UNIVERSITY OF CALIFORNIA
SAN DIEGO DIVISION OF THE ACADEMIC SENATE
REPRESENTATIVE ASSEMBLY
[see pages 4 through 8 for Representative Assembly membership list]

NOTICE OF MEETING
Tuesday, October 12, 2021, 3:30 to 5:00 p.m.
Email Samantha Maheu at smaheu@ucsd.edu to obtain the Zoom link.

ORDER OF BUSINESS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(2-7)</td>
</tr>
<tr>
<td>(a)</td>
</tr>
<tr>
<td>(b)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(c)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(d)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(8)</td>
</tr>
<tr>
<td>(a)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(9)</td>
</tr>
<tr>
<td>(10)</td>
</tr>
<tr>
<td>(a)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

[Any member of the Academic Senate may attend and make motions at meetings of the Representative Assembly; however, only members of the Representative Assembly may second motions and vote.]
(b) Educational Policy Committee, Padmini Rangamani, Chair
   • Policy for Calculation of the GPA in the Major  113
   • Policy on Distance Education Courses  116
   • Policy on Syllabi for Courses  120

(11) Reports of Faculties

(12) Petitions of Students  [none]

(13) Unfinished Business  [none]

(14) New Business
SAN DIEGO DIVISIONAL REPRESENTATIVE ASSEMBLY MEETING ZOOM ATTENDANCE INSTRUCTIONS

A  Logging into the Meeting

1  Senate Members who are not Representative Assembly Members & Invited Guests

RSVP prior to the start of the meeting to obtain the meeting link: email Samantha Maheu at smaheu@ucsd.edu.

2  Representative Assembly Members

Representative Assembly members are not required to RSVP for the meeting. The Senate Office will distribute a meeting link to all members via email. Contact Samantha Maheu at smaheu@ucsd.edu if you are an Assembly Representative and you did not receive the meeting link.

B  Meeting Participation

When you join the meeting, you will be placed in a waiting room until the meeting host admits you into the meeting. Please log in 15 minutes early (at 3:15) to ensure that you are admitted to the meeting before it starts (at 3:30).

Your audio will be disabled by default when you enter the meeting; please refrain from turning on your microphone unless called upon by the Chair.

During the meeting, the Chair will call for questions and comments at the appropriate intervals, as usual, and you may raise your electronic hand in Zoom to request to speak. However, discussion may be limited due to the Zoom format of the meeting. Thus, participants are strongly encouraged to review the meeting materials in advance of the meeting and send questions to academicsenateoffice@ucsd.edu with the agenda topic number or proposal title in the subject line of the email, by noon on Friday, October 8, 2021. Your questions will be shared with the presenters so that they may address them in their presentations, and thus help to mitigate the challenge presented by a large Zoom meeting.

Following discussion of items that require a vote, a poll will pop-up on your screen to vote. As with in-person meetings, only Representative Assembly members may vote. Primary Representatives and Alternate Representatives should coordinate their attendance and voting for this meeting. Both may attend; however, Alternate Representatives may only vote in the absence of the Primary Representative. Please coordinate who will attend and cast votes in advance of the meeting.

C  Additional Zoom Meeting Note

Please use your actual first and last name with your Zoom account; the Senate Office must be able to establish your identity in order to admit you into a Representative Assembly meeting.

