity Violations of the Policy

The Procedures for resolving alleged academic integrity violations are found at Link TBD. The following Procedures must be in agreement with the following Policy requirements. ~~ation of cases of violating the Policy is~~ divided into three phases: A, Reporting Phase; B, Decision and Resolution Phase; C, Appeals Phase.

- A. Instructors shall report all suspected academic integrity violations to the AIO so that the formal procedures can be initiated. The Procedures explain the rights of students, which include the right to be notified of the alleged violation, the right to be heard, the right to accept or deny responsibility, the right to have the case evaluated by a Review Panel, and the right to appeal. If an instructor imposes an academic sanction without reporting the suspected academic integrity violation to the AIO, the student has the right to refer the case to the AIO to determine if formal procedures should be initiated.
- B. If a student does not follow the Procedures within the established timelines, they will be presumed to have decided to accept responsibility.
- C. If it is a multiple student case, the outcome (per Section 2.3-2.4 of the Procedures) for each student must be known before the cases proceed to the sanctioning phase or an AI Review.
- D. If the student does not accept responsibility, the case proceeds to an AI Review. If the possible administrative sanctions do not include suspension or dismissal from the University, the case will be scheduled for an AI Review I. If the possible administrative sanctions do include suspension or dismissal from the University, the case will be scheduled for an AI Review II.
 1. If during an AI Review I, the Review Panel determines that the violation is different than originally classified and may result in administrative sanctions that do include suspension or dismissal from the University, the case will be referred back to the AIO for an assessment of the case. If the Review Panel's assessment is supported by the AIO and the AAA, the case will be scheduled for an AI Review II.
 2. If one of the involved students is non-responsive and any of the other involved students are proceeding to an AI Review, the non-responsive student's case should also proceed to the same AI Review.
- E. If the Student is not held responsible through an AI Review I or II, the matter shall be dismissed without further action against the student and the student shall be permitted either to complete the course without prejudice or to retroactively withdraw from it without indication on the student's transcript. However, if the student does not notify the AIO of their decision within the timeline specified in the Procedures, it will be assumed that they are electing to receive their earned grade.
- F. If a case of an alleged academic integrity violation might also be a violation of the Policy on Integrity of Research, then the AIO will consult with the Office of Research Affairs (ORA). If the AIO and the ORA concur that the alleged violation falls under both policies, the Executive Vice Chancellor for Academic Affairs, in consultation with the AIO, may make modifications to procedure as are necessary to coordinate the two inquiries.
- G. A student may appeal a responsibility determination of an AI Review I or II, the academic sanction determined by the instructor, and/or an administrative sanction of suspension or dismissal.
 1. The basis for appeal of the AI Review I or II determination shall be: (i) the stated procedures were not followed; or (ii) there exists newly discovered important evidence that has substantial bearing on the determination of the Review Panel. If an AI Review appeal is granted, the student will receive a new Review in front of new Panel members.
 2. Except in cases of such appeals, the determination of the AI Review I or II shall be final.
 3. Appeals of the academic sanction will be considered in accordance with San Diego Senate Regulation 502. Grade Appeals.
 4. The basis for appeal of the administrative sanctions shall be: (i) the student's sanctions are out-of-line with the sanctioning guidelines; or (ii) the student's personal circumstances warrant a deviation

from the sanctioning guidelines; or (iii) the administration sanction(s) will cause extraordinary hardship compared to what is standard or expected for the violation/sanction.

H. A record of the administrative sanction(s) shall be maintained by the AIO and the appropriate AAA.

I. Until an allegation of an academic integrity violation has been resolved, the assigned “X” grade for the course will remain, but the student’s transcript will show a blank grade for the course. The Office of the Registrar will note in the attached text to the course (i.e., not on the student’s transcript) that the grade was held due to a “Pending Charge of Academic Dishonesty”. The grade hold will not be removed until notification from the AIO that the case has been resolved.

J. A student shall not be allowed to withdraw from a course if an instructor has filed an Intent to Report⁵ or an Allegation Report to the AIO within the timeline specified in the Procedures. If a student does withdraw from the course, they will be administratively reenrolled in the course by the Office of the Registrar. A student may stay withdrawn from a course if the instructor does not submit an Intent to Report and the withdrawal occurs between the instructor’s deadline for filing an Intent to Report and the filing of the Allegation Report. However, in such cases the resolution process will proceed as described but no academic sanction will be applied.

K. If a student has been found responsible for an academic integrity violation, the grade assigned by the instructor will be counted in the GPA even if the course is retaken. The Office of the Registrar will permanently note in text attached to the course (i.e., not on the student’s transcript) that the grade was given as a result of “Academic Dishonesty”.

L. If a passing grade is assigned to a student found responsible for an academic integrity violation and a conflict arises because of the student’s enrollment in a duplicate, crosslisted, or equivalent course taken after the charge has been resolved, the Office of the Registrar shall ensure that the grade given in the course with the Academic Dishonesty charge is not removed from the GPA. All other academic regulations pertaining to duplicate course enrollment will be enforced.

M. If a student is not enrolled at UC San Diego at any point during the resolution of a case, the process will continue as indicated in this Policy and the Procedures. Any administration sanction less severe than dismissal shall be imposed if and when the student returns to the University.

N. If the administrative sanction is suspension or dismissal, the fact that a student was suspended or dismissed for academic dishonesty must be posted on the academic transcript for the duration of the sanction.

A. The Reporting Phase

~~When an Instructor has reason to believe that a Student has violated the Policy, the Instructor should proceed in one of two ways:~~

- ~~(I) Meet with the Student to discuss the suspected violation. If the Instructor decides that there is evidence of a Policy violation, he or she must submit a formal charge describing the suspected violation to the AI Office.~~
- ~~(II) Submit a formal charge to the AI Office describing the alleged violation.~~

~~All alleged cases of academic dishonesty must be reported. To file a charge of violating the Policy with the AI Office, an Instructor must submit in writing the following information: the Student’s name, the Student’s PID, the course name and number, the date of the alleged incident, and a description of the incident. Upon receiving the charge, the AI Office will initiate the resolution process, as described in Section B below.~~

~~If the Instructor has submitted a formal charge of violating the Policy, he or she will refrain from assigning a course grade for the Student until the charge has been resolved. If the course concludes before the charge is resolved, the Instructor will assign an “X” code for the course in eGrades, which indicates that the X is due to a “Pending Charge of Academic Dishonesty”.~~

~~If there is insufficient time to submit a charge of violating the Policy before grades are due (e.g., suspected violation occurred during the final exam), then the Instructor may assign an X code for the course before a charge is filed with the AI Office. In this case, the Instructor must:~~

- ~~i) — assign an X code in eGrades, which indicates that the X is due to a “Pending Charge of Academic Dishonesty”. eGrades will automatically notify the AI Office that a formal charge is forthcoming, and~~
- ~~ii) — file a formal charge to the AI Office as soon as possible, normally within fifteen (15) business days of the grades due date.~~

~~If, after reporting a charge to the AI Office, the Instructor decides to withdraw the charge, the Instructor shall notify the AI Office in writing of his or her decision. The Instructor shall determine the grade for the course based on the student’s academic work. The AI Office shall notify the Student, the appropriate administrative authority, the department chair/program director, and Academic Records that the charge against the Student has been withdrawn by the Instructor. All notations of the charge shall be removed from the Student’s academic record. If an X has been assigned, the Instructor shall assign a grade for the course in eGrades once Academic Records has removed all notations of the charge. The charge may be reinstated in accordance with this Policy should new evidence become available.~~

~~An instructor may not withdraw a charge if a student has accepted responsibility of violating the Policy or has been found responsible for violating the Policy.~~

~~B. The Decision and Resolution Phase~~

~~Once the Instructor has reported a charge of violating the Policy to the AI Office, the AI Office shall immediately notify the appropriate administrative authority in writing, with a copy to the Instructor and to Academic Records that the Student is charged with violating the Policy. Within two (2) business days, the administrative authority shall notify the Student in writing of the charge and copy the AI Office and the Instructor.~~

~~If Students from two or more undergraduate colleges are allegedly involved in the same incident, the AI Office will direct the case to the chair of the Council of Deans of Student Affairs. The chair will then appoint one of the Deans to proceed with the case for all Students, regardless of undergraduate college. If the charge involves both undergraduate and graduate Students, the chair of the Council of Deans of Student Affairs and the Assistant Dean of Graduate Studies shall consult and agree on how to proceed with the case. If the charges involve non-matriculated students enrolled through Summer Session or Extension, please refer to Section IV.B. on the appropriate administrative authority to be consulted.~~

~~1. The Student’s deadline for responding to charge(s) of violating the Policy~~

~~Within ten (10) business days of the date of notification by the appropriate administrative authority, the Student must respond to the administrative authority acknowledging receipt of the charge and arranging to meet (either in person or via telephone) with the administrative authority to discuss the charge(s) and possible administrative sanctions. The administrative authority shall review the charge(s) with the Student and may advise and assist the Student regarding possible administrative sanctions and the process for resolution of the charge(s) of violating the Policy. Within twelve (12) business days of the date of notification by the administrative authority, the Student must report to the administrative authority his or her decision either to accept the charge of violating the Policy or to contest the charge and request an Academic Integrity Review.~~

~~2. Decision I: Student accepts charge(s) of violating the Policy~~

~~a. Administrative Sanction~~

~~Administrative sanctions range from administrative probation to dismissal from the University, depending on the severity of the case, any previously recorded offenses, and any mitigating circumstances.~~

~~For undergraduate students, the appropriate Dean shall make a recommendation of the administrative sanction(s) to the Council of Deans of Student Affairs. The Council of Deans of Student Affairs shall determine the administrative sanction(s) and shall notify the AI Office of the decision within thirty (30) calendar days from the date of the AI Office notification of the charge.~~

~~For graduate students, the Assistant Dean of Graduate Studies shall determine the administrative sanction(s) and shall notify the AI Office of the administrative decision within thirty (30) calendar days from the date of the AI Office's notification of the charge.~~

~~For non-matriculated student enrolled in a UCSD course through Summer Session or UCSD Extension, the appropriate administrative authority identified in Section IV.B. shall determine the administrative sanction(s) and shall notify the AI Office of the administrative decision within thirty (30) calendar days from the date of the AI Office's notification of the charge.~~

