CAMPUS UPDATES
Campus Updates

• UC San Diego will emerge from CoVID (in FY 21-22) in a strong financial position
• UC San Diego was an important part of the San Diego County Vaccination program
  • More than 80% of on-campus students and staff vaccinated
  • Upto 10,000 Maquiladora workers vaccinated by UCSD (in partnership with county and other parties)
  • Mobile vaccination buses taking the vaccines to vulnerable populations in San Diego county
• UC San Diego recognized with a National award for its management and response to CoVID
  • 2021 ACE/Fidelity Investments award for Institutional Transformation
Employees and On Campus Students Are Over 80% Vaccinated as of May 31, 2021

- Campus employees (15,840 of 19,568): 13% vaccinated
- Health employees (15,759 of 19,297): 8% vaccinated
- On campus students (6,927 of 8,600): 13% vaccinated

UCSD Health
STATE RESTORATION AND STRATEGIC INVESTMENTS
• May Revise includes full restoration of State Budget Reduction and returns funding back to 2019/20 funding levels = $34M

• May Revise proposes growth funding for 2021/22 = $19M

• Impact of Rebenching is estimated at = ($8M)

• Campus funded ($17M) for 2020/21 annual compensation obligations for faculty merits and collectively bargained increases; this will be true again in 2021/22 as well as regular program for UC Policy Covered personnel ($36M) => ($53M)

• Total Net = $34M + $19M – $8M -- $53M = ($8M)

* Preliminary - State budget still needs Legislative approval and to be confirmed.
• Campus must fully execute on the $48M 2020/21 recurring reduction to keep up with salary inflationary pressures and reinvest in academic enterprise.
PROPOSED SELECT STRATEGIC INVESTMENTS for 2021-22

• Strategic recurring investments in Academic and Research enterprise include:
  - Ladder Rank FTE growth
  - Graduate student support
  - Colleges’ infrastructure and student advising
  - Student success and wellness
  - Faculty and staff compensation program

• Other proposed one-time investments include:
  - Faculty hiring start-up funds
  - Research & academic infrastructure upgrades and equipment
  - Institutional support: technology upgrades, talent development, academic facilities renovations
GRADUATE FUNDING REFORM
What we’ve accomplished

✓ **GSGEI**—$13M annual investment returning NRST to departments to support graduate education and reduce the cost of student support

✓ **QUARTERLY FUNDING FLOOR**: All doctoral/MFA students supported every quarter during academic year at a minimum funding level, equivalent to 50% TA position (effective Winter 2020)

✓ **5-YEAR/3-YEAR PACKAGES**: Starting this Fall quarter for all doctoral/MFA students

✓ **DIGITAL MARKETPLACE**: Advertise campus employment opportunities to all graduate students

✓ **12-MONTH STIPEND of $30K**: We have announced new investments to guarantee the opportunity to earn an annual stipend of $30K, through a combination of summer fellowship and employment

*Building on recommendations from the 2018-19 Senate-Administration Workgroup on Graduate Funding:*

✓ **TA RESOURCE ALLOCATION**: Now aligned with pedagogical demands

✓ **BLOCK GRANT**: Initial incremental investment made, with clear pathway for future reform based upon simple and predictable formula

✓ **ANNUAL COHORT SIZE CONVERSATIONS**: Between units, divisional dean, and graduate dean will now occur
### DOCTORAL PROGRAMS

**Total PhD support is $151 million**
- Now supporting students at or above the equivalent of a 50% TA
- As of Fall 2021, offering 5-year support for new doctoral students and 3-year for MFA

The campus reinvests all PhD tuition revenues and adds $5M in direct financial support.

<table>
<thead>
<tr>
<th>Tuition Revenues</th>
<th>$53M</th>
<th>From all PhDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSGEI Allocation</td>
<td>$13</td>
<td>Return of NRST</td>
</tr>
<tr>
<td>Grad USAP</td>
<td>$14</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Direct Support</td>
<td>$31</td>
<td>Graduate Division, VCs</td>
</tr>
<tr>
<td><strong>Core support</strong></td>
<td>$58</td>
<td>Total Core support</td>
</tr>
<tr>
<td>Net cost</td>
<td>($5)</td>
<td>Campus investment in PhDs</td>
</tr>
</tbody>
</table>

In addition, $21M of undergraduate tuition is reinvested in TAships.

Another $72M of net PhD support is charged to grants.