Instructions on how to manage your Zoom profile can be found here: https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile.
<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHIM, CRISTIAN</td>
<td>PRIMARY REPRESENTATIVE - PSYCHIATRY</td>
</tr>
<tr>
<td>ACKERMAN, FARRELL</td>
<td>ALTERNATE REPRESENTATIVE - LINGUISTICS</td>
</tr>
<tr>
<td>ADAMS, JOSEPH A</td>
<td>ALTERNATE REPRESENTATIVE - PHARMACOLOGY</td>
</tr>
<tr>
<td>ALGAEZ, GUILLERMO</td>
<td>PRIMARY REPRESENTATIVE - ANTHROPOLOGY</td>
</tr>
<tr>
<td>ARCOS HERRERA, CAROL</td>
<td>ALTERNATE REPRESENTATIVE - SEVENTH COLLEGE</td>
</tr>
<tr>
<td>ARIAS-CASTRO, ERY</td>
<td>PRIMARY REPRESENTATIVE - MATHEMATICS</td>
</tr>
<tr>
<td>BAKER, DEWLEEN G</td>
<td>ALTERNATE REPRESENTATIVE - PSYCHIATRY</td>
</tr>
<tr>
<td>BANERJEE, SNEHAL</td>
<td>ALTERNATE REPRESENTATIVE - RADY SCHOOL OF MANAGEMENT</td>
</tr>
<tr>
<td>BEAUMONT, THOMAS LA MAR</td>
<td>PRIMARY REPRESENTATIVE - NEUROLOGICAL SURGERY</td>
</tr>
<tr>
<td>BECKER, JANET MARIA</td>
<td>PRIMARY REPRESENTATIVE - SIO</td>
</tr>
<tr>
<td>BEG, FARHAT N</td>
<td>PRIMARY REPRESENTATIVE - MAE</td>
</tr>
<tr>
<td>BINDER, AMY JILL</td>
<td>ALTERNATE REPRESENTATIVE - SOCIOLGY</td>
</tr>
<tr>
<td>BLANCO, JOHN D</td>
<td>PRIMARY REPRESENTATIVE - LITERATURE</td>
</tr>
<tr>
<td>BLOSS, CINNAMON SUE</td>
<td>PRIMARY REPRESENTATIVE - HWSPH</td>
</tr>
<tr>
<td>BOLAR, DIVYA SANAM</td>
<td>PRIMARY REPRESENTATIVE - RADIOLOGY</td>
</tr>
<tr>
<td>BRENNER, DAVID ALLEN</td>
<td>VICE CHANCELLOR - HEALTH SCIENCES</td>
</tr>
<tr>
<td>BRITT, KING JAMES</td>
<td>PRIMARY REPRESENTATIVE - MUSIC</td>
</tr>
<tr>
<td>BROWN, SANDRA A</td>
<td>VICE CHANCELLOR - RESEARCH AFFAIRS</td>
</tr>
<tr>
<td>BRYDGES, STACEY</td>
<td>CHAIR, UNDERGRADUATE COUNCIL</td>
</tr>
<tr>
<td>BUCKLEY, JILL CHRISTINE</td>
<td>PRIMARY REPRESENTATIVE - UROLOGY</td>
</tr>
<tr>
<td>BURELLE, JULIE SARA</td>
<td>ALTERNATE REPRESENTATIVE - THEATRE &amp; DANCE</td>
</tr>
<tr>
<td>BURNLEY, JENNIFER A</td>
<td>CHAIR, DIVERSITY &amp; EQUITY</td>
</tr>
<tr>
<td>CARROLL, AMY SARA</td>
<td>ALTERNATE REPRESENTATIVE - LITERATURE</td>
</tr>
<tr>
<td>CAUWENBERGHS, GERT</td>
<td>CHAIR, RESEARCH</td>
</tr>
<tr>
<td>CHAO, LIN</td>
<td>ALTERNATE REPRESENTATIVE - BIOLOGICAL SCIENCES</td>
</tr>
<tr>
<td>CHEN, JIU-SHYAN</td>
<td>PRIMARY REPRESENTATIVE - STRUCTURAL ENGINEERING</td>
</tr>
<tr>
<td>CHERNER, MARIANA</td>
<td>MEMBER, ACADEMIC ASSEMBLY</td>
</tr>
<tr>
<td>CHO, ERICA R</td>
<td>PRIMARY REPRESENTATIVE - VISUAL ARTS</td>
</tr>
<tr>
<td>CHU, HUTUNG</td>
<td>ALTERNATE REPRESENTATIVE - PATHOLOGY</td>
</tr>
<tr>
<td>CIACCI, JOSEPH D</td>
<td>ALTERNATE REPRESENTATIVE - NEUROLOGICAL SURGERY</td>
</tr>
<tr>
<td>CLELAND, ELSA E</td>
<td>CHAIR, COMMITTEE ON COMMITTEES</td>
</tr>
<tr>
<td>CLEMENS, KATHERINE MECKEL</td>
<td>ALTERNATE REPRESENTATIVE - ECONOMICS</td>
</tr>
<tr>
<td>COHEN, SHANA R</td>
<td>ALTERNATE REPRESENTATIVE - ROOSEVELT COLLEGE</td>
</tr>
<tr>
<td>CONSTABLE, STEVEN C</td>
<td>2020/2021 CHAIR OF DIVISION</td>
</tr>
<tr>
<td>COOK-ANDERSEN, HEIDI LEIGH</td>
<td>ALTERNATE REPRESENTATIVE - OBSTETRICS, GYNECOLOGY, &amp; REPRODUCTIVE SCIENCES</td>
</tr>
<tr>
<td>COOKE, JAMES EDWARD</td>
<td>PRIMARY REPRESENTATIVE - MUIR COLLEGE</td>
</tr>
<tr>
<td>CORBETT, KEVIN DANIEL</td>
<td>PRIMARY REPRESENTATIVE - CELLULAR &amp; MOLECULAR MEDICINE</td>
</tr>
<tr>
<td>CORTES, JORGE</td>
<td>CHAIR, CAMPUS &amp; COMMUNITY ENVIRONMENT</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>COSMAN, PAMELA C</td>
<td>Chair, Academic Personnel</td>
</tr>
<tr>
<td>DAHL, GORDON BOYACK</td>
<td>Primary Representative - Marshall College</td>
</tr>
<tr>
<td>DAMEFF, CHRISTIAN JORDAN</td>
<td>Alternate Representative - Emergency Medicine</td>
</tr>
<tr>
<td>DEAK, GEDEON O</td>
<td>Chair, Planning &amp; Budget</td>
</tr>
<tr>
<td>DESAI, ARSHAD B</td>
<td>Chair, Graduate Council</td>
</tr>
<tr>
<td>DEWAARD, ANDREW MICHAEL</td>
<td>Primary Representative - Communications</td>
</tr>
<tr>
<td>DORRESTEIN, PIETER C</td>
<td>Alternate Representative - SPPS</td>
</tr>
<tr>
<td>DORSCHNER, ROBERT A</td>
<td>Alternate Representative - Dermatology</td>
</tr>
<tr>
<td>DOWDY, STEVEN F</td>
<td>Alternate Representative - Cellular &amp; Molecular Medicine</td>
</tr>
<tr>
<td>DUBNOV, SHLOMO</td>