~~A record of the administrative sanction(s) shall be maintained by the AI Office, the appropriate administrative authority, the Council of Deans of Student Affairs (for undergraduates), and Academic Records.~~

~~b. Academic Sanction~~

~~Within ten (10) business days of being notified of the administrative sanction(s), the AI Office shall notify the Instructor, the department chair/program director, and Academic Records of the administrative sanction(s). Academic Records shall update or remove all notations of the charge from the Student's academic record and direct the Instructor to assign a grade for the course in eGrades.~~

~~The Instructor shall determine the grade for the course. If an X has been assigned, the Instructor shall assign a grade for the course by submitting the grade in eGrades. If the outcome is not determined within the calendar year, Academic Records shall direct the Instructor to submit a clerical error form to assign a grade and Academic Records will post the assigned grade. Upon notification from Academic Records that the final grade has been recorded, the AI Office will notify the Instructor, the appropriate administrative authority, and the department chair/program director of the resolution of the case with a report of both the administrative and academic sanctions.~~

~~3. Decision II: The Student contests the charge of violating the Policy and requests an Academic Integrity Review~~

~~If the Student contests the charge of violating the Policy (Decision II), he or she must submit to the appropriate administrative authority a written request for an Academic Integrity Review with an explanation of why the charge is contested.~~

- ~~a. This request must be received by the appropriate administrative authority within twelve (12) business days of the date of the notification of the charge.~~
- ~~b. Within two (2) business days of receiving the Student's written request for an Academic Integrity Review, the administrative authority shall transmit the written request to the AI Office along with any additional relevant documentation.~~
- ~~c. Within two (2) business days of receiving the administrative authority's request, the AI Office shall notify the Student, the Instructor, and the administrative authority in writing that the request for an Academic Integrity Review was received.~~

~~4. The Academic Integrity Review (AIR)~~

~~The purpose of an Academic Integrity Review is to explore and investigate the incident giving rise to the charge and to reach an informed, evidence-based conclusion as to whether the Policy was violated.~~

~~5.—Composition of the Academic Integrity Review Board and the Review Panel~~

~~The composition of the Academic Integrity Review Board (AIRB) shall be as follows:~~

- ~~a.—Twenty five (25) faculty members appointed by the Academic Senate Committee on Committees.~~
- ~~b.—At least six (6) graduate students appointed by the Graduate Student Association in collaboration with the Assistant Dean of Graduate Studies.~~
- ~~c.—At least twelve (12) upper division undergraduate students, two from each college, appointed by the college Dean.~~

~~For each AIR request, the AI Office shall select from the AIRB five (5) members (the “Review Panel”), which shall normally be composed of three faculty members, one graduate student, and one undergraduate student. The AI Office shall also select a college Dean or the Assistant Dean of Graduate Studies, who is not the Dean or Assistant Dean of the Student, to serve as the Presiding Officer. The Presiding Officer shall conduct the review and advise the Review Panel on procedure, but shall not vote. In the event that a five member Review Panel is not available (e.g., during the summer months or due to unforeseen circumstances, a recusal or challenge of a Review Panel member, or last minute absences), the Student shall be given the option of electing to proceed with a reduced Review Panel. If the Student elects to proceed with a reduced Review Panel, the Presiding Officer, or the AI Office when appropriate, may agree to proceed with not less than two (2) faculty members and one (1) student (either undergraduate or graduate).~~

~~A Review Panel member may recuse himself or herself or the Student may challenge the participation of a Review Panel member only when a reasonable person would recognize a conflict of interest or an inability of the Review Panel member to be unbiased; for example, when there is a personal or authoritative relationship between the Student and a Review Panel member. The Presiding Officer shall make the final determination on challenges to Review Panel composition. In the event that the AIR cannot proceed due to Review Panel composition, the Presiding Officer shall call for a continuance until such time as an appropriate Review Panel can be constituted.~~

~~6.—Notice of the Academic Integrity Review~~

~~As soon as possible, and normally no longer than one quarter after receipt of the request for an AIR, the AI Office shall schedule a review of the case by a Review Panel. The AI Office shall normally provide at least ten (10) business days’ notice to the Student and the Instructor of the time, date, and location of the AIR, although exceptions can be made if both the Student and the Instructor agree.~~

~~The notice shall include a statement that the UCSD Policy on Integrity of Scholarship is alleged to have been violated and a statement that an AIR has been scheduled. If the time and place of the AIR are not known, the notice shall include a statement indicating that a subsequent notice will be sent specifying same. In the event that the time or place is adjusted after the original notice is sent, an email notifying the parties to this effect shall be deemed sufficient notice.~~

~~Objections to the time and date of the AIR will be ruled on by the Presiding Officer no later than five (5) business days before the AIR. Academic Integrity Reviews shall not normally be rescheduled to accommodate the Student’s work, class, or personal conflicts unless undue hardship would otherwise be experienced by the Student. Academic Integrity Reviews shall not normally be rescheduled to accommodate the availability of Relevant Parties.~~

~~7.—The Review Packet~~

~~Once an AIR has been requested by the Student, the relevant documents will be collected, including the facts of the charge by the Instructor and the Student’s dispute of the facts of the charge. The Student or the Instructor may also submit to the AI Office additional documents relevant to the charge, or the names and contact information of any additional people (e.g., classmates, teaching assistants) who have knowledge~~

~~relevant to the charge (Relevant Parties). All documents must be submitted to the AI Office within ten (10) business days of the receipt of the review request by the AI Office.~~

~~The AI Office will make available to the Presiding Officer, the Instructor, and the Student a copy of the documents relevant to the charge (the Review Packet) no later than five (5) business days before the date of the AIR.~~

~~Newly available documents not included in the Review Packet can be presented at the AIR subject to the approval of the Presiding Officer. In such circumstances, the Presiding Officer should provide the Review Panel, the Student, and the Instructor with adequate time to review the new information.~~

~~8. Parties Attending the AIR~~

~~A Relevant Party is one with direct and material understanding of the case.~~

~~Normally, the Instructor bringing the charge forward and the Student requesting the AIR must be present for the AIR. However, in lieu of attending the AIR, the Instructor and/or the Student may forfeit in-person participation and provide a written statement.~~

~~The Student's absence from or silence during the AIR shall not imply acceptance of responsibility. The University will normally conduct a single AIR to address the charges made against multiple Students in the same incident unless the Students would experience substantial prejudice as a result of a joint AIR. The appropriate administrative authority with whom the Students meet to request an AIR will, in consultation with the AI Office, hear and decide on prejudice concerns.~~

~~Recognizing their formal role in the University instruction, in cases where an Instructional Assistant (IA) is involved, the IA may also be present for the entire AIR rather than partially as a Relevant Party.~~

~~The Student may be accompanied by an Associated Students Student Advocate in the AIR. The Student should present his or her own case, but the Advocate may assist the Student with questioning and procedural issues. The Advocate may not normally appear at the AIR in lieu of the Student, but in the event that the Advocate is present but the Student is not, the AIR may continue at the discretion of the Presiding Officer, questions may be asked of the Advocate, and the Advocate may address procedural issues on behalf of the Student. Prior to the AIR, the AI Office shall be available to advise the Instructor of the procedures and options for presentation of the case, but the Instructor may be accompanied in the AIR only by a faculty colleague acting under the same restrictions as a Student Advocate.~~

~~The Instructor and the Student shall have the right to present Relevant Parties and question all Relevant Parties present at the AIR. In lieu of Relevant Parties attending the AIR, the Instructor and/or the Student may submit written statements from Relevant Parties as part of the Review Packet. Normally, Relevant Parties are present at the AIR only for the time they are presenting their statements and being questioned by the Instructor, the Student, and the Review Panel.~~

~~9. The Academic Review Process~~

~~The Review Panel shall hold an AIR and decide based on the preponderance of evidence presented at the AIR whether or not the Student is responsible for violating the Policy. Academic Integrity Reviews are fundamentally educative and investigative in nature, and thus the rules of evidence used in legal proceedings do not apply.~~

~~The Presiding Officer shall conduct the AIR in such a manner as to ensure fairness to the Student and to the Instructor, to maintain order and decorum, to facilitate presentation of evidence, and to provide an opportunity for questions to be asked by the Review Panel.~~

~~No AIR shall be undertaken without a reliable recording. The Presiding Officer shall provide for either a reliable audio recording of the AIR or keep written minutes summarizing the AIR. Any recording shall be retained as part of the permanent record by the Student's administrative authority. Transcripts of the AIR will not be made by the University, but if either the Instructor or the Student makes a transcript at his or her own expense, copies should be provided to the other party for the cost of the copy or ten cents per page, whichever is less. Procedures for such record keeping are covered by the UCSD Student Records Policy as implemented by PPM-160-2.~~

~~No other recording or broadcasting devices shall be allowed in the AIR.~~

~~The final determination of the case shall rest with the Review Panel. The Instructor and the Student, along with any other parties to the AIR, will be excused before the Review Panel begins its deliberations. Review Panel deliberations shall always be confidential and conducted in private with only the Review Panel members and the Presiding Officer present. The responsibility of the Review Panel is only to determine whether the Student violated the Policy, although the Review Panel can make recommendations regarding administrative sanctions to be considered by the appropriate administrative authority. In AIRs where there is more than one Student charged, the Review Panel must make a separate determination for each Student.~~

~~Within five (5) business days from the date on which the AIR is completed, the Presiding Officer shall forward via email the Review Panel's determination to the appropriate administrative authority, with copies to the AI Office, the department chair/program director, the Instructor, and the Student.~~

~~10. Determination of Sanctions~~

~~If the student is found responsible for violating the Policy, sanctions shall be determined as follows:~~

~~a.—Administrative Sanction~~

~~If an undergraduate student is found responsible for violating the Policy, the appropriate Dean shall make a recommendation of the administrative sanction(s) to the Council of Deans of Student Affairs. The Council of Deans of Student Affairs shall determine the administrative sanction(s) and shall inform the Student and the AI Office in writing within ten (10) business days after the receipt of the notice of the Review Panel's determination.~~

~~If a graduate Student or non-matriculated Student enrolled in a UCSD course through Summer Session or University Extension is found responsible for violating the Policy, the appropriate administrative authority identified in Section IV.B. shall determine the administrative sanction(s) and shall inform the Student and the AI Office in writing within ten (10) business days after the receipt of the notice of the Review Panel's determination.~~