<table>
<thead>
<tr>
<th>TA salaries</th>
<th>$21</th>
<th>From undergrad teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant funding</td>
<td>$72</td>
<td>$50M stipend/salary + $35M tuition benefit - GSGEI $13M</td>
</tr>
</tbody>
</table>

| **Total PhD support** | $151 | Core + TA + Grants |

Note: the slide is about Doctoral students, but Master level students also get $22M in support as TAs and from Grants/Gifts.
Proposal to Track the Commencement of Academic Activity

Adele C. Brumfield, Associate Vice Chancellor, Enrollment Management
Cindy Lyons, University Registrar
Ted Malone, Interim Director Financial Aid & Scholarships
June 1, 2021
What is Academic Activity?

Academic Activity includes:

- Attending any class regardless of mode of instruction
- Submitting an academic assignment
- Taking an assessment or test
- Participating in an interactive tutorial, study group, or interacting with the instructor about academic matters

The instructor must document if a student engaged in class, as opposed to not showing up at all.
1. Students who do not begin attendance in classes are ineligible for their student aid.

2. “The Secretary considers that a student has not begun attendance in a payment period or period of enrollment if the institution is unable to document the student’s attendance in any class during the payment period or period of enrollment” (1)

3. In the case of Federal Pell Grant “if a student’s projected enrollment status changes during a payment period before the student begins attendance in all of his or her classes for that payment period the institution shall recalculate the student’s enrollment to reflect only those classes for which the student actually began attendance.”(2)

Citations

1. 34 C.F.R. 668.21 Last amended June 23, 2008

2. 34 C.F.R. 690.80(b)(2)(ii) Last amended November 1, 1995
Tracking Academic Activity

- Commencement of academic activity must be documented during each academic term, for each student, in each class.

- All students who receive Federal Title IV funds are subject to the requirements of the Department of Education (Ed), therefore the solution needs to encompass:
  - Undergraduates
  - Graduates
  - Professional school students

- If the commencement of academic activity cannot be verified, the student’s financial aid package must be adjusted and could lead to a loss of funds.
UC Academic Activity Findings

UC Davis

- Cited in a Title IV Federal Program Review for not having a method in place to verify the commencement of academic activity at the start of class and establish eligibility for financial aid.
- Initially fined over $120K.
- Subsequently put in place a system for students to self-certify the commencement of academic activity.

UC Merced

- Cited in a Federal Program Review for the same reason. Fined over $111K.
- Implemented a solution like UC Davis, but it was found deficient because it did not involve instructors.
## UC San Diego Federal Program Dollars

### UC San Diego Federal Programs
Fall 2019 - Summer 2020

<table>
<thead>
<tr>
<th>Federal Program</th>
<th>Amount</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell</td>
<td>$60M</td>
<td>11,000</td>
</tr>
<tr>
<td>Direct Loans</td>
<td>$100M</td>
<td>10,000</td>
</tr>
<tr>
<td>FWS/SEOG</td>
<td>$3.5M</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$163.5M</strong></td>
<td></td>
</tr>
</tbody>
</table>

An error rate of .33% would result in a fine of $550K
<table>
<thead>
<tr>
<th></th>
<th>Option</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do nothing</td>
<td>Could lead to termination of eligibility for the aid programs and financial risk to the university</td>
</tr>
<tr>
<td>2</td>
<td>Students self-certify</td>
<td>Approach UC Davis took after their audit findings. Does not meet requirement, as confirmed by events at UC Merced</td>
</tr>
<tr>
<td>3</td>
<td>Require that instructors take attendance.</td>
<td>Burdensome and time consuming</td>
</tr>
<tr>
<td>4</td>
<td>Track participation (Canvas, eGrades, or another interface) before follow-up with Financial Aid and Scholarships (FAS).</td>
<td>Need to build process</td>
</tr>
</tbody>
</table>
Proposed Process

EITHER:
- Instructor assigns activity in Canvas; student completes activity

OR:
- Instructor logs activity in eGrades or another interface

Automatically tracked in an auditable database, accessible by FAS

FAS reviews overall activity for aid eligibility

Through 10th day of instruction:
- FAS validates records not meeting aid eligibility with class instructors and students
- FAS manually updates incomplete or incorrect records in the database after follow-up with instructors

At census date:
- Records frozen and aid packages adjusted
Next Steps

Reminder:

Commencement of academic activity must be documented during each academic term, for each student, in each class by the census date.