<td>Alternate Representative - Sixth College</td>
</tr>
<tr>
<td>EDINGTON, CLAIRE ELLEN</td>
<td>Primary Representative - History</td>
</tr>
<tr>
<td>EISENMAN, IAN</td>
<td>Primary Representative - SIO</td>
</tr>
<tr>
<td>FAN, WENYUAN</td>
<td>Alternate Representative - SIO</td>
</tr>
<tr>
<td>FERREIRA, VICTOR S</td>
<td>Alternate Representative - Psychology</td>
</tr>
<tr>
<td>FITZSIMMONS, PATRICK J</td>
<td>Alternate Representative - Mathematics</td>
</tr>
<tr>
<td>FLEISCHER, JASON G</td>
<td>Alternate Representative - Cognitive Science</td>
</tr>
<tr>
<td>FORBES, DOUGLASS JANE</td>
<td>Member, Academic Assembly</td>
</tr>
<tr>
<td>FRANK, LAWRENCE DOUGLAS</td>
<td>Primary Representative - Urban Studies &amp; Planning</td>
</tr>
<tr>
<td>FRIEDMAN, RICK ADAM</td>
<td>Alternate Representative - Surgery</td>
</tr>
<tr>
<td>FUSTE, JOSE IGNACIO</td>
<td>Primary Representative - Ethnic Studies</td>
</tr>
<tr>
<td>GABRIEL, ROONEY A</td>
<td>Primary Representative - Anesthesiology</td>
</tr>
<tr>
<td>GALPERN, MICHAEL</td>
<td>Alternate Representative - Chemistry &amp; Biochemistry</td>
</tr>
<tr>
<td>GILL, PHILIP E</td>
<td>Chair, Privilege &amp; Tenure</td>
</tr>
<tr>
<td>GNEEZY, AYELT</td>
<td>Primary Representative - Rady School of Management</td>
</tr>
<tr>
<td>GOLAN, TAL</td>
<td>Primary Representative - Sixth College</td>
</tr>
<tr>
<td>GOLDMAN, HARVEY STERN</td>
<td>Primary Representative - Sociology</td>
</tr>
<tr>
<td>GRENEL, CHRISTINA M</td>
<td>Alternate Representative - Psychology</td>
</tr>
<tr>
<td>GRINSTEIN, BENJAMIN</td>
<td>Primary Representative - Physics</td>
</tr>
<tr>
<td>HALGREN, ERIC</td>
<td>Alternate Representative - Neurosciences</td>
</tr>
<tr>
<td>HALPAIN, SHELLEY L</td>
<td>Alternate Representative - Biological Sciences</td>
</tr>
<tr>
<td>HERMANN, THOMAS C</td>
<td>Alternate Representative - Sixth College</td>
</tr>
<tr>
<td>HINIKER, ANNE ELIZABETH</td>
<td>Alternate Representative - Pathology</td>
</tr>
<tr>
<td>HORGAN, SANTIAGO</td>
<td>Primary Representative - Surgery</td>
</tr>
<tr>
<td>HOSTON, GERMAINE A</td>
<td>Primary Representative - Political Science</td>
</tr>
<tr>
<td>IGLESIAS, JANELLE ANN</td>
<td>Primary Representative - Visual Arts</td>
</tr>
<tr>
<td>JACOBY, IRVING</td>
<td>Alternate Representative - Emeritus Faculty</td>
</tr>
<tr>
<td>JAMESON, CHRISTINA AGNES MARGARET</td>
<td>Alternate Representative - Urology</td>
</tr>
<tr>
<td>JAVIDI, TARA</td>
<td>Chair of Division</td>
</tr>
<tr>
<td>JOHNSON, MONTE RANSOME</td>
<td>Primary Representative - Philosophy</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Kallenberg, Gene Andrew</td>
<td>Alternate Representative - Family &amp; Preventive Medicine</td>
</tr>
<tr>
<td>Kehler, Andrew Scott</td>
<td>Primary Representative - Linguistics</td>
</tr>
<tr>
<td>Kenworthy, Lane A</td>
<td>Primary Representative - Seventh College</td>
</tr>
<tr>
<td>Keres, Dusan</td>
<td>Alternate Representative - Physics</td>
</tr>
<tr>
<td>Kho sla, Pradeep K</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Koman, Shawn F</td>
<td>Alternate Representative - Communications</td>
</tr>
<tr>
<td>Kleinfeld, David</td>
<td>Primary Representative - Physics</td>
</tr>
<tr>
<td>Koffler, Yacov</td>
<td>Primary Representative - Neurosciences</td>
</tr>
<tr>
<td>Kontje, Todd Curtis</td>
<td>Primary Representative - Literature</td>
</tr>
<tr>
<td>Klühl, Christopher August</td>
<td>Alternate Representative - Theatre &amp; Dance</td>
</tr>
<tr>
<td>Lampland, Martha</td>
<td>Alternate Representative - Sociology</td>
</tr>
<tr>
<td>Leffert, Hyam Lerner</td>
<td>Primary Representative - Pharmacology</td>
</tr>
<tr>
<td>Leinen, Margaret S</td>
<td>Vice Chancellor - Marine Sciences</td>
</tr>
<tr>
<td>Leok, Melvin</td>
<td>Alternate Representative - Mathematics</td>
</tr>
<tr>
<td>Leslie, Matthew</td>
<td>Alternate Representative - Music</td>
</tr>
<tr>
<td>Liau, Joy</td>
<td>Alternate Representative - Radiology</td>
</tr>
<tr>
<td>Luo, Jian</td>
<td>Alternate Representative - Nanoeeringing</td>
</tr>
<tr>
<td>Lyons, Elizabeth Deirdre</td>
<td>Primary Representative - Global Policy and Strategy</td>
</tr>
<tr>
<td>Madsen, Richard P</td>
<td>Primary Representative - Emeritus Faculty</td>
</tr>
<tr>
<td>Mali, Prashant Gulab Ram</td>