~~A record of the administrative sanction(s) shall be maintained by the AIC, the appropriate Dean or administrative authority, the Council of Deans of Student Affairs (for undergraduates), and Academic Records.~~

~~b.—Academic Sanction~~

~~The AI Office shall notify the Instructor, the department chair/program director, and Academic Records of the administrative sanction(s) and shall direct the Instructor to assign a grade for the course in eGrades if an X has been assigned.~~

~~Within ten (10) business days after receiving the official notice from the AI Office, the Instructor shall determine the grade for the course. Academic Records shall update or remove all notations of the charge from the Student's academic record and direct the Instructor to assign a grade for the course in eGrades. If~~

~~the outcome is not determined within the calendar year, Academic Records shall direct the Instructor to submit a clerical error form to assign a grade and Academic Records will post the assigned grade. Upon notification from Academic Records that the final grade has been recorded, the AI Office will notify the Instructor, the appropriate administrative authority, and the department chair/program director of the resolution of the case with a report of both the administrative and academic sanctions and that the case is closed.~~

~~If the Review Panel finds the evidence insufficient to sustain the charge of violating the Policy, the administrative authority and the Instructor shall dismiss the matter without further action against the Student, who shall be permitted either to complete the course without prejudice or to withdraw from it. The AI Office shall notify the Student of his or her options and, within five (5) business days of the date of the letter, the Student shall notify the AI Office of his or her decision. If the Student does not notify the AI Office within this timeframe, it shall be assumed that the Student is electing to complete the course without prejudice. The AI Office shall then notify the Instructor and Academic Records of the Student's decision. If the Student withdraws from the course, the course shall not be listed on his or her transcript.~~

~~C. The Appeals Phase~~

~~The Student may appeal the determination of the Review Panel, the academic sanction determined by the Instructor, and/or the administrative sanction(s) determined by the appropriate administrative authority:~~

~~1. Appeal of the Determination of the Review Panel:~~

~~An undergraduate student may appeal the Review Panel's determination by submitting a written appeal to the AI Office, within five (5) business days of formal notification of the determination of the Review Panel. The AI Office will forward the student's appeal to the appropriate Provost. Council of Provosts will consider the appeal within ten (10) business days from the date the appeal was received. The decision of the Council of Provosts regarding the Student's appeal shall be sent to the student in writing and copied to the Student's Dean, the AI Office, and Academic Records.~~

~~A graduate student may appeal the Review Panel's determination by submitting a written appeal to the AI Office within five (5) business days of formal notification of the determination of the Review Panel. The AI Office will forward the student's appeal to the Dean of Graduate Studies. The Dean of Graduate Studies will consider the appeal within ten (10) business days from the date the appeal was received. The decision of the Dean of Graduate Studies shall be sent directly to the Student in writing and copied to the Assistant Dean of Graduate Studies, the AI Office, and Academic Records.~~

~~A non-matriculated student enrolled in a UCSD course through Summer Session or UCSD Extension may appeal the Review Panel's determination by submitting a written appeal to the AI Office within five (5) business days of formal notification of the determination of the Review Panel. The AI Office will forward the student's appeal to the Council of Provosts for students enrolled through Summer Session and the Dean of Extension for students enrolled through UCSD Extension. The designated authority will consider the appeal within ten (10) business days from the date the appeal was received. The decision of the designated authority shall be sent directly to the Student in writing and copied to the appropriate administrative authority, the AI Office, and Academic Records.~~

~~The basis for appeal of the Review Board's determination shall be: (i) that standards of procedural fairness were violated, e.g., that the Student did not have sufficient opportunity to present his or her side of the case; or (ii) that there exists newly discovered important evidence that has substantial bearing on the determination of the Review Panel. If the appeal is sustained, the case shall be referred back to the AI Office to schedule a new AIR before a new Review Panel. Except for such appeals, the determination of the Review Panel shall be final.~~

~~2. Appeal of the Academic Sanction:~~

~~Appeals must be submitted to the Educational Policy Committee within five (5) business days of receiving notice from the AI Office of the academic sanction assigned. If the case was reviewed by a Review Panel, the Committee shall receive the determination of the Review Panel and accept its determination as to the facts of the case. The Educational Policy Committee shall consider the appeal in accordance with its established procedures.~~

~~3. Appeal of Administrative Sanction:~~

~~An appeal of the administrative sanction(s) shall be submitted by an undergraduate student to the Council of Provosts with a copy to the AI Office within five (5) business days of receiving notice of the administrative sanction. The Council of Provosts shall evaluate the Student's appeal and make a final decision within ten (10) business days of receiving the appeal. The decision of the Council of Provosts shall be sent by the Chair of the Council of Provosts to the Student in writing and copied to the Dean, the AI Office, and Academic Records. [EC 2/10/17]~~

~~An appeal by a graduate student shall be directed to the Dean of Graduate Studies with a copy to the AI Office within five (5) business days of receiving notice from the AIC of the administrative sanction. The Dean of Graduate Studies shall evaluate the Student's appeal and make a decision within ten (10) business days of receiving the appeal. The decision of the Dean of Graduate Studies shall be sent to the Student in writing and copied to the Assistant Dean of Graduate Studies, the AI Office, and Academic Records.~~

~~An appeal by a non-matriculated student enrolled in a UCSD course shall be directed to the Council of Provosts for students enrolled through Summer Session and the Dean of Extension for students enrolled through UCSD Extension, with a copy to the AI Office within five (5) business days of receiving notice from the AIC of the administrative sanction. The designated authority shall evaluate the Student's appeal and make a decision within ten (10) business days of receiving the appeal. The decision of the designated authority shall be sent to the Student in writing and copied to the appropriate administrative authority, the AI Office, and Academic Records.~~

~~A decision of the Council of Provosts, the Dean of Graduate Studies, or Dean of Extension regarding an appeal is final.~~

~~VI. Policy Regarding Student Academic Records~~

- ~~▪ Until a charge of violating the Policy has been resolved, the student's transcript will show a blank grade for the course. Academic Records will note in attached text to the course (i.e., not on the Student's transcript) that the hold is for a "Pending Charge of Academic Dishonesty".~~
- ~~▪ Once a charge is filed with the AI Office, the student shall not drop or withdraw from the course. If the Student drops the course before the charge of violating the Policy has been resolved, he or she will be administratively reenrolled in the course by Academic Records. If a student drops or withdraws from a course before a charge is filed with the AI Office, the resolution process will proceed as described in the Policy but no academic sanction will be applied.~~
- ~~▪ The "Pending Charge of Academic Dishonesty" notation shall not be removed by Academic Records until notification from the AI Office that the case has been resolved or that the Instructor has withdrawn the charge.~~
- ~~▪ If a passing grade is assigned to a student found responsible for violating the Policy and a conflict arises because of the Student's enrollment in a duplicate, cross-listed, or equivalent course taken after the charge has been resolved, Academic Records shall ensure that the grade given in the course with the Academic Dishonesty charge is not removed from the GPA. All other academic regulations pertaining to duplicate course enrollment will be enforced.~~

- ~~• If the Student has been found responsible for violating the Policy, the grade assigned by the Instructor will be counted in the student's GPA even if the course is retaken. Academic Records will permanently note in text attached to the course (i.e., not on the student's transcript) that the grade was given as a result of "Academic Dishonesty".~~
- ~~• If the student withdraws from UCSD before the final resolution of the case, the following policy shall govern. If the Student is found responsible for violating the Policy and the Instructor assigns the student a final grade in the course, this grade shall be permanently entered on the transcript. If the administrative sanction is dismissal, the transcript shall bear a notation that readmission is contingent upon approval from the Chancellor. Any administrative penalty less severe than dismissal shall be imposed if and when the student returns to the University.~~
- ~~• If a case of alleged Policy violation is also the subject of an administrative inquiry under the Policy on Integrity of Research, then the Executive Vice Chancellor for Academic Affairs, in consultation with the Review Panel, may make such modifications in procedure as are necessary to coordinate the two inquiries.~~
- ~~• If the administrative sanction is suspension or dismissal, the fact that the student was suspended or dismissed for violating the Policy must be posted on the academic transcript for the duration of the sanction.~~

~~VII~~**IV. Review of this Policy**

The Educational Policy Committee shall periodically review this Policy and propose changes as it deems necessary.

~~VIII~~**Academic Dishonesty in Independent Exams**

~~In cases where academic dishonesty is reported in independent exams (exams held outside of coursework), such as placement exams and qualifying exams, the procedures described above shall apply, with exception to the language regarding administration of a grade as an academic sanction in section V.B.10.b and appeals of the academic sanction (section V.C.2).~~

~~A. Academic Sanctions~~

~~The academic sanction will be determined by the faculty member or faculty committee with ultimate responsibility for evaluating the exam. The sanction will establish the following:~~

- ~~1. Evaluation of exam results. This may include granting the student full, partial, or no credit for the exam.~~
- ~~2. Provision to allow or deny the student the ability to repeat the exam.~~

~~The responsible party shall report the academic sanction to the Student and the AI Office, which shall notify the appropriate administrative offices of the sanction (per Section V.B.10.b).~~

~~B. Appeals of the Academic Sanctions~~

~~Appeals of academic sanctions must be submitted to the Educational Policy Committee following the timelines specified in the section V.C.2 of the Policy.~~

¹ Definition from the International Center for Academic Integrity, <https://www.academicintegrity.org/>

² "In writing" is defined as correspondence delivered either on paper or electronically via e-mail for the purposes of this Policy and the corresponding Procedures.

³ See Section 1.2 of the corresponding Procedures.

⁴ Sanctioning guidelines can be found at <https://academicintegrity.ucsd.edu/>.

⁵ See Section 1.1.c of the corresponding Procedures.

APPENDIX II
UC SAN DIEGO POLICY ON INTEGRITY OF SCHOLARSHIP

Integrity of scholarship, otherwise referred to as academic integrity, is essential for an academic community, including UC San Diego. Academic integrity is built on a foundation of honest, responsible, fair and trustworthy scholarly activity.¹ Without it, the degrees we confer, the research we conduct, and our reputation all diminish in value.

Thus, the University expects that both faculty and students will adhere to its standards of academic integrity. The UC San Diego Policy on Integrity of Scholarship (herein the “Policy”) states the general rules associated with student integrity of scholarship. The Procedures for Resolving Alleged Violations of the Policy (herein the “Procedures”) are found at [Link TBD](#) and authorized by the San Diego Division of the Academic Senate’s Educational Policy Committee.