Action Item:

Key partners will continue work towards a viable solution.
EQUITABLE ACCESS
TEXTBOOK DISTRIBUTION MODEL
JUNE 1, 2021
The UC San Diego Bookstore is Non-profit: all purchases made at our locations proudly support UC San Diego programs, faculty and staff.

- Operates the UC San Diego Bookstore, Sunshine Market and Audrey’s Café.
- Provides course materials, technology, office and school supplies, UC San Diego branded merchandise and other campus living essentials.
- 8th largest, by sales volume, university-owned and operated campus store in the U.S.
- Advocate for the students and faculty in course materials acquisition.
The main goals of the program are to provide students timely and convenient access to materials while bringing down prices.

All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty, regardless of major or curriculum, by the first day of class.

Lowers the cost of materials by 30% - 40%. Current analysis shows the average cost of course materials per class at UC San Diego is ~$120. This program will lower the cost to ~$70 per class in the first quarter.
EQUITABLE ACCESS MODEL

• No change to instructor selection of course materials. Faculty retain full control over their choice of course materials, as per their academic judgement.

• Students no longer need to source and pay for materials independently; the correct required course materials show up at their desired location before classes start. The program provides correct materials as students add and drop classes.

• Students can choose courses and majors without the barrier of course material costs.
The program would be piloted for first-year students to provide data on the program, then could be extended to higher years subsequently.

Students may opt-out of the model and purchase books traditionally up to the add/drop deadline of the quarter. The opt-out model provides required materials free to use up to the add/drop deadline.

Available for pick-up in store, delivery to dorms, or shipped to a preferred address before the first day of classes.

Course materials are provided both digitally and physically depending on the lowest cost options. Physical books are generally rentals, but students can opt to keep rentals at the end of the quarter for an additional fee.
Executive Summary

HOW IT WORKS

» This is a subscription model similar to a “Netflix” one price for all content model. All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty.

» We will automatically select the most affordable option and format for all required course materials.

» The Bookstore and Vendor Partners negotiate with Publishers and content providers to lower prices across the complete basket of materials that professors require. The pricing in this model is reduced and flattened for all academic disciplines.

» There is no extra shipping fee charged to the institution or students for campus delivery of all required physical materials.

» The program ensures academic freedom for faculty. Faculty are still free to choose any materials for their courses and will be encouraged to look at low and no cost options to reduce the overall fixed fee for students.

» Faculty will adopt all required materials within a white-labeled adoption tool.

» The campus store manages all course material processes within a centralized software suite.

» Students manage all course material preferences and access via the unique, white-labeled course material portal.

» Students will have the ability to opt-out. Students can opt-out through the add/drop period for UC San Diego, allowing a preview period of their course materials. Students can also opt back in during this period.

» Fees will be assessed on a student’s university account. Available financial aid funds can be applied towards these fees. We also have the option of building this into tuition down the road.

» The cost of materials and the subscription price will be assessed on a yearly schedule using actual costs to direct the quarterly cost to students.

» Adopting the equitable access program will help reduce carbon emissions in the delivery process for physical textbooks. Paper production has been responsible for air and water pollution: in the United States, about 5% of all industrial pollutant releases in 2020 came from the pulp and paper industry. Providing course materials in digital format would help eliminate these harmful emissions to our environment.

PROGRAM GOALS AND BENEFITS

» Demonstrate significant savings for students. Savings are expected to be 30% - 40% of current student course material costs. UC San Diego students currently pay an average of ~$120 per course for course materials, this program will reduce the cost to an average of ~$70.

» Reduce course material access issues by providing first day access to all materials, while ensuring that costs are predictable and equal for all students. Provides course materials to students on or prior to the first day of classes.

» Assist with remote learning by providing digital materials and shipping of traditional materials to a student’s address of choice.

» Maintain academic freedom. No changes to the ability of professors to freely choose the materials used for their courses.

» Students can choose courses and majors without the barrier of course material costs.

» Reduce Library reserve costs since all materials will be provided in this model.

» Ability to foster OER, instructor created materials, Teaching and Learning Commons materials, and already licensed materials from the Library.
IMPLEMENTATION STEPS

Campus support from all areas including: Administration, Academic Senate, Student Affairs, Academic Affairs, Library, Teaching & Learning Commons, Communications, Information Technology, and the Bookstore. A planning team with representation from each group is desired to start implementation of the program.