<td>Alternate Representative - Bioengineering</td>
</tr>
<tr>
<td>Mangolte, Babette Marie</td>
<td>Alternate Representative - Visual Arts</td>
</tr>
<tr>
<td>Marchetto, Maria Carolina Nasser</td>
<td>Alternate Representative - Anthropology</td>
</tr>
<tr>
<td>Martin, Natasha</td>
<td>Primary Representative - Medicine</td>
</tr>
<tr>
<td>Martinez Diaz, Sonia</td>
<td>Primary Representative - Roosevelt College</td>
</tr>
<tr>
<td>Max, Jeffrey Edwin</td>
<td>Alternate Representative - Psychiatry</td>
</tr>
<tr>
<td>Mazumdar, Arya</td>
<td>Primary Representative - Halicoglu Data Science Inst</td>
</tr>
<tr>
<td>McElver, Robert Harrison</td>
<td>Primary Representative - Theatre &amp; Dance</td>
</tr>
<tr>
<td>McElrany, William Michael</td>
<td>Alternate Representative - Mae</td>
</tr>
<tr>
<td>Mekeel, Kristin Leigh</td>
<td>Primary Representative - Surgery</td>
</tr>
<tr>
<td>Micciuccio, Daniele</td>
<td>Primary Representative - CSE</td>
</tr>
<tr>
<td>Molina, Anthony Joseph</td>
<td>Alternate Representative - Medicine</td>
</tr>
<tr>
<td>Molinski, Tadeusz F</td>
<td>Alternate Representative - Chemistry &amp; Biochemistry</td>
</tr>
<tr>
<td>Momper, Jeremiah D</td>
<td>Primary Representative - SBPPS</td>
</tr>
<tr>
<td>Morzfeld, Matthias</td>
<td>Alternate Representative - SIO</td>
</tr>
<tr>
<td>Muedler, Marc Andreas</td>
<td>Primary Representative - Revelle College</td>
</tr>
<tr>
<td>Museus, Samuel David</td>
<td>Alternate Representative - Muir College</td>
</tr>
<tr>
<td>Naoi, Megumi</td>
<td>Alternate Representative - Political Science</td>
</tr>
<tr>
<td>Newsome, Elizabeth Ann</td>
<td>Alternate Representative - Visual Arts</td>
</tr>
<tr>
<td>Ni, Kaiduan</td>
<td>Alternate Representative - Physics</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>NICOLAZZO, SARAH E</td>
<td>ALTERNATE REPRESENTATIVE - LITERATURE</td>
</tr>
<tr>
<td>NORMAN, SONYA B</td>
<td>PRIMARY REPRESENTATIVE - PSYCHIATRY</td>
</tr>
<tr>
<td>NUDLEMAN, ERIC DANIEL</td>
<td>PRIMARY REPRESENTATIVE - OPHTHALMOLOGY</td>
</tr>
<tr>
<td>O’CONNOR, JOSEPH M</td>
<td>PRIMARY REPRESENTATIVE - CHEMISTRY &amp; BIOCHEMISTRY</td>
</tr>
<tr>
<td>OPAKIEVICZ, JUSTIN PAUL</td>
<td>ALTERNATE REPRESENTATIVE - MUIR COLLEGE</td>
</tr>
<tr>
<td>OREA, DRAGOS N</td>
<td>PRIMARY REPRESENTATIVE - MATHEMATICS</td>
</tr>
<tr>
<td>ORALOGLU, ALEX</td>
<td>PRIMARY REPRESENTATIVE - CSE</td>
</tr>
<tr>
<td>OWENS, MELINDA TSAD-YING</td>
<td>PRIMARY REPRESENTATIVE - WARREN COLLEGE</td>
</tr>
<tr>
<td>PALMER, ABRAHAM A</td>
<td>ALTERNATE REPRESENTATIVE - PSYCHIATRY</td>
</tr>
<tr>
<td>PARRA, MAX</td>
<td>PRIMARY REPRESENTATIVE - MARSHALL COLLEGE</td>
</tr>
<tr>
<td>PATEL, SHASTA</td>
<td>ALTERNATE REPRESENTATIVE - ROOSVEILT COLLEGE</td>
</tr>
<tr>
<td>PATTERSON, PATRICK H</td>
<td>PRIMARY REPRESENTATIVE - HISTORY</td>
</tr>
<tr>
<td>PAYZANT, PEPPIN</td>
<td>PRIMARY GRADUATE STUDENT ADVISOR</td>
</tr>
<tr>
<td>PEZZOLI, KEITH</td>
<td>ALTERNATE REPRESENTATIVE - URBAN STUDIES &amp; PLANNING</td>
</tr>
<tr>
<td>PIERCE, KAREN L</td>
<td>ALTERNATE REPRESENTATIVE - NEUROSCIENCES</td>
</tr>
<tr>
<td>PITT, RICHARD NORRIS</td>
<td>PRIMARY REPRESENTATIVE - SIXTH COLLEGE</td>
</tr>
<tr>
<td>PLANT, REBECCA JO</td>
<td>CHAIR, ADMISSIONS</td>
</tr>
<tr>
<td>POLITIS, DIMITRIS</td>
<td>ALTERNATE REPRESENTATIVE - HALICIOGLU DATA SCIENCE INST</td>
</tr>
<tr>
<td>POMEROY, ROBERT S</td>
<td>ALTERNATE REPRESENTATIVE - SEVENTH COLLEGE</td>
</tr>
<tr>
<td>POSTERO, NANCY GREY</td>
<td>VICE CHAIR OF DIVISION</td>
</tr>
<tr>
<td>POWELL, LORA</td>
<td>PRIMARY REPRESENTATIVE - THEATRE &amp; DANCE</td>
</tr>
<tr>
<td>PRATHER, LAUREN R</td>
<td>ALTERNATE REPRESENTATIVE - GLOBAL POLICY AND STRATEGY</td>
</tr>
<tr>
<td>RANGAMANI, PADMANI</td>
<td>CHAIR, EDUCATIONAL POLICY</td>
</tr>
<tr>
<td>RICHARDS, STEPHANIE F</td>
<td>ALTERNATE REPRESENTATIVE - REVELLE COLLEGE</td>
</tr>
<tr>
<td>RICKARD, TIMOTHY C</td>
<td>PRIMARY REPRESENTATIVE - PSYCHOLOGY</td>
</tr>
<tr>
<td>RICKLESS, SAMUEL CHARLES</td>
<td>ALTERNATE REPRESENTATIVE - PHILOSOPHY</td>
</tr>
<tr>
<td>RISSMAN, ROBERT A</td>
<td>PRIMARY REPRESENTATIVE - NEUROSCIENCES</td>
</tr>
<tr>
<td>ROBBINS, SHIRA L</td>
<td>ALTERNATE REPRESENTATIVE - OPHTHALMOLOGY</td>
</tr>
<tr>
<td>ROBERTS, MARGARET EARLING</td>
<td>PRIMARY REPRESENTATIVE - POLITICAL SCIENCE</td>