The Policy applies to the following:

- All persons matriculated at UC San Diego as undergraduate or graduate students
- All persons enrolled as students in UC San Diego undergraduate or graduate courses

Medical students are governed by policies specified in the Handbook for School of Medicine Advisors and Students, as formulated by the School of Medicine Committee on Educational Policy. Pharmacy students are governed by the Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS) formulated by the SSPPS faculty. A separate policy exists governing integrity of research.

I. Roles and Responsibilities for Upholding Academic Integrity

A. Students’ Responsibility

To uphold academic integrity, students shall:

- Complete and submit academic work that is their own and that is an honest and fair representation of their knowledge and abilities at the time of submission.
- Know and follow the standards of the class and the institution.

Thus, no student shall engage in an activity that undermines academic integrity or facilitates academic integrity violations by others. This includes, but is not limited to, the following behaviors:

- a. No student shall procure, provide, or accept any material that contains questions or answers to any examination or assignment unless the student’s possession of the material has been authorized by the instructor.
- b. No student shall complete, in part or in total, any academic work (e.g., examination, assignment, paper) or obtain academic credit (e.g., attendance, participation) for another person.
- c. No student shall allow any academic work or academic credit to be completed or obtained, in part or in whole, for himself or herself by another person.
- d. No student shall plagiarize or copy the work of others and submit it as their own work.
- e. No student shall employ aids in undertaking course work or in completing any exam or assignment that are not authorized by the instructor.

- f. No student shall alter graded class assignments or examinations and then resubmit them for regrading without the instructor's permission.
- g. No student shall submit substantially the same material more than once without prior authorization from the instructor, such as a paper that was written and submitted in another class.

B. Instructors' Responsibility

The instructor shall state in writing² how graded assignments and exams will contribute to the final grade in the course. If there are any course-specific rules required by an instructor for maintaining academic integrity, the instructor shall also inform students of these in writing.

C. Instructional Assistants' (IA) Responsibility

A student acting in the capacity of an instructional assistant (IA), a category including but not limited to teaching assistants, readers, and tutors, has a special responsibility to safeguard academic integrity and report suspected violations to the instructor. In this role the student functions as an apprentice instructor, under the tutelage of the responsible instructor. An IA shall equitably grade student work in the manner agreed upon with the course instructor. An IA shall not provide any student with any information or collaboration that would aid the student in completing the course in a dishonest manner (e.g., providing access to unauthorized material related to tests, exams, and homework). An IA who violates these responsibilities may be subject to discipline under this Policy but also under employee policies.

II. Roles and Responsibilities for Resolving Academic Integrity Violations

The responsibility for resolving academic integrity violations rests with two University authorities: the faculty and the administration. Under the Standing Order of the Regents, authority over courses and curricula is delegated to the faculty through the Academic Senate. The University of California's Policy on Student Conduct and Discipline authorizes the UC San Diego administration to discipline students for academic misconduct (which are referred to as academic integrity violations in this Policy). Cases in which the student accepts or is found responsible for academic integrity violations will normally result in consequences, including but not limited to, academic integrity training, an academic sanction, and administrative sanction(s).

A. Academic Responsibilities

The instructor shall report all suspected academic integrity violations to the Academic Integrity Office (AIO), shall participate in the process according to this Policy and the corresponding Procedures, and, when the case is resolved, shall determine the academic sanction (the student's grade in the course). Any violation of this Policy by the student may be considered grounds for failure in the course, although lesser consequences may be incurred in less serious circumstances. An instructor shall not assign an academic sanction for an academic integrity violation unless they have submitted an Allegation Report³ to the AIO and there is an acceptance or final finding of responsibility. If the course concludes before a resolution is reached, the instructor will assign an "X" code for the course.

An instructor may not withdraw a charge if a student has accepted responsibility or has been found responsible for an academic integrity violation.

In cases where an academic integrity violation is reported in independent exams (exams held outside of coursework), such as placement exams and qualifying exams, or culminating academic work, such as undergraduate or graduate theses, dissertations, and independent study projects, the academic sanction will be determined by the faculty member or by the

faculty committee that maintains ultimate responsibility for evaluating the exam or work. The sanction will establish both of the following:

1. Evaluation of the exam results or work. This may include granting a student full, partial, or no credit.
2. Provision to allow or deny a student the ability to repeat the exam or resubmit the culminating work.

B. Administrative Responsibilities

There are many different administrators who have roles in the process of resolving academic integrity violations; in this Policy and the corresponding Procedures, they are all referred to as the Appropriate Administrative Authority (AAA). The responsibilities and title designations of the AAAs are as follows:

Table 1. Appropriate Administrative Authorities (AAAs)

	Resolving Allegations	Determining & Imposing Administrative Sanctions*	Reviewing Appeals
Undergraduate Students	College Dean of Student Affairs or Designate	College Dean of Student Affairs (approved by Council of Deans of Student Affairs)	Student’s Provost (approved by Council of Provosts)
Graduate Students	Assistant Dean, Graduate Division or Designate	Assistant Dean, Graduate Division	Dean, Graduate Division
Visiting Summer Session Students	Director, Summer Session or Designate	Director, Summer Session	Chair, Council of Provosts
Extension Students	Extension Registrar/Associate Director of Student Services or Designate	Extension Registrar/Associate Director of Student Services	Dean, Extension

*This person is referred to as “the student’s AAA” in the Procedures document.

The AAAs can designate the AI Office as an AAA for resolving allegations.

If students from two or more different units (e.g., colleges, Summer Session, Extension, or the Graduate Division) are allegedly involved in the same incident, one AAA will resolve all of the allegations.

The AAA will impose Administrative Sanctions in accordance with guidelines authorized by the Educational Policy Committee. Administrative sanctions range in severity, but can be applied only when a student has accepted responsibility or has been held responsible.⁴ Students with multiple confirmed academic integrity violations shall be subject to dismissal from the University.

Appeal decisions by AAAs are final.

C. Academic Integrity Office (AIO) Responsibilities

The AIO is the administrative manager for this Policy and for the processing of reported academic integrity violations, and the coordinator of the AI review and appeal process. The AIO may gather the materials necessary to fully document suspected academic integrity violations, resolve allegations as designated by an AAA, and advise faculty and students throughout the process. The AIO may extend any timelines in the Procedures when practical exigencies so dictate, in which case all involved parties will normally be notified in writing. The AIO shall maintain a record of all cases and shall report annually to the Educational Policy Committee on the number, nature, and type of cases; the pattern of decision-making; the severity and type of academic and administrative sanctions; and other relevant matters. The AIO is responsible for monitoring and reviewing the Procedures that accompany this Policy and chairs the committee that reviews and updates the procedures on an annual or bi-annual basis. Proposals from the AIO to revise the Procedures will be submitted to the Educational Policy Committee for approval.

III. Policies Governing the Procedures for Resolving Suspected Academic Integrity Violations

The Procedures for resolving alleged academic integrity violations are found at [Link TBD](#). The Procedures must be in agreement with the following Policy requirements.

- A. Instructors shall report all suspected academic integrity violations to the AIO so that the formal procedures can be initiated. The Procedures explain the rights of students, which include the right to be notified of the alleged violation, the right to be heard, the right to accept or deny responsibility, the right to have the case evaluated by a Review Panel, and the right to appeal. If an instructor imposes an academic sanction without reporting the suspected academic integrity violation to the AIO, the student has the right to refer the case to the AIO to determine if formal procedures should be initiated.
- B. If a student does not follow the Procedures within the established timelines, they will be presumed to have decided to accept responsibility.
- C. If it is a multiple student case, the outcome (per Section 2.3-2.4 of the Procedures) for each student must be known before the cases proceed to the sanctioning phase or an AI Review.
- D. If the student does not accept responsibility, the case proceeds to an AI Review. If the possible administrative sanctions do not include suspension or dismissal from the University, the case will be scheduled for an AI Review I. If the possible administrative sanctions do include suspension or dismissal from the University, the case will be scheduled for an AI Review II.
 - 1. If during an AI Review I, the Review Panel determines that the violation is different than originally classified and may result in administrative sanctions that do include suspension or dismissal from the University, the case will be referred back to the AIO for an assessment of the case. If the Review Panel's assessment is supported by the AIO and the AAA, the case will be scheduled for an AI Review II.
 - 2. If one of the involved students is non-responsive and any of the other involved students are proceeding to an AI Review, the non-responsive student's case should also proceed to the same AI Review.
- E. If the student is held not responsible through an AI Review I or II, the matter shall be dismissed without further action against the student and the student shall be permitted either to complete the course without prejudice or to retroactively withdraw from it without

- indication on the student's transcript. However, if the student does not notify the AIO of their decision within the timeline specified in the Procedures, it will be assumed that they are electing to receive the earned grade.
- F. If a case of an alleged academic integrity violation might also be a violation of the Policy on Integrity of Research, then the AIO will consult with the Office of Research Affairs (ORA). If the AIO and the ORA concur that the alleged violation falls under both policies, the Executive Vice Chancellor for Academic Affairs, in consultation with the AIO, may make modifications to procedure as are necessary to coordinate the two inquiries.
 - G. A student may appeal a responsibility determination of an AI Review I or II, the academic sanction determined by the instructor, and/or an administrative sanction of suspension or dismissal.
 - 1. The basis for appeal of the AI Review I or II determination shall be: (i) the stated procedures were not followed; or (ii) there exists newly discovered important evidence that has substantial bearing on the determination of the Review Panel. If an AI Review appeal is granted, the student will receive a new Review in front of new Panel members.
 - 2. Except in cases of such appeals, the determination of the AI Review I or II shall be final.
 - 3. Appeals of the academic sanction will be considered in accordance with San Diego Senate Regulation 502. Grade Appeals.
 - 4. The basis for appeal of the administrative sanctions shall be: (i) the student's sanctions are out-of-line with the sanctioning guidelines; or (ii) the student's personal circumstances warrant a deviation from the sanctioning guidelines; or (iii) the administrative sanction(s) will cause extraordinary hardship compared to what is standard or expected for the violation/sanction.
 - H. A record of the administrative sanction(s) shall be maintained by the AIO and the appropriate AAA.
 - I. Until an allegation of an academic integrity violation has been resolved, the assigned "X" grade for the course will remain, but the student's transcript will show a blank grade for the course. The Office of the Registrar will note in the text attached to the course (i.e., not on the student's transcript) that the grade was held due to a "Pending Charge of Academic Dishonesty". The grade hold will not be removed until notification from the AIO that the case has been resolved.
 - J. A student shall not be allowed to withdraw from a course if an instructor has filed an Intent to Report⁵ or an Allegation Report to the AIO within the timeline specified in the Procedures. If a student does withdraw from the course, they will be administratively reenrolled in the course by the Office of the Registrar. A student may withdraw from a course if the instructor does not submit an Intent to Report and the withdrawal occurs between the instructor's deadline for filing an Intent to Report and the filing of the Allegation Report. However, in such cases the resolution process will proceed as described but no academic sanction will be applied.
 - K. If a student has been found responsible for an academic integrity violation, the grade assigned by the instructor will be counted in the GPA even if the course is retaken. The Office of the Registrar will permanently note in text attached to the course (i.e., not on the student's transcript) that the grade was given as a result of "Academic Dishonesty".
 - L. If a passing grade is assigned to a student found responsible for an academic integrity violation and a conflict arises because of the student's enrollment in a duplicate, crosslisted, or equivalent course taken after the charge has been resolved, the Office of the Registrar shall

ensure that the grade given in the course with the Academic Dishonesty charge is not removed from the GPA. All other academic regulations pertaining to duplicate course enrollment will be enforced.