- Faculty will need to use adoption software to manage their required materials.
- IT will need to support additional vendor partner integrations.
- Support from Communications in socializing the program and its benefits to students, faculty, and UC San Diego departments.
- Collaboration with Professors, Teaching & Learning Commons, the Library, and the campus store to curate learning materials from multiple sources to reduce costs and to provide better learning outcomes.

CONCLUSION

The UC San Diego Equitable Access Program will provide UC San Diego with a flat fee pricing model that gives students access to all their required course materials on or before the first day of class. This model will save students money, provide them with better learning outcomes due to first day access, support remote learning, allow students to pick classes and majors without the influence of high-priced textbooks, reduce the pressure on a student’s financial aid award, and provide a one-stop solution for course materials to both faculty and students.

This program will require broad support from many campus departments, including technology integrations to implement the program by Fall 2021. UC Davis, San Diego State University, Cornell University, and others are planning to use this model in fall 2021. This is partly due to the current pandemic climate and the evolution of the industry. This program gives us the flexibility to provide support for continued remote learning as well as on-campus learning. It would be possible to implement this program by the Fall Quarter of 2021 with a concerted effort by the groups mentioned.
The Student Experience

PROBLEM

Cost | Course materials are expensive, and students may choose not to purchase required materials due to cost.

Access | When a student sources books from many different locations, they often do not have all of their materials by the first day of class.

Confusion | Students explore multiple marketplaces trying to get the best price, sometimes obtaining the wrong edition or incomplete packages often costing the student more money to have the right resources for the class or leaving them ill-prepared.

Financial Aid Delay | Aid payments, needed by some students to pay for their course materials, often arrive after classes start.

SOLUTION

Equitable Access Program | All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty. This is a subscription model similar to a “Netflix” one price for all content model.

BENEFITS

» Lowers the cost of course materials by 30-40%

» Students no longer need to source and pay for materials; the correct required course materials show up at their desired location before classes start.

» All students, no matter of economic background, receive their required materials. We have eliminated concern or anxiety over finding the books and the money to pay for them. Every student starts the first class on the same page.

» Students can choose courses and majors without the barrier of course material costs.

» Increases students’ success and retention rate.

HOW IT WORKS

1. ENROLL
When you enroll in classes, we automatically receive your book order.

2. RECEIVE
Your books will be in your dorm room upon arrival, able to be picked up at the campus store, or shipped to your preferred address.

3. CHARGE
Your course materials are charged to your student account as a flat per credit hour fee.

4. RETURN
When classes finish, you simply return the books to the campus store or via a pre-paid postage.
Frequently Asked Questions

» **In what format are course materials provided?**
All students automatically receive all required course materials for every course through the program. This includes consumable items like access codes and workbooks or any other supplies such as lab kits, goggles, art kits, etc. By default, course materials will be a mix of physical items (typically rentals) or digital eBooks dependent on availability.

» **How are course materials delivered to students?**
We have the option for students living on campus to have their initial package delivered to the campus residence. Any books that arrive after that initial delivery can be picked up in the Campus Store. Students that live off campus will pick up all physical course materials in the Campus Store or can have these items shipped to a preferred address. Digital items will be accessible via the course material portal.

» **What if a student adds or drops a course?**
If a student makes a change to their schedule, we will automatically receive any updated enrollment information and automatically process any additional required items. An email notification will be sent as soon as the item(s) is available or shipped. If a course is dropped, students will receive an email notification and have 21 days from the start of class to return any physical books with no penalty. If items are not returned, a non-return fee will be charged. Digital eBooks are automatically returned.

» **Can students write or highlight in rented textbooks?**
Yes. Appropriate amounts of highlighting and notes are completely acceptable in rented material. We actually encourage this as it can often improve the experience for future renters!

» **Can students keep rental books?**
Absolutely. Students are welcome to keep any rental for their own library if they would like. If a student keeps a rental beyond the return deadline, we will automatically charge the student account for the rental not returned fee. This fee is simply the difference between the rental and purchase price of that item. A billed rental can still be returned within 14 days of the billing date for a refund, minus a 20% restocking fee.

» **What if students prefer physical course materials instead of eBooks?**
This program promises to provide the most affordable course materials as a standard for every student. This will include digital eBook rentals if they are more affordable than physical rentals. If a student prefers physical/printed course materials, the program offers a “Print Upgrade” preference which will guarantee physical rentals whenever they are available. This preference results in an additional $7.49 per unit taken for every course in which physical items are provided.