</tr>
<tr>
<td>SAIER, MILTON H</td>
<td>PRIMARY REPRESENTATIVE - MUIR COLLEGE</td>
</tr>
<tr>
<td>SAINTILLAN, DAVID</td>
<td>PRIMARY REPRESENTATIVE - MAE</td>
</tr>
<tr>
<td>SANCHEZ-LOPEZ, ELSA</td>
<td>ALTERNATE REPRESENTATIVE - ORTHOPAEDICS</td>
</tr>
<tr>
<td>SANTANDO, CHIAKI</td>
<td>PRIMARY GRADUATE STUDENT ADVISOR</td>
</tr>
<tr>
<td>SASAI, CHRISTEN T</td>
<td>ALTERNATE REPRESENTATIVE - ETHNIC STUDIES</td>
</tr>
<tr>
<td>SCHENK, SIMON</td>
<td>PRIMARY REPRESENTATIVE - ORTHOPAEDICS</td>
</tr>
<tr>
<td>SEBATA, JONATHAN LAO</td>
<td>PRIMARY REPRESENTATIVE - PSYCHIATRY</td>
</tr>
<tr>
<td>SEIBERT, TYLER MICHAEL</td>
<td>PRIMARY REPRESENTATIVE - RADIATION MEDICINE &amp; APPLIED SCIENCES</td>
</tr>
<tr>
<td>SEN, GEORGE L</td>
<td>PRIMARY REPRESENTATIVE - DERMATOLOGY</td>
</tr>
<tr>
<td>SERENCES, JOHN THOMAS</td>
<td>PRIMARY REPRESENTATIVE - PSYCHOLOGY</td>
</tr>
<tr>
<td>Name</td>
<td>Representative Role</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Sheikh, Farah</td>
<td>Primary Representative - Medicine</td>
</tr>
<tr>
<td>Shi, Yuyan</td>
<td>Primary Representative - HWSPH</td>
</tr>
<tr>
<td>Shubayev, Veronica</td>
<td>Alternate Representative - Anesthesiology</td>
</tr>
<tr>
<td>Bigurdson, Christina</td>
<td>Primary Representative - Pathology</td>
</tr>
<tr>
<td>Silva, Gabriel A</td>
<td>Primary Representative - Bioengineering</td>
</tr>
<tr>
<td>Simmons, Elizabeth</td>
<td>Executive Vice Chancellor - Academic Affairs</td>
</tr>
<tr>
<td>Sinha, Shantani</td>
<td>Chair, Faculty Welfare</td>
</tr>
<tr>
<td>Sneider, Alex C</td>
<td>Primary Representative - CSE</td>
</tr>
<tr>
<td>Stalling, Dontarie</td>
<td>Primary Representative - Chemistry &amp; Biochemistry</td>
</tr>
<tr>
<td>Straussier, Ulrike</td>
<td>Primary Representative - Roosevelt College</td>
</tr>
<tr>
<td>Suarez, Josie R</td>
<td>Alternate Representative - HWSPH</td>
</tr>
<tr>
<td>Suel, Gurol Mehet</td>
<td>Primary Representative - Biological Sciences</td>
</tr>
<tr>
<td>Tai-Seale, Ming</td>
<td>Primary Representative - Family &amp; Preventive Medicine</td>
</tr>
<tr>
<td>Talke, Frank E</td>
<td>Alternate Representative - MAE</td>
</tr>
<tr>
<td>Thomas, Ronald G</td>
<td>Alternate Representative - HWSPH</td>
</tr>
<tr>
<td>Thorpe, Charles</td>
<td>Primary Representative - Sociology</td>
</tr>
<tr>
<td>Tour, Ella</td>
<td>Alternate Representative - Biological Sciences</td>
</tr>
<tr>
<td>Traver, David</td>
<td>Primary Representative - Biological Sciences</td>
</tr>
<tr>
<td>Tronzo, William L</td>
<td>Alternate Representative - Revelle College</td>
</tr>
<tr>
<td>Tsampras, Georgios</td>
<td>Alternate Representative - Structural Engineering</td>
</tr>
<tr>
<td>Vecchio, Kenneth S</td>
<td>Primary Representative - Nanoengineering</td>
</tr>
<tr>
<td>Vilke, Gary Michael</td>
<td>Primary Representative - Emergency Medicine</td>
</tr>
<tr>
<td>Vogl, Tom Saul</td>
<td>Primary Representative - Seventh College</td>
</tr>
<tr>
<td>Vul, Edward</td>
<td>Alternate Representative - Marshall College</td>
</tr>
<tr>
<td>Wang, Shizhen</td>
<td>Primary Representative - Pathology</td>
</tr>
<tr>
<td>Watson, Deborah</td>
<td>Alternate Representative - Surgery</td>
</tr>
<tr>
<td>Widener, Daniel L</td>
<td>Member, Academic Council</td>
</tr>
<tr>
<td>Wilkinson, Miles</td>
<td>Primary Representative - Obstetrics, Gynecology, &amp; Reproductive Sciences</td>
</tr>
<tr>
<td>Xia, Haujun</td>
<td>Primary Representative - Cognitive Science</td>
</tr>
<tr>
<td>Yadlapati, Riena</td>
<td>Alternate Representative - Medicine</td>
</tr>
<tr>
<td>Young, William</td>
<td>Alternate Representative - SIO</td>
</tr>
<tr>
<td>Zhao, Yunde</td>
<td>Primary Representative - Biological Sciences</td>
</tr>
<tr>
<td>Zhu, Ying</td>
<td>Primary Representative - Economics</td>
</tr>
<tr>
<td>Zilberman, Nathalie</td>
<td>Primary Research Advisor - SIO</td>
</tr>
</tbody>
</table>
Chair Constable called the meeting to order. A quorum was present (see attached attendance sheet), along with other Academic Senate members and guests. Chair Constable welcomed everyone to the sixth Representative Assembly meeting of the 2020-2021 academic year. Chair Constable reviewed the Academic Senate Bylaws governing membership, privileges of the floor, and voting.