- M. If a student is not enrolled at UC San Diego at any point during the resolution of a case, the process will continue as indicated in this Policy and the Procedures. Any administrative sanction less severe than dismissal shall be imposed if and when the student returns to the University.
- N. If the administrative sanction is suspension or dismissal, the fact that a student was suspended or dismissed for academic dishonesty must be posted on the academic transcript for the duration of the sanction.

IV. Review of this Policy

The Educational Policy Committee shall periodically review this Policy and propose changes as it deems necessary.

¹ Definition from the International Center for Academic Integrity, <https://www.academicintegrity.org/>

² “In writing” is defined as correspondence delivered either on paper or electronically via e-mail for the purposes of this Policy and the corresponding Procedures.

³ See Section 1.2 of the corresponding Procedures.

⁴ Sanctioning guidelines can be found at <https://academicintegrity.ucsd.edu/>.

⁵ See Section 1.1.c of the corresponding Procedures.

Appendix C – Procedures for Resolving Alleged Violations of the Policy on Integrity of Scholarship

Procedures for Resolving Alleged Violations of the UC San Diego Policy on Integrity of Scholarship *(Appendix II of the San Diego Division Manual of the Academic Senate)*

This document details the procedures for resolving academic integrity violations as per the UC San Diego Policy on Integrity of Scholarship (herein the “Policy”). The Academic Integrity Office (AIO) is the manager of these procedures, which and they are approved by the San Diego Division of the Academic Senate’s Educational Policy Committee.

The procedures for responding to suspected academic integrity violations are divided into five phases: 1. Reporting Phase; 2. Decision and Resolution Phase; 3. Sanctioning Phase; 4. Appeals Phase; and 5. Closing Phase. This document also outlines the guidelines and procedures for Academic Integrity Reviews (AI Review) I and II in Appendix A.

1. The Reporting Phase

1.1. When an instructor has reason to believe that a student has violated academic integrity standards (Section I of the Policy), the instructor shall proceed in one of the following three ways:

- a. Meet with the student to discuss the suspected violation.
 1. If the instructor determines that there is evidence of a violation, he or she must file an Allegation Report with the AIO (see Section 1.2 of these Procedures).
 2. If the instructor determines there is insufficient evidence to report, they do not need to file an Allegation Report. However, if the instructor filed an “X” grade at the end of the quarter, the instructor must notify the AIO in writing¹ that there was insufficient evidence to warrant an academic sanction.
- b. Submit an Allegation Report (see Section 1.2 of these Procedures) directly to the AIO without meeting with the student.
- c. File an Intent to Report
 1. If an instructor does not have time to proceed immediately with steps a or b above, they may file an Intent to Report with the AIO within five (5) business days of detecting the possible violation. Per Section III.J of the Policy, an Intent to Report prohibits a student from withdrawing from the course.
 2. An Intent to Report must be in writing and include: Name(s) and PID(s) of involved student(s), the course name and number, and date of the alleged incident (e.g. date of exam; date paper was graded).
 3. After the instructor submits an Intent to Report, they have 15 business days from the date that end-of-quarter grades are due to proceed with either a or b above.

1.2. Filing an Allegation Report

- a. The instructor must file (as soon as possible but no later than 15 business days after the grades due date) an Allegation Report with the AIO.

¹ As per the Policy, the term “in writing” throughout this document is defined as communications delivered either on paper or electronically via e-mail.

- b. If an instructor meets with a student, they also need to submit the Instructor-Student Resolution Form² to the AIO.
 1. If the student accepts responsibility at the meeting with the instructor, the student can retract that acceptance within two (2) business days by contacting the AIO in writing (proceed to Section 2.2.b of these Procedures).

2. The Decision and Resolution Phase

Once an instructor has submitted an Allegation Report to the AIO:

- 2.1. The AIO shall initiate the Decision and Resolution Phase, normally within two (2) business days, including assessing the Instructor-Student Resolution form if the instructor met with the student, assigning the case to an the Appropriate Administrative Authority (AAA)³, and notifying the instructor and Academic Records that the process has begun.
 - a. If the student accepted responsibility in the meeting with the instructor, the AIO will forward the case to the student's AAA to begin the Sanctioning Phase (proceed to Section 3 of these Procedures).
 - b. If the student did not accept responsibility in the meeting with the instructor⁴, the instructor did not meet with the student, or if the AIO assessed the violation type to be different than what was indicated on the Instructor-Student Resolution Form, the AAA issues an Allegation Notification normally within two (2) business days of being assigned the case, which officially notifies the student of the allegation and the opportunity to resolve the allegation in a Resolution Meeting (proceed to Section 2.3 of these Procedures).
- 2.2. Within five (5) business days of the date of the Allegation Notification by the AAA, the Resolution Meeting between the AAA and student must be scheduled.⁵
- 2.3. At the Resolution Meeting with the AAA, which can be conducted in person or virtually, there are only three possible outcomes:
 - a. Acceptance of Responsibility. The involved student accepts responsibility for violating academic integrity standards and the procedures for applying administrative and academic sanctions are initiated (proceed to Section 3 of these Procedures).
 - b. Agreement to Proceed to an Academic Integrity Review. The involved student does not accept responsibility for violating academic integrity standards and the AI Review procedures are initiated (proceed to Section 2.5 of these Procedures).
 - c. Withdrawal of Allegation. The AAA uncovers additional information that should be shared with the instructor regarding the allegation and the instructor decides to withdraw the

² The Instructor-Student Resolution Form can be obtained from the AIO.

³ The Appropriate Administrative Authority (AAA) is defined in Section II.B of the Policy.

⁴ It will be presumed that the student did not accept responsibility if the student did not sign the Instructor-Student Resolution Form, the instructor did not submit the Instructor-Student Resolution Form, or if the student e-mailed the AIO to retract their acceptance of responsibility.

⁵ As per Section III.B. of the Policy, if the student does not respond to the notification, the AAA should assume that the student has accepted responsibility.

allegation as a result. Note: The allegation may be reinstated if new evidence is later discovered (proceed to Section 2.6 of these procedures).

A determination of the outcome should normally be reached within thirty (30) business days from the date that the AAA was assigned the case.

2.4. When a student has decided to proceed to an AI Review⁶:

- a. The AAA records the decision and notifies the involved student(s) within two (2) business days of the student's decision or in a multi-student case, within two (2) business days of the last student's decision.
- b. The AIO notifies the student whether AI Review I or II procedures⁷ will apply and directs the student to formally submit to the AIO an Official AI Review Request within five (5) business days.
 1. If the student's Official AI Review Request is not received within five (5) business days, it will be assumed that the student changed his/her mind and is accepting responsibility and the procedures for applying administrative and academic sanctions will be initiated (see Section 3 of these Procedures).
- c. Within two (2) business days of receiving a student's Official AI Review Request, the AIO shall notify the student, the instructor, and the student's AAA in writing that the case is proceeding to an AI Review (see Appendix A of these Procedures for AI Review I and II guidelines and procedures).
- d. If a student is held responsible through either the AI Review I or II:
 1. The AIO shall notify the student, the instructor, and the student's AAA of the AI Review decision within two (2) business days of receiving the Review decision.
 2. The procedures for applying administrative and academic sanctions will be initiated (see Section 3 of these Procedures).
- e. If a student is held not responsible through either the AI Review I or II:
 1. The AIO shall notify the student and the student's AAA of the AI Review Decision within two (2) business days of receiving the Review decision.
 2. Within five (5) business days of being notified of the Review decision, the student shall notify the AIO of their decision to either receive the earned grade or retroactively withdraw (see Section III.E. of the Policy).
 3. The AIO shall then notify the instructor and Academic Records of the student's decision within two (2) business days. The instructor shall assign a grade or Academic Records shall withdraw the student within ten (10) business days depending on the student's decision.

2.5. When an allegation is withdrawn by an instructor, the instructor shall notify the AIO in writing of his or her decision.

⁶ See Appendix A of these Procedures for AI Review guidelines and procedures.

⁷ Section III.D of the Policy describes the criteria for whether a case will be scheduled for an AI Review I or II: "If possible administrative sanctions do not include separation from the University, the case will be scheduled for an AI Review I. If the possible administrative sanctions do include separation from the University, the case will be scheduled for an AI Review II."

- a. The AIO shall notify the student, the student's AAA, and Academic Records that the Allegation Report has been withdrawn by the instructor.
- b. Academic Records removes any notations of the allegation from the student's academic record and directs the instructor to submit the student's earned grade.

3. The Sanctioning Phase

- 3.1. The student's AAA shall determine the administrative consequences of the academic integrity violation (including, but not limited to, administrative sanction(s), mandatory academic integrity training, and required meeting(s) with the student's AAA) and shall inform the student and the AIO in writing within ten (10) business days of the resolution of the case after the student accepted responsibility or was found responsible.
- 3.2. Within two (2) business days of receiving notification from the student's AAA, the AIO shall notify the instructor and Academic Records of the outcome of the case.
 - a. Academic Records shall update or remove all notations of the charge from the student's academic record and direct the instructor to assign a grade for the course.
 - b. The instructor will submit the grade within ten (10) business days after receiving the notice from Academic Records, or if the course is still in progress, at the end of the quarter when grades are due.