» **How do students access digital items?**
All eBooks are accessible in one location through the Course Material portal on the “My Course Materials” tab. Once a digital eBook is available, an email notification will be sent with a link for access. Additional digital items (i.e., IA products) could be accessible directly in the course LMS.

» **What if a student needs a book for more than one course (continuation)?**
If an item is required for a continuing course in a following term(s) based on a student’s enrollment, the system will automatically extend the rental duration for that item and let the student know that they can keep the item for the next term without any penalty.
The Faculty Experience

PROBLEM

» Students do not come with the materials needed on the first day of class

» Students may never purchase the materials due to resource challenges

» Students may purchase an incorrect version of the course material required for the class

» Faculty feel pressured to make decisions on content based on price verses what is best for students

SOLUTION

Equitable Access Program | All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty. This is a subscription model similar to a “Netflix” one price for all content model.

BENEFITS

» Complete academic freedom for course materials including format and content

» Faculty will spend less time spent adopting course materials due to a centralized adoption platform where you can see other faculty adoptions and utilize an auto adopt feature

» Ability to foster OER, instructor created materials, Teaching and Learning Commons materials, and already licensed materials from the Library

» With students having all the materials they need, they are more secure and more likely to be successful within the class, which ultimately increases retention rates

HOW IT WORKS

1. ADOPT

A central location to adopt the required course materials for each class and/or section

2. RECEIVE

Students will receive their materials prior to the first day of class ensuring they are properly prepared

3. REVIEW

Ability to search and review student’s receipt of course materials
Frequently Asked Questions

» Who has access to submit course material adoptions?
   By default, each instructor assigned to the course is responsible to submit the course material information. Permissions are customizable down to the course level if course coordinators or department secretaries or chairs are responsible instead. We are happy to adjust and give access to whomever makes the most sense to make course material selections.

» Can instructors use custom content or course packs?
   Absolutely. The campus print shop can provide course packs easily.

» Can something other than a textbook such as a course pack, OER, goggles, or supplies be adopted for a course?
   Yes! The submitter can use the “Add Custom Product” link just under the search bar and fill out all the known details about the product. We are happy to source and provide all required course materials to your students.

» Does an instructor have to adopt the newest edition of a book?
   No, this is not required. As long as an old edition has market availability, we can provide it to your students. If there is a potential that we can no longer source an old edition, we will let you know as soon as possible along with what other options might be available.

» What if an instructor does not require course materials, do they still have to adopt?
   Yes. In this case, please add an adoption of “No Course Materials Required” through the Add Adoption button. This ensures that we have all adoption information available to students in compliance with HEOA.

» Can an instructor or department chair request a list of my adopted materials to review?
   Yes. On the Course List page of our adoption collection tool, filters are available to drill down to whatever dates, departments, or statuses you are looking for and then click on export. We will email you a detailed report with each adoption per section listed that you can review.

» What if a change needs to be made with course materials midway through the semester?
   Adoption changes can happen, and we will adapt as best we can, always promising to provide required materials as soon as possible. There are additional fees to the institution that may be assessed for last minute changes or if items need to be retrieved from students. A faculty member can make changes by deactivating a current adoption and adding in the new item that would like to be used instead.

» What if an instructor has an Inclusive Access partnership with a publisher?
   Through this program, we will be able to work more closely with publishers and would love to get this set up for your students. If an instructor has an ISBN for the product, they can go ahead and submit it, if not, use the “Add Custom Product” link. Be sure to indicate that it is an IA product in the Message box and the publisher rep contact information if you know it.

» If students no longer come to the store to get their materials, will we lose sales on soft goods?
   Some campuses have seen increases in their store sales that have implemented this type of program. The lines at the store are much more manageable during rush and this proves to be an incentive for making retail purchases. We are able to include promotional materials or coupons for the campus store with the textbook orders if desired to help drive traffic back to the store.
The Institution Experience

PROBLEM

Loss of Market Share | The campus store is currently around 25% market share, having lost significant share to publishers, Amazon, Chegg, and counterfeit books.

Outdated Process | UCSD students today are used to an easy and simple method of receiving products they desire, yet we expect an antiquated delivery process to meet their needs.

Cost | UCSD is concerned about affordability of course materials for their students.

Access | We know students are more successful in class if they obtain the necessary course materials, so being more creative in providing those materials to all students is a challenge.

SOLUTION

Equitable Access Program | All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty. This is a subscription model similar to a “Netflix” one price for all content model.