MINUTES OF THE MEETING ON APRIL 13, 2021

The April 13, 2021 meeting minutes were approved as submitted.

ANNOUNCEMENTS BY THE CHAIR OF THE DIVISION

Chair Constable reported that the Senate election results had been announced (see 5/26/21 Spring 2021 Academic Senate Election Results), and welcomed Professor Nancy Postero as Vice Chair-Elect of the Academic Senate.

CHANCELLOR PRADEEP KHOSLA REMARKS

Chancellor Khosla thanked Chair Constable for his service and leadership this past academic year.

Chancellor Khosla presented an update on the status of the campus. UCSD is coming out of a difficult time but has done extremely well as a campus overall. UCSD will be the only UC campus to hold an in-person commencement ceremony, and will enter fiscal year 21-22 in a strong financial position. UCSD was an important part of the San Diego County Vaccination program, and is being recognized with a national award for its management and response to COVID-19.

Chancellor Khosla reported that a state budget increase is proposed for UC and that UCSD will receive a budget increase, but due to a new funding distribution formula with UC, UCSD will receive $8M less than what the campus would have received. The proposed strategic investments for fiscal year 21-22 will mostly be academic; the campus will focus on growth of Ladder Rank Faculty, graduate student support, the Colleges’ infrastructure and student advising, student success and wellness, and the faculty and staff compensation program.

Chancellor Khosla discussed a graduate student funding reform plan. He commented that EVC Simmons will soon announce a Senate-Administration task force to rethink and harmonize all the sources of support in order to reform how graduate students should be supported in the future. The goal is to provide more resources in an equitable manner.
EVC Simmons commented that she has been working with the Committee on Committees to receive names for faculty to join the Senate-Administration task force, which will be similar to the budget reduction task force convened last summer. The plan is to reform graduate funding so it is less confusing to administer.

A member asked if the items that were cut during the past year will be restored and whether the cuts showed what is superfluous. The Chancellor commented that he understands that many of the items that were cut were not superfluous and tough decisions were made over the past year. However, the restorations will not be to the same as before. The restorations will be mission-driven, and will be invested in graduate student support and faculty support.

See page 1 of the presentation slides.

Chair Constable asked if there were any objections to reordering the agenda to move consent items next, following by all the legislation, then the resolutions, and the two guest speakers at the end of the meeting. There being no objections, the agenda was so reordered.

SPECIAL ORDERS

Consent Calendar
a. 2020-2021 Distinguished Research Awards

Chair Constable introduced Committee on Senate Awards Chair Patrick Mercier to present the nominations for the Distinguished Research Awards. CSA Chair Mercier explained that up to two members of the Academic Senate, one in the Arts/Humanities/Social Sciences and one in the Sciences/Engineering, are nominated to receive awards and present a public lecture. The awards are $1,500 each.

Distinguished Research Award
- Arts/Humanities/Social Sciences: Professor John Evans, Sociology
- Science & Engineering: Professor Stefan Savage, Computer Science Engineering

The nominations were approved.

REPORTS OF SPECIAL COMMITTEES  [None]

REPORTS OF STANDING COMMITTEES

Graduate Council, Lynn Russell, Chair. Proposal to Amend Regulation 715, Requirements for the PhD Degree at San Diego, and Regulation 717, Requirements for the Doctor of Musical Arts Degree.
Chair Constable introduced GC Chair Russell, who provided an overview of the proposal.

The proposed amendments to Regulation 715 and 717 are to update the rules for doctoral committee composition. It is increasingly cumbersome to find five members to serve on a doctoral committee, as currently required, and the increasingly interdisciplinary nature of graduate programs, research, and faculty appointments make it challenging to adhere to and interpret the current rules regarding department representation and academic specialties. The proposed change would reduce the number of required doctoral committee members from five to four UCSD faculty members, and would simplify the requirements of selecting the committee members. If approved, the new rules will be effective Fall 2021 and would apply to all PhD and DMA students who do not have an established committee already.

GC Chair Russell made the following motions. Because the motions were made on behalf of a Senate committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of each motion.

Motion: Proposal to Amend Regulation 715, Requirements for the PhD Degree at San Diego.

- Questions & Discussion:

A member asked if it will still be permissible for departments to require a qualifying exam and an advancement to candidacy exam. The policy provides the overall requirements for a PhD degree, but departments can still enforce program-specific requirements and have the qualifying exams if they choose.

A member asked if it is still possible to have external doctoral committee members from outside of UCSD. The proposed amendments only affect the required number of UCSD faculty committee members; nothing else has changed with the committee composition, so it is still permissible to have external, non-UCSD committee members.

- Vote: The proposal was approved by majority vote.

Motion: Proposal to Amend Regulation 717, Requirements for the Doctor of Musical Arts Degree.

- Questions & Discussion: None
- Vote: The proposal was approved by majority vote.

See page 68 of the meeting materials, and page 36 of the presentation slides.
Graduate Council, Lynn Russell, Chair; and Elizabeth Komives, Professor, Department of Chemistry and Biochemistry. Proposal to Establish a PhD in Biochemistry and Molecular Biophysics in the Department of Chemistry and Biochemistry, with a Terminal MS Degree Option.

Chair Constable introduced GC Chair Russell and Professor Komives. Professor Komives provided an overview of the proposal.