4. The Appeals Phase

Students may appeal the determinations of the AI Review I or II, the academic sanction determined by the instructor, and/or an administrative sanction of suspension or dismissal (Section III.G of the Policy).

- 4.1. Appeal of an administrative sanction of suspension or dismissal from the University:
 - a. A student must submit in writing to the AIO the appeal of administrative sanction within five (5) business days of receiving notice of the administrative sanction.
 - b. The AIO processes the appeal and forwards to the AAA within two (2) business days.
 - c. The AAA shall evaluate the student's appeal, make a final decision, and notify the AIO of the decision and rationale in writing within ten (10) business days of receiving the appeal.
 - d. Within two (2) business days of receiving the appeal decision from the AAA, the AIO shall notify the student, the instructor, the AAA and Academic Records in writing of the appeal outcome.
- 4.2. Appeal of the AI Review I or II Decision:
 - a. The AI Review appeal must be submitted to the AIO in writing within five (5) business days of receiving notice from the AAA.
 - b. The AIO processes and forwards the appeal to the AAA, normally within two (2) business days.

- c. The AAA shall evaluate the student's appeal, make a final decision, and notify the AIO of the decision and rationale in writing within ten (10) business days of receiving the appeal.
- d. The AIO shall notify the student, the instructor, the AAA and Academic Records in writing of the appeal outcome.
- e. If the appeal is granted, the AIO will put the case back in the AI Review queue and schedule it according to the AI Review Procedures.

4.3. Appeal of the academic sanction:

- a. Appeals of the academic sanction will be considered in accordance with San Diego Senate Regulation 502. Grade Appeals.

5. The Closing Phase

- 5.1. Upon notification from the Office of the Registrar that the final grade has been recorded, the AIO will notify the instructor that the process is complete.
- 5.2. The AIO will close the case once the grade is submitted and any imposed sanctions (requiring tracking) have been completed.

Note: "Appendix A. Academic Integrity Review Procedures" is a continuation of "Appendix C. Procedures for Resolving Alleged AI Violations."

APPENDIX A. Academic Integrity Review Procedures

Academic Integrity Reviews are scheduled at the request of the student who does not accept responsibility for an academic integrity violation. The purpose of an Academic Integrity Review (AI Review) is to reach a conclusion as to whether there was an academic integrity violation as per the UC San Diego Policy on Integrity of Scholarship (herein the "Policy). AI Review decisions are made by the Academic Integrity Review Board (AIRB).

1. Composition of the AIRB

- a. At least thirty-five (35) faculty members appointed by the Academic Senate's Committee on Committees in the spring quarter preceding the year of service.
- b. At least six (6) graduate students appointed by the Graduate Student Association in collaboration with the Assistant Dean of the Graduate Division in the spring quarter preceding the year of service.
- c. At least twelve (12) upper-division undergraduate students, two from each college, appointed by the college Dean of Student Affairs in the spring quarter preceding the year of service.
- d. For AI Review I, the AIO will select from the AIRB two (2) members, normally a faculty member and a student (either undergraduate or graduate) member who do not have relationships with the Involved Parties, to form the Review Panel.
- e. For AI Review II, AIO shall select from the AIRB five (5) members (the "Review Panel"), which shall normally be composed of three faculty members, one graduate student, and one undergraduate student.
 - i. Students shall be given the option of electing to proceed with a reduced Review Panel of not less than two (2) faculty members and one (1) student (either undergraduate or graduate).

2. Standards for AI Reviews

- a. The rules of evidence used in legal proceedings do not apply.
- b. A relevant party is one with direct and material understanding of or involvement in the case, most typically the instructor, instructional assistant(s), and involved student(s). In some cases, there may be other relevant parties that can be present. Attorneys and character witnesses are not relevant parties.
- c. The responsibility of the Review Panel is only to determine whether a student committed an academic integrity violation, although the Review Panel can make recommendations regarding the administrative sanctions to be considered by the Appropriate Administrative Authority (AAA) defined in Section II.B of the Policy.
- d. The Review Panel shall make its decision based on the preponderance of evidence (a more likely than not standard).
- e. Within ten (10) business days of the receipt of the Review Request by the AIO, the relevant parties must submit all materials, in writing, to the AIO. Relevant materials, which will be collated into the briefing packet, include:
 - i. Instructor's report and supporting documentation
 - ii. Involved student's statement and supporting documentation
 - iii. Names and contact information for any additional relevant parties
 - iv. Statements and/or documentation from the additional relevant parties

3. AI Review I Procedures (Informal Hearing)

- a. The AI Review I procedures shall be initiated according to Section III.D of the Policy.
- b. The AI Review I is primarily a document review process, including:
 - i. Statements and documentation submitted by the instructor and involved student(s) (see Section 2.f of this Appendix).

- ii. A report from the AAA who met with the student outlining the AAA's view of the case and relaying any conversations with the student.
- iii. All materials submitted within ten (10) business days of the receipt of the review request by the AIO (see Section 2.f of this Appendix).
- c. Within five (5) business days of receiving the documentation from the relevant parties, the AIO shall make available to the instructor and student(s) all of the relevant statements and documentation.
- d. The AIO will give each party ten (10) business days to supplement the original submission or to submit a statement in response to the materials received.
- e. As soon as possible after this time, the AIO will convene an AI Review I Review Panel to review the case.
 - i. The Panel will meet to review the statements and documentation.
 - ii. The Panel is permitted to ask the AIO to arrange interviews between the Panel and any of the relevant parties if the Panel feels such interviews would be helpful.
 - iii. Within fifteen (15) business days of receiving the case, the AI Review I Panel must convey its decision to the AIO. In the event of a tie, AIO will assign the case to a third AIRB member who must be a faculty member.

4. AI Review II Procedures (Formal Hearing)¹

- a. The AI Review II procedures shall be initiated when a student is contesting an allegation that may result in suspension or dismissal from the University.
- b. As soon as possible, and normally no longer than one quarter after receipt of the request for an AI Review, the AIO shall schedule a review of the case by an AI Review II Review Panel, which shall be facilitated by a presiding officer (a college Dean of Student Affairs or the Assistant Dean of the Graduate Division, who is not the Dean or Assistant Dean of the student)
 - i. The presiding officer shall conduct the AI Review II Review and advise the AI Review II Review Panel on the procedure, but shall not vote.
 - ii. The presiding officer shall conduct the AI Review II in such a manner as to try to ensure fairness to both the student and the instructor, to maintain order and decorum, to facilitate presentation of evidence, and to provide an opportunity for questions to be asked, including by the participants or the witnesses.
- c. The AIO shall normally provide at least ten (10) business days' notice to the student and the instructor of the time, date, and location of the AI Review II, although exceptions to the timeline can be made if both the student and the instructor agree.
 - i. In the event that the time or place is adjusted after the original notice is sent, an e-mail notifying the parties to this effect shall be deemed sufficient notice.
 - ii. Objections to the time and date of the AI Review II will be ruled on by the presiding officer no later than five (5) business days before the AI Review II.
 - 1. AI Reviews shall not normally be rescheduled to accommodate the student's work, class, or personal conflicts unless undue hardship would otherwise be experienced by the student. AI Reviews II shall not normally be rescheduled to accommodate the availability of relevant parties.
- d. The AIO will make available to the presiding officer, the instructor, and the student a copy of the relevant statements and documents (the briefing packet) no later than five (5) business days before the date of the AI Review II.
 - i. Newly available documents not included in the briefing packet can be presented at the AI Review subject to the approval of the presiding officer. In such circumstances, the presiding officer should provide the Review Panel, the student, and the instructor with adequate time to review the new information.
- e. The instructor and the student shall have the right to present relevant parties and question all relevant parties present at the AI Review II.

- i. Normally, relevant parties are present at the AI Review only for the time they are presenting their statements and being questioned by the instructor, the student, and the Review Panel. Members of the instructional team (e.g., TAs, readers, tutors) can be present for the entire review.
 - ii. The student's absence from or silence during the AI Review II shall not imply acceptance of responsibility.
- f. The University will normally conduct a single AI Review II to address charges made against multiple students in the same incident unless the students would experience substantial prejudice as a result of a joint AI Review II. Separate decisions will be made for each student.
 - i. The presiding officer, in consultation with the AIO, hears and decides any concerns regarding prejudice.
- g. Involved students and instructional staff may be accompanied by a member of the University community who is trained by the AIO to assist in the AI Reviews.
 - i. Students and instructional staff should speak for themselves, but trained advisors may assist with questioning and procedural issues.
 - ii. The advisor may not normally appear at the AI Review II in lieu of the student or instructor, but in the event that the advisor is present but the student or instructor is not, the AI Review may continue at the discretion of the presiding officer, questions may be asked of the advisor, and the advisor may address procedural issues on behalf of the student or instructor.
- h. No AI Review II shall be undertaken without a reliable recording by the presiding officer. No other recording or broadcasting device shall be allowed in the AI Review II. Any recording shall be retained by the AAA according to the University's Records Retention Schedule.²
 - i. Transcripts of the AI Review II will not be made by the University, but if either the instructor or the student makes a transcript at his or her own expense, copies should be provided to the University and other relevant party for the reasonable cost of the copy. Procedures for such record keeping will be consistent with University policy. Any transcript received by the University shall be retained by the AAA according to the University's Records Retention Schedule.
- i. Review Panel members may recuse themselves or the student may challenge the participation of a Review Panel member only when a reasonable person would recognize a conflict of interest or an inability of the Review Panel member to be unbiased; for example, when there is a personal or authoritative relationship between the student and the Review Panel member.
 - i. The presiding officer shall make the final determination on challenges to Review Panel composition.
 - ii. In the event that the AI Review II cannot proceed owing to Review Panel composition, the presiding officer shall call for a continuance until such time as an appropriate Review Panel can be constituted.
- j. The instructor and the student, along with any other parties to the AI Review II, will be excused before the Review Panel begins its deliberations.
 - i. The Review Panel deliberations shall always be confidential and conducted in private with only the Review Panel members and the presiding officer present.
 - ii. Promptly after the deliberations, the presiding officer will notify the AIO of the Panel's decision.

¹ The AI Review II Procedures comply with the procedures requirements listed in Section 103.11 of the University California's Policy on Student Conduct and Discipline (PACAOS): <https://policy.ucop.edu/doc/2710530/PACAOS-100>.