BENEFITS

» Improve cashflow position by eliminating the large outlay of cash to purchase textbooks

» More square footage in the store can be repurposed for other solutions or to place higher margin items

» Reduce shipping and labor costs associated with textbook distribution

» Increased market share from 25% to above 75% in the first year of the program

HOW IT WORKS

1. FORMATS

New way to meet the needs and preferences of students that allows us to not be tied to any one format or method of course material delivery

2. FLEXIBLE

Improve the experience for students and set them up better for a successful career at UCSD

3. MARKET

Regain market share
Frequently Asked Questions

» What is an Equitable Access Program?
   All students pay a fixed per unit fee and receive access to 100% of the required course materials adopted by faculty. This is a subscription model similar to a “Netflix” one price for all content model. Students automatically receive all their required course materials for every course, including consumable items like access codes and workbooks.

» How is the fee calculated?
   We take all enrollment and adoption information into consideration across the institution and average the cost per credit hour/unit. We can mark-up the rate on top of that to determine the student cost for this program.

» Are there any situations in which this could actually cost the student more money?
   Because the fee is an average of all course materials across all students at an institution, there are times where this fee could be “higher” than the cost of course materials for a specific course. However, we expect that by the end of a students’ tenure at our institution, this fee will be less than the national average of course material costs. The automation of this program offers incredible benefit to students as well making it an efficient and convenient choice.

» Will a student’s financial circumstances be considered or will the fee apply to everyone regardless of EFC?
   This is up to the discretion of our institution. Financial aid can easily be applied to the fee since it is billed on the student account. Additionally, the fee could be included in a tuition line or fees line with other resource fees and a scholarship or credit could be applied to specific students if desired.

» Can students opt-in partway through their program or do they have to be opted-in from the start?
   Students can opt-in to the program at any point in time during their tenure at our institution. If a change is made past the drop/add period, this preference will take effect in the next term. However, students cannot opt-in and out on a course level. The program includes all materials or none.

» How do students receive their course materials?
   Typically, physical course materials are delivered directly to the students’ residence hall. Non-residential students can pick up items in the campus store or, if they prefer, have them shipped directly to a preferred shipping address. Digital items are all available in one place on the course material website.

» If students no longer come to the store to get their materials, will we lose sales on soft goods?
   Some campuses have seen increases in their store sales that have implemented this type of program. The lines at the store are much more manageable during rush and this proves to be an incentive for making retail purchases. We are able to include promotional materials or coupons for the campus store with the textbook orders if desired to help drive traffic back to the store.
Proposal to Amend
San Diego Senate Regulations:
715. PhD Requirements and
717. DMA Requirements

Lynn Russell, Chair
Graduate Council
Overview

• San Diego Senate Regulation 715 (SD 715) defines the requirements for the PhD degree.

• The Graduate Council proposes changes to SD 715 to:
  1. Simplify the requirements for doctoral committee composition;
  2. Update other sections of the Regulation to provide clarification and flexibility for program-specific requirements.

• Minor changes to San Diego Senate Regulation 717, defining the requirements for the Doctoral Musical Arts (DMA) degree, are proposed to maintain consistency with SD 715.
# Doctoral Committee Composition

## Current Doctoral Committee Membership Requirements

- Minimum: 5 faculty members*
  - At least 5 officers of instruction with no fewer than 4 holding professorial titles
  - Representation from at least 2 departments
  - At least 2 members from a different academic specialty than the student
  - At least 1 tenured or emeritus UCSD faculty member from outside the student’s major department

## Proposed Doctoral Committee Membership Requirements

- Minimum: 4 UCSD faculty members*
  - At least 1 member with a primary appointment in a different department than the student’s advisor/doctoral committee chair
  - At least 2 members from the student’s department or program
  - At least 1 tenured or emeritus member

*Eligibility of faculty in different academic series to serve and/or chair doctoral committees is determined by the Graduate Council
Doctoral Committee Composition

Primary Reasons for Proposed Changes:

• It is challenging to find 5 committee members and a requirement of 4 members is consistent with other UCs.