Currently, all PhD students in the Chemistry and Biochemistry Department receive a Chemistry PhD degree, even though over 30% of the students are in the “Biochemistry & Biophysics Track.” Employers now expect degrees in the appropriate fields while hiring so a separate degree program would allow more flexibility for students while they are searching for jobs. The Biochemistry program at UCSD is ranked 10th in the nation by US News, but without a specific degree in that field, visibility of the graduate program is limited, especially since Molecular Biophysics is not even ranked. The current curriculum in the “Biochemistry & Biophysics Track” would become the Biochemistry and Molecular Biophysics PhD program so only the name of the degree would change.

GC Chair Russell made the following motion. Because the motion was made on behalf of a Senate committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of the motion.

Motion: Proposal to Establish a PhD in Biochemistry and Molecular Biophysics in the Department of Chemistry and Biochemistry, with a Terminal MS Degree Option.

- Questions & Discussion:

  A member asked why the proposal is not for separate Biochemistry and Molecular Biophysics PhD programs. The current “Biochemistry & Biophysics Track” combines the two together and it is working well, so the department chose to leave it combined for the PhD program.

  A member asked if there will be a retroactive update for those students who have already graduated from the program since their degree will still only be in Chemistry. This change will not be applied retroactively, but will apply to any students who graduate after this change is effective.

- Vote: The proposal was approved by majority vote.

See page 83 of the meeting materials, and page 42 of the presentation slides.
Graduate Council, Lynn Russell, Chair; and Georgios Tsampras, Assistant Professor, Department of Structural Engineering. Proposal to Discontinue the Master of Advanced Studies in Simulation-Based Engineering (SE79) and the Master of Advanced Studies in Structural Health Monitoring (SE78) in the Department of Structural Engineering.

Chair Constable introduced GC Chair Russell and Professor Tsampras. Professor Tsampras provided an overview of the proposal.

The Department of Structural Engineering (SE) has requested to discontinue the Master of Advanced Studies (MAS) in Simulation-Based Engineering (SE79) and the MAS in Structural Health Monitoring (SE78). The two MAS degree programs were approved in 2011, but were never offered. Since SE has no plans to offer the degree programs, the faculty would like to formally discontinue the degree programs and remove them from the General Catalog. SE offers alternative options to students seeking a Master’s degree to specialize in these areas through its MS degree program. No parties will be affected by the discontinuations.

GC Chair Russell made the following motions. Because the motions were made on behalf of a Senate committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of each motion.

Motion: Proposal to Discontinue the Master of Advanced Studies in Simulation-Based Engineering (SE79).

- Questions & Discussion: None
- Vote: The proposal was approved by majority vote.

Motion: Proposal to Discontinue the Master of Advanced Studies in Structural Health Monitoring (SE78) in the Department of Structural Engineering.

- Questions & Discussion: None
- Vote: The proposal was approved by majority vote.

See page 85 of the meeting materials.

Committee on Academic Freedom, Farrell Ackerman, Chair. Proposal to Amend San Diego Divisional Bylaw 170, Committee on Academic Freedom.

Chair Constable introduced CAF Chair Ackerman, who provided an overview of the proposal.

CAF proposes a revision to San Diego Divisional Bylaw 170, Academic Freedom, to expand the number of members from three to five, and make two non-substantive style edits. The proposed changes modify the number of members to better align with other Divisional Committees on Academic Freedom, and to provide wider campus representation.
CAF Chair Ackerman made the following motion. Because the motion was made on behalf of a Senate committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of the motion.

Motion: Proposal to Amend San Diego Divisional Bylaw 170, Committee on Academic Freedom.

- Questions & Discussion: None
- Vote: The proposal was approved by majority vote.

See page 86 of the meeting materials.

Senate Council, Tara Javidi, Vice Chair; and John Moore, Dean of Undergraduate Education.
Proposal to Establish Eighth College.

Chair Constable introduced Vice Chair Javidi and Dean Moore, who provided an overview of the proposal.

This proposal is to create an eighth college at UCSD. The campus Strategic Plan includes a commitment to create a student-centered university; adding an eighth college is essential to achieving this as the campus gets closer to its steady state of 32,000 undergraduate students. The long-term goal is to allow for decompression of existing housing while balancing out total student enrollment to about 4,000 per college. Eighth College’s proposed theme, “Engagement & Community,” connects multiple academic areas and is aligned with the campus-wide efforts to combat structural racism and anti-Blackness.

Vice Chair Javidi made the following motion. Because the motion was made on behalf of a Senate committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of the motion.

Motion: Proposal to Establish Eighth College.

- Questions & Discussion:

  A member asked how the Eighth College will be staffed and funded. All College staffing will be commensurate with the enrollments. As the new Colleges open, some staff will be reallocated to Seventh and Eighth College. If enrollment continues to grow, then additional funding will need to be allocated since the number of students will be higher than what was originally budgeted for.

  A member asked what is an ‘Engagement Course’ and are they taught in the Colleges. An ‘Engagement Course’ will be the Eighth College-specific
courses that examines the theory of community engagement; these courses will be taught by the Colleges, but students may also take alternative courses that are taught by the Divisions.

A member asked why there are no alternative courses offered in Engineering, and if it is possible for students to change their College assignment once they are admitted. The Natural Sciences alternative courses should include Engineering. Changing a College assignment is done by exception only, and students must prove that they can still complete their degree on time (or faster) if they switch.

- Vote: The proposal was approved by a majority vote.

See page 88 of the meeting materials, and page 49 of the presentation slides.

Senate Council, Tara Javidi, Vice Chair; and Robert Continetti; Senior Associate Vice Chancellor- Academic Affairs. 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.

Chair Constable introduced Vice Chair Javidi and SAVC Continetti, who provided an overview of the proposal.

As UCSD continues to expand its rich and diverse portfolio of academic programs, there is a need to be consistent with the use of the term “School” to denote discipline-based major academic units. To this end, the proposal is to transition the four-existing discipline-based academic units currently known as “Divisions” into “Schools”, thus creating the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences. This is a change in name only, and no changes to the current structure for faculty organization, governance, curriculum or funding are expected. If approved, the change will be effective for the 2022-2023 academic year.