² <https://recordsretention.ucop.edu/>

Overview of Proposed Changes to AI Policy

This chart overviews changes made to the Policy on Integrity of Scholarship. It's intent is to provide a roadmap for reviewing tracked changes.

	Current Policy Section	New Policy/ Procedures Section	No Change, Moved (from Policy to Procedures), Revised, or New	Reason for Revision or Inclusion
Roles & Responsibilities for Upholding Academic Integrity				
Instructor	I.	Policy I.B.	Revised	To be more clear about instructor responsibilities
Student	II.	Policy I.A.	Revised	To be more clear that integrity violations are not just dishonest in nature and that facilitating cheating is also a violation
Instructional Assistant	III.	Policy I.C.	No Change	
Roles & Responsibilities for Resolving Academic Integrity Violations				
Academic Responsibilities	IV.A.	Policy II.A.	No Change	
Administrative Authority	IV.B.	Policy II.B.	Revised	The section gives authority to the Appropriate Administrative Authorities (AAA) to delegate case resolution to the AIO. The reason for this is to increase efficiency of the process.

	Current Policy Section	New Policy/ Procedures Section	No Change, Moved (from Policy to Procedures), Revised, or New	Reason for Revision or Inclusion
AIO	IV.C.	Policy II.C.	Revised	The sections adds the case resolution to AIO responsibilities, as well as the authority to chair a procedures committee (the purpose of which is to ensure Procedures can be updated when opportunities arise to streamline the process)
Resolution Procedures				
Instructor Reporting of Allegations	V.A.I & II	Procedures 1.1. & 1.2	Moved & Revised	This section was moved to Procedures & revised to add in information about the Instructor-Student Resolution Form and the Intent to Report procedures
		Policy III. A.	Revised	The Policy pieces of current V.A. I & II were removed and retained within Policy III.A. and an overview of the procedures was added. In addition, the ability of the student to initiate the formal process in the event of an academic sanction applied without a report to AIO was added.
	V.A.II.i. (assigning X grade)	Policy II.A.	No Change	
	V.A.II.ii (timeline for filing charges)	Procedures 1.1 & 1.2.	Moved	Process timelines fall under Procedures not Policy
V.A.II.ii. (withdrawing the allegation)	Procedures 2.6	Moved	The process for withdrawing an allegation falls under Procedures not Policy	

	Current Policy Section	New Policy/ Procedures Section	No Change, Moved (from Policy to Procedures), Revised, or New	Reason for Revision or Inclusion
	V.A.II.ii. (prohibition against withdrawing)	Policy II.A.	No Change	
Decision & Resolution Phase	V.B. (1 st paragraph)	Procedures 2.1 & 2.2.	Moved	
	V.B. (2 nd Paragraph)	Policy II.B.	Revised	This was simplified to simply note the Policy is that one AAA will meet with all students involved in a single case.
	V.B.1. (first paragraph)	Procedures 2.2-2.4	Moved & Revised	The process for allegation resolution falls under Procedures not Policy. The timeline was changed from 10-12 business days to resolve to 5 business days to schedule the meeting. This will allow more flexibility to accommodate scheduling issues. The Procedures still, like in current Policy, require the case to be resolved within 30 business days.
	V.B.1. (second paragraph)	Policy III.B.	Revised	The current Policy allows the presumption that a student has accepted responsibility when they fail to respond to the notification from the AAA. This provision was extended to any timelines/notifications throughout the process.
	V.B.2.a & b	Procedures 2.3.a Procedures 3 Policy II.B. Policy III.J & K	Moved & Revised	Information about Sanctioning and Appropriate Administrative Authorities (AAA) is duplicated in multiple places in the current Policy. Such duplication is unnecessary and confusing so the content was consolidated for clarity. Sanctioning procedures are consolidated in Procedures 3.1-3.2 (Sanctioning Phase), information about AAAs in Policy II.B., and role of Academic Records in Policy III.J & K.

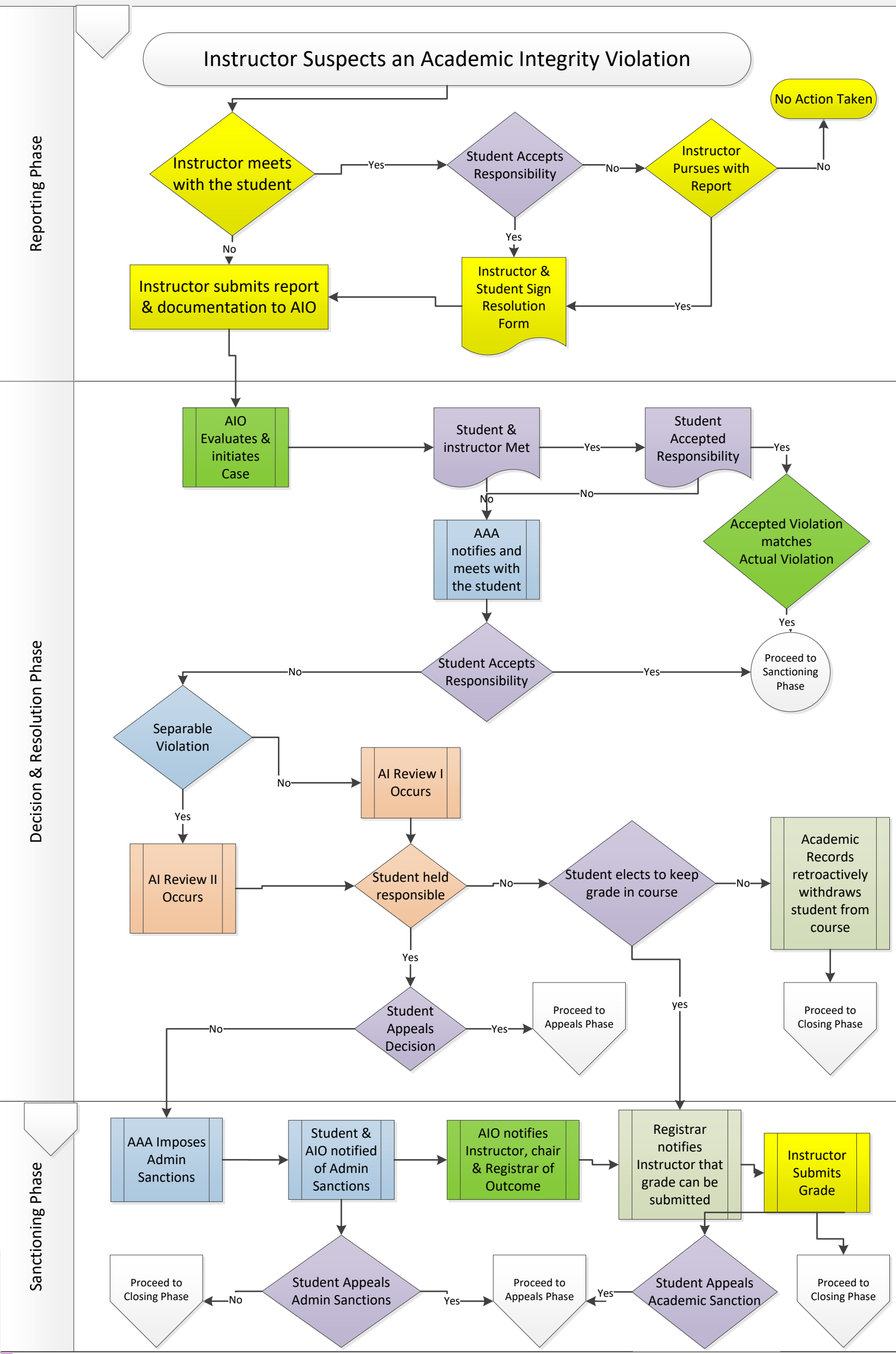
	Current Policy Section	New Policy/ Procedures Section	No Change, Moved (from Policy to Procedures), Revised, or New	Reason for Revision or Inclusion
	V.B.2.a (paragraph 5 – record of administrative sanctions)	Policy III.H	No Change	
	V.B.3	Procedures 2.3.b. Procedures 4.	Moved	AI Review Request processes and timelines were moved to the Procedures document
	V.B.4-9	Procedures Appendix A	Moved & Revised	The information about AI Reviews was moved to the Procedures document. It was revised to increase efficiencies in the process as follows: <ul style="list-style-type: none"> • Introduction of AI Review I • Increase of AIRB members (to accommodate AI Reviews I & II)
	V.B.10.a & b (1 st & 2 nd Paragraphs)	Procedures 3	Moved	For reasons mentioned above
	V.B.10.b (3 rd Paragraph)	Policy III.E.	No Change	
Appeals Phase	V.C.	Policy III.F. Procedures 4	Moved & Revised	The information about appeals was moved to retain the principles of appeals (e.g., basis for appeal) within Policy and the procedures of appeals (e.g., when and to whom they should be submitted) within the Procedures document The information about appeals was revised as follows: <ul style="list-style-type: none"> • Information about appeal academic sanctions was limited to referring students to existing Senate Regulations 502. Grade Appeals • Bases for appealing administrative sanctions was added

	Current Policy Section	New Policy/ Procedures Section	No Change, Moved (from Policy to Procedures), Revised, or New	Reason for Revision or Inclusion
				<ul style="list-style-type: none"> Information about the responsible AAAs was removed because AAA information is consolidated in one place in Policy II.B.
Policy Regarding Student Academic Records				
	VI. Bullet 1 & 3	Policy III.I	Revised	To combine the two related policy points into one
	V.I. Bullet 2	Policy III.J.	Revised	The Policy on students withdrawing from classes in which an academic integrity violation is alleged was revised to close a loophole that created fairness issues.
	V.I. Bullet 4	Policy III.L.	No change	
	V.I. Bullet 5	Policy III.K	No change	
	V.I. Bullet 6	Policy III.M	No change	
	V.I. Bullet 7	Policy II.F.	Revised	The revision corrects an error in current Policy that requires the EVC to work with the Review Panel rather than with the Academic Integrity Office and the Office of Research Affairs
	V.I. Bullet 8	Policy III.N	No change	
	V.II	Policy IV	No Change	