• It is challenging to adhere to current rules on department and academic specialty representation due to the increasingly interdisciplinary nature of graduate programs and faculty appointments.
Other Proposed Changes to SD 715

- Remove Language Requirement (may be incorporated into program-specific requirements)
- Remove separate Qualifying Examination section, combining it with the Advancement to Candidacy section
- Update sections on Dissertations and Final Examinations to update language and remove vague sentences
Implementation

• If approved, the new rules will apply to all PhD and DMA students who do not have an established committee, effective Fall 2021

• PhD and DMA students who have already constituted a committee have the option to continue with their current committee or to reconfigure their committee based on new requirements, effective Fall 2021
M.S. and Ph.D. degree in Biochemistry and Molecular Biophysics
REASONS FOR PROPOSED DEGREE CHANGE

1) Currently, all PhD students in the Chemistry & Biochemistry Department receive a Chemistry PhD degree.

2) Over 30% of the PhD students in the Chemistry & Biochemistry Department are in the “Biochemistry & Biophysics Track” and should be getting a degree in Biochemistry & Molecular Biophysics.

3) Job searches now look for degrees in appropriate fields.

4) The separate degree program would allow more flexibility in the educational program that is currently not possible within the uniform standards required for a degree in Chemistry.

5) Biochemistry at UCSD is ranked 10th in the nation by US News but without a degree in the field, visibility of the graduate program is limited. Molecular Biophysics is not even ranked…
Students who matriculate in the Biochemistry & Biophysics Track enter with Bio-related undergraduate degrees

In the last two most recent years, over 60% were undergraduates in Biochemistry or a related Biological field and only 20% were undergraduate majors in Chemistry. Another 20% did double majors in Chemistry and Biochemistry and 4% were Physics majors.
The Program is already implemented as the “Biochemistry & Biophysics Track”. Only the name of the degree would change.

1) All courses that would need to be offered are already being offered
2) No new faculty would be needed to augment the course offerings
3) Students would continue to enter through the Chemistry & Biochemistry Department, being admitted to the Biochem & Biophys Track, and would TA first year as other incoming PhD students
4) We would need to also offer an MS degree in Biochemistry and Biophysics *en route* to the PhD
5) No additional budget is required
Participating Faculty

Professors
Rommie Amaro
Michael Burkart
Neal Devaraj
Daniel Donoghue
Gourisankar Ghosh
Partho Ghosh
Patricia Jennings
Simpson Joseph
Elizabeth Komives
Susan Taylor
Akif Tezcan
Dong Wang
Wei Wang
Jerry Yang
Jin Zhang

Associate Professors
Michael Burkart
Thomas Bussey
Kevin Corbett
Judy Kim
Ulrich Muller
Kimberly Schurmeier
Navtej Toor

Assistant Professors
Itay Budin
Galia Debelouchina
Lalit Deshmukh
Fleur Ferguson
Mark Herzik
Alexis Komor
Colleen McHugh
Tatiana Mishanina
Johannes Schoeneberg
Dontarie Stallings
Brian Zid
Information from Other UC Schools

1) The Department of Chemistry & Biochemistry at UCLA offers two different PhD degrees, one in Chemistry and the other in Biochemistry, Molecular & Structural Biology.

2) The Department of Chemistry & Biochemistry at UC Santa Cruz offers both a Chemistry PhD and a Biomedical Sciences PhD.

NOTE: These degree programs remain within the Department of Chemistry & Biochemistry.
Questions?
EIGHTH COLLEGE

Full Proposal Discussion – Academic Senate Representative Assembly
June 1, 2021
Process & Timeline

Pre-proposal stage
• In a letter dated November 30, 2018, Provost Michael Brown granted a request to waive the pre-proposal stage for Eighth College.

Full Proposal stage
• Submit proposal to the Divisional Academic Senate for review and comment
• Submit proposal to UCOP Academic Affairs and system-wide Academic Senate (CCGA, UCEP, and UCPB and any other chosen by the Academic Council Chair)
• Upon request, proposal is submitted to state officials and agency staff
• The UC President recommends approval to the Board of Regents
The college system is an integral part of achieving student-centeredness—it 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.

Not discipline-specific—students are exposed to diverse manners of thought and inquiry

Allows for a smaller liberal arts experience in a large R1 University

Brings together three aspects of the student experience:
- Academics and Advising
- Student Affairs
- Residence Life

Colleges are the academic unit that define general education. They introduce multi-disciplinary content, and provide writing-intensive training
The Need for Eighth College

Our campus Strategic Plan includes a commitment to create a student-centered university; adding an eighth college is essential to achieving this.

While UC San Diego’s steady state has been projected as “32,000 undergraduate students by 2035,” unprecedented yield in the past several years has our campus at over 31,800 undergraduates as of Fall 2020. The addition of eighth college will allow us to compress to our goal of 4,000 students per college so that the undergraduate cohort of 32,000 corresponds to eight colleges.