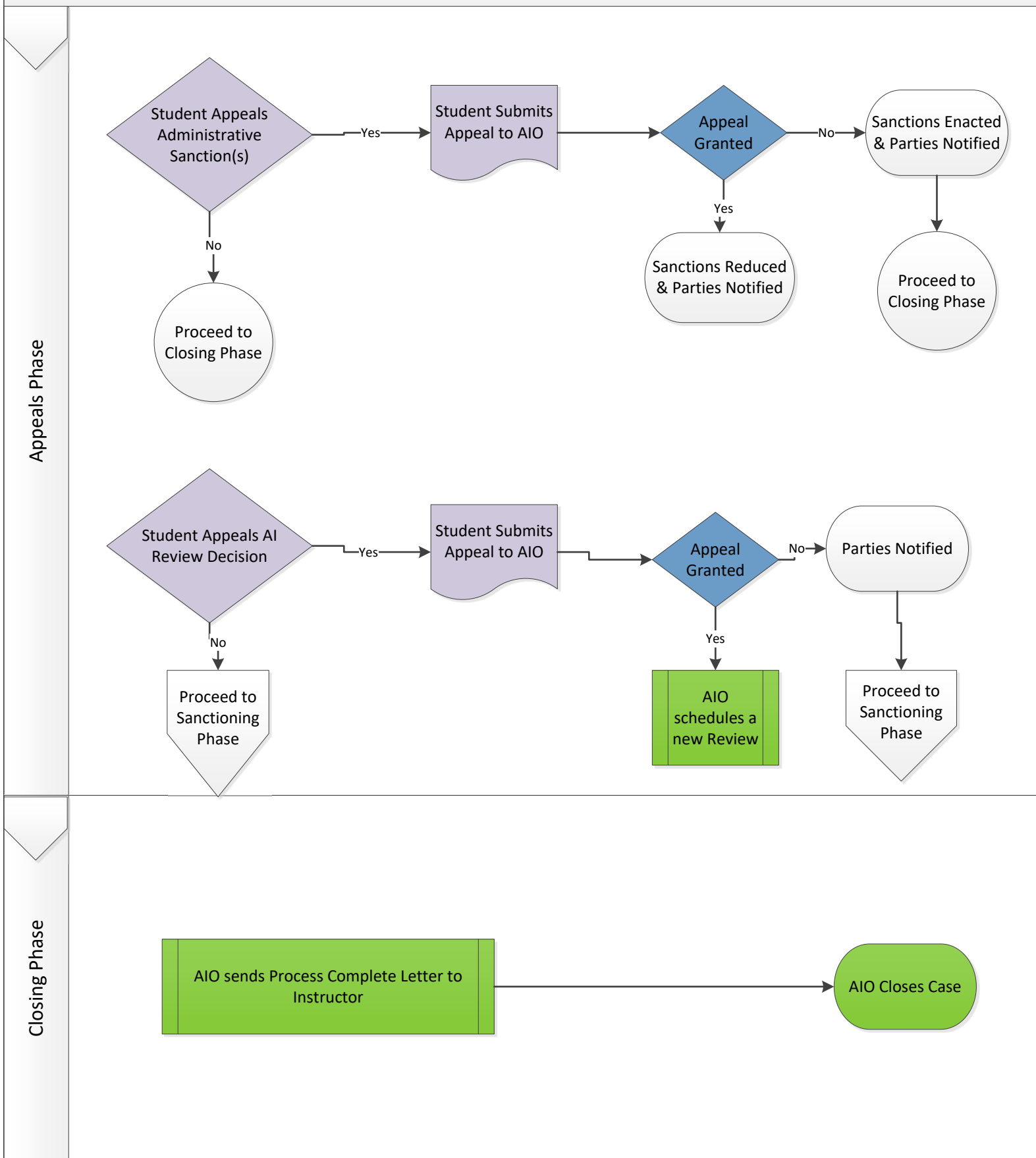
	Current Policy Section	New Policy/ Procedures Section	No Change, Moved (from Policy to Procedures), Revised, or New	Reason for Revision or Inclusion
	V.III.	Policy II.A (paragraph 3)	No Change	
New Policy Items				
		Policy III.A.	New	Principles to guide procedures were added. This is necessary to ensure that any procedural changes align with these core principles
		Policy III.C.	New	This was added to close a loophole that undermined fairness in the process, whereby a student can accept responsibility for a lessor violation than what is claimed by the other involved students or determined by the AI Review Board in hearing cases for other involved students (thus evading fair sanctions)
		Policy III.D.	New	This was added to define the new two levels of Reviews.

Flowchart Depiction of Procedures for Resolving Alleged Academic Integrity Violations at UC San Diego

Prepared by Tricia Bertram Gallant, Director, Academic Integrity Office, January 2019



Flowchart Depiction of Procedures for Resolving Alleged Academic Integrity Violations at UC San Diego (cont'd) Prepared by Tricia Bertram Gallant, Director, Academic Integrity Office, January 2019



LEGEND
 AAA
 AIO
 AIRB
 Faculty
 Academic Records
 Student

Chart Comparing AI Review I and II

	AI Review I	AI Review II
What type of cases go to each Review type?	Cases likely resulting in Warning or Probation as administrative sanctions (non-separable violations)	Cases likely resulting in Suspension or Dismissal as administrative sanctions (separable violations)
What evidence is considered	Primarily documentation. May include asynchronous interviews with involved parties & AAA.	Documentation and synchronous “testimonies” by involved parties
Who Conducts the Reviews?	AIR I Panel (1 faculty & 1 student from the AIRB). If necessary for a decision, a third AIRB member will be assigned to the case.	Presiding Officer, AIR II Panel (3 faculty and 2 students)
Do relevant parties attend the Reviews?	No. If interviews with involved parties are deemed critical to decision-making, the Panel can request those and reconsider the case once interviews have concluded.	Yes, all relevant parties must be present (in-person or virtually) during the Review.
How long does it take for a case to be scheduled for an AI Review?	Cases are prepared for AIR I panels on a rolling basis and will likely be scheduled for an AI Review within 30 business days.	Normally at least one quarter. Students must receive at least 10 business days notice of the date and time of the Review.
How many cases are resolved in one meeting?	As many as the Panel can work through in the time they have available	Only one
How long does each Review take?	15-60 min (estimated)	3-4 hours
Timing of Decision	The AIR I Panel has 15 business days of receiving the case to relay their decision to the AIO	Decisions are made the day of the Review.

Policy on Integrity of Scholarship

Proposed Revisions to Procedures

FAQs

Question	Answer
Why does the Policy now allow faculty to resolve cases directly with students?	The current Policy gives faculty the option to meet with students before reporting to AIO and oftentimes faculty report that they reached a resolution with the student. The new Policy simply formalizes this option by introducing the Instructor-Student Resolution Form that both Instructor and Student will sign. This will resolve any possibilities of miscommunication or misunderstandings.
If faculty can resolve cases like this, does that mean that faculty will be less likely to report allegations to AIO?	Faculty are required by the new Policy to report all suspected allegations to the Academic Integrity Office, regardless of whether they met with the student or not.
How will faculty be trained to hold these meetings with students?	Faculty interested in holding resolution meetings with students will be directed to consult with Academic Integrity Office prior to their first meeting, after which they will receive the Instructor-Student Resolution Form for their use. Faculty retain the option to not hold these meetings with students before reporting an allegation to the AI Office.
If the only meeting is between an Instructor and a Student, will students of concern slip through the cracks?	The Instructor-Student Resolution Form will include a check box for faculty to indicate if they are concerned about a student. AIO will refer such students to the Triton Concern Line and the Appropriate Administrative Authority (AAA). It is suspected that the majority of allegations will still be reported to AIO without an Instructor-Student meeting and thus the majority of students will meet with a AAA.
If a student resolves the case with the Instructor, can they still meet with their AAA to have more holistic conversations?	Yes. Even in cases where a resolution was reached with the faculty member, the AAA can still meet with the student (even though it is not required to resolve the case). These meetings can focus on holistic and contextual dimensions of the situation (i.e., “what’s going on in your life?”, “why did this happen?”) so that they might direct them to other helpful resources on campus.
Why do the proposed Policy & Procedures require instructors to report all suspected academic integrity violations?	The University believes that a culture of integrity and the quality of our educational programs are best upheld when all suspected violations are handled according to common Policy and Procedures.
Why do the new Procedures allow Instructors to file an Intent to Report?	This allows for more timely notification of possible integrity violations in situations like the middle of exams when an instructor cannot divert their attention to constructing a full violation report. After the Intent to Report is filed, the instructor still must submit a full report.

Question	Answer
Why was it necessary to give authority to the AAAs to delegate case resolution to the AIO?	This was necessary to increase the efficiency of the case resolution process.
Why was it necessary to separate the procedures from the Policy?	This was necessary to allow a more streamlined process for keeping the procedures up-to-date.
Why were two levels of Reviews created?	The current AI Review process is protracted and elaborate, which is an unnecessary burden for students, the faculty, and the administration for more minor violations. The two levels of Reviews will enhance fairness and efficiency in all cases, because the separation of non-separable violations from AI Review IIs will clear up the backlog that continues to build each year. AI Review Is should be resolvable within 30 business days and AI Review IIs within one quarter.

January 25, 2019

TIMOTHY RICKARD

Chair, Educational Policy Committee

SUBJECT: Review of the Proposed Amendments to San Diego Divisional Senate Manual, Appendix II, UC San Diego Policy on Integrity of Scholarship

Dear Professor Rickard,

The Committee on Rules and Jurisdiction reviewed the Educational Policy Committee's proposed amendments to San Diego Divisional Senate Manual, Appendix II, *UC San Diego Policy on Integrity of Scholarship*, and found the proposed amendments consonant with the code of the Academic Senate.

Outside of the issue of consonance, the members suggested one modification under part II. A. Roles and Responsibilities for Resolving Academic Integrity Violations: Academic Responsibilities. Currently, the first sentence in this section reads:

“The instructor shall report all suspected academic integrity violations to the Academic Integrity Office (AIO), shall participate in the process according to this Policy and the corresponding Procedures, and when the case is resolved, shall determine the academic sanction (the student's grade in the course).”

We suggest revising the parenthetical to read “(the student's grade in the course, *or other assessment*)” given that there are, and could likely be courses in the future, where a more detailed evaluation would be appropriate.

Sincerely,

Professor Andrew Dickson, Chair
Committee on Rules and Jurisdiction

cc: R. Horwitz
M. Corr
L. Hullings
R. Rodriguez