Eighth College has an opportunity to address the most persistent social and cultural issues that affect communities.

The ratios of college advising staff:students range from over 500:1 to over 700:1 (excluding Seventh College which is not at steady state).

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.
The theme connects multiple academic areas. Given the need to curate general education and college courses, the theme allows for courses and interdisciplinary projects that potentially engage arts, humanities, social sciences, natural sciences, and quantitative reasoning. The theme that emerged for Eighth College was ‘Engagement & Community.’ Importantly, the Engagement & Community theme leverages and is aligned with campus-wide efforts to combat structural racism and anti-Blackness.
Eighth College’s general education framework promotes interaction between the alternatives, major, DEI, and other coursework. Alternatives courses, curated from departmental offerings, provide breadth and introduction to diverse intellectual traditions, while four college-specific engagement courses emphasize engagement in interdisciplinary approaches to areas of relevance to the local communities and beyond.

We propose nine alternative courses—carefully curated, aligned with the college theme—perhaps designed in departments. Courses will be taken throughout the student’s academic career—approximately 2-3 per year.

**College Specific Engagement Courses- The Engagement Program**

- **Year 1**
  - Fall Quarter
  - Engagement 1
  - Foundations of Engagement

- **Year 1**
  - Winter or Spring Quarter
  - Engagement 2
  - Challenges & Opportunities in Community Engagement (writing intensive)

- **Year 2**
  - Multiple Quarters
  - Engagement 3
  - Working for Change (writing intensive)

- **Year 3 or 4**
  - Engagement 120
  - Community Project *(may substitute an appropriate project based capstone course from their major)*

**For Transfers:**
There will be an upper-division course for transfer students—Engagement 110—which covers the material in Engagement 3 and is tailored to the specific needs of transfer students.
Staffing

As college enrollments decompress, all college staffing will be commensurate with enrollments; this may lead to reallocation of some college staff to Eighth College.

Eighth College staff should cap at around 29 FTE. The staff would be phased in as the incoming students are added, reaching a steady state in four years.

- Dean of Student Affairs
- Dean of Academic Advising
- Director of Residential Life
- Operations and Programs Analyst
- Executive Assistant to Dean of Student Affairs
- Engagement Program Staff:
  - Engagement Advisor
  - Undergraduate Instruction Coordinator
  - TA Coordinator
Process & Timeline

Pre-proposal stage
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PROPOSAL TO REORGANIZE THE GENERAL CAMPUS INTO SCHOOLS AND ESTABLISH THE SCHOOLS OF ARTS AND HUMANITIES, BIOLOGICAL SCIENCES, PHYSICAL SCIENCES, AND SOCIAL SCIENCES AT UC SAN DIEGO

Robert Continetti
Senior Associate Vice Chancellor, Academic Affairs
Proposal to Establish General Campus Schools

School of Arts and Humanities
School of Biological Sciences
School of Physical Sciences
School of Social Sciences

Simple name changes to achieve consistency in the nomenclature for discipline-based major academic units at UC San Diego
Proposal to Establish General Campus Schools

School

- Conveys the size and scope of the academic enterprise
- Conveys the unit’s focus on education, research, and student centeredness
- Aligns with the nomenclature of similar campus units

Division

- Unclear to students, parents, and donors
- On our campus, often associated with a smaller unit within a school
Proposal to Establish General Campus Schools

• This is a change in name only
• No changes to current structure for faculty organization and governance
• No changes to curriculum
• No changes to funding. Minor costs associated with updating websites, business stationary templates and other communications.
• Supported by Deans
• If approved, will be effective as of the 2022-2023 Academic Year
Updated Sixth College Bylaws

Modifications:

• Change in quorum definition

• Clarifications to the Executive Committee membership
  • Addition of College Deans as non-voting members
  • Deletes reference to five as the number of divisions from which members may be drawn
  • Clarifying when departmental affiliations may be duplicated within committee

• Clarifications on Nomination and Election protocol for Executive Committee
  • Clarification on the solicitation of nominations
  • Expansion to anonymous mail and electronic ballot voting
  • Reduction in requirement of continuing members from 3 to 2

• Clarifications on Academic Plan
  • “simple” majority for vote on changes to Academic plan
  • Inclusion of faculty vote by anonymous mail or electronic vote