Vice Chair Javidi made the following motion. Because the motion was made on behalf of a Senate committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of the motion.

Motion: 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.

- Questions & Discussion: None
- Vote: The proposal was approved by majority vote.

See page 149 of the meeting materials, and page 57 of the presentation slides.
Committee on Campus Climate Change, Ramanathan Veerabhadran, Chair. Resolution: Fossil Free Power Generation at UCSD Campus

Chair Constable introduced CCCC Chair Veerabhadran, who provided an overview of the resolution.

This resolution proposes using alternative power at UCSD in order to change the climate action goal from carbon neutral to fossil free. UCSD generates its own power on campus, but it uses natural gas. A brainstorming session with experts from UCSD, UC Irvine, UC Santa Barbara, UCOP, and the head of a non-governmental organization was held to discuss UC’s Carbon Neutrality Initiative. Many campuses in the U.S and around the world are trying to become living laboratories; the hope is that UCSD can become one as well in order to create numerous innovations across several disciplines.

CCCCC Chair Veerabhadran made the following motion. Because the motion was made on behalf of a Senate committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of the motion.

Motion: Resolution: Fossil Free Power Generation at UCSD Campus.

• Questions & Discussion:

A member asked why the emergency power source also needs to use fossil free fuels since it is only used for a few hours each year and can be critical for medical systems and researchers. UCSD is already accessing a renewable biogas that could be utilized in an emergency.

• Vote: The resolution was approved by majority vote.

See page 170 of the meeting materials.

REPORTS OF FACULTIES

(a) Sixth College Faculty, Tal Golan, Associate Professor, History. Proposal to Amend San Diego Senate Manual Appendix 5.6, Bylaws of the Faculty of Sixth College

Chair Constable introduced Professor Golan, who provided an overview of the proposal.

An ad hoc review of Bylaws of the faculty of Sixth College was recently performed by the Sixth College Executive Committee. Amendments are proposed in primarily three areas:

1. Quorum: This change clarifies the number required for a quorum and is in line with the definition in most of the other Colleges.
2. Membership of the Executive Committee: These changes clarify the composition of the
Executive Committee, increase the breadth of the academic divisions from which the membership may be solicited to include all areas from which Sixth College Faculty are assigned and formalize the ex officio membership of Sixth College Deans who have historically always participated in the committee.

3. Election Process: These changes clarify the majority required and increase the flexibility of faculty vote by anonymous mail or electronic vote.

Professor Golan made the following motion. Because the motion was made on behalf of a Senate faculty committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of the motion.

Motion: Proposal to Amend San Diego Senate Manual Appendix 5.6, Bylaws of the Faculty of Sixth College.

- Questions & Discussion:

A member asked if it were possible that a single division could have multiple members of the Executive Committee since the bylaws do not state that they need to be from different divisions. The bylaw change for membership of the Executive Committee allows more broad representation since it is including areas of campus that were not previously included.

- Vote: The proposal was approved with a majority vote.

See page 175 of the meeting materials and page 61 of the presentation slides.


Chair Constable introduced Professor Gere, who provided an overview of the three resolutions.

The resolutions were proposed by a group of faculty as a result of the recent Graduate Student housing rent increases. Three of their main concerns were turned into motions:

1. Bring housing costs and other issues about campus growth under effective Senate oversight, under the leadership of the Committee on Budget and Planning.
2. Change the metric of affordability from a percentage below market rate to a percentage of graduate student stipends.
3. Set that percentage such that average graduate student single-occupancy housing costs do not exceed 33% of average guaranteed graduate student stipends, in accordance with the Department of Housing and Urban Development definition of ‘rent burdened.’

Professor Gere noted that Housing Dining and Hospitality had sent a response to the resolutions after they were presented at Senate Council, and the response stated that the average annual
graduate housing rent increase between 2016 and 2020 was 4% for a compounded total of 22%. Professor Gere noted that she accepts the provided figures, but the fact remains that the rent increases outpaced graduate student stipends.

Professor Gere made the following motion and was seconded by RA member Akos Rona-Tas.

Chair Constable introduced Stephanie Holden, a third year PhD student at UCSD. Ms. Holden expressed support for the resolutions, both personally and as a conduit for other UCSD graduate students. Ms. Holden gave many personal examples of how the rent increase will affect her ability to pay for housing, including that she currently pays half of her stipend on rent alone. She stated that many graduate students have no way to increase their pay to cover the increased rent prices, and their registration in classes can be held if they do not pay their rent. She stated that many graduate students are on a waitlist for apartments they might not be able to afford.

Motion: Resolution: Senate Oversight of Housing & Other Planning Decisions.

- Questions & Discussion:

  A student advisor asked what the role of the Senate will be as they provide oversight in the future and if CPB actually has the ability to change or revise future policies. In addition to CPB, a Senate task force can also be formed in order to have an effect on future decisions, and there are precedents with this that have yielded positive results.

- Vote: The resolution was approved by majority vote.

Professor Gere made the following motion and was seconded by RA member Daniel Widener.

Motion: Resolution: Housing Affordability Reference.

- Questions & Discussion:

  A member commented that they urge members to support this resolution as it is critical to have these conversations with simple terms across the board that everyone can understand.

  A member asked if the rental costs should be less than one-third of the student stipend. This particular resolution is to change the metric of affordability and not use the market rate, so the percentage will address in the next resolution.

- Vote: The resolution was approved with a majority vote.

Professor Gere made the following motion and was seconded by RA member Daniel Widener.
Motion: Resolution: Graduate Student Housing Budgeting Principle.

- Questions & Discussion:

  A member commented that they think the percentage should be less than 33% since 66% is not leaving much to pay for everything else. A student advisor commented that currently, graduate students are paying more than 33% on rent, sometimes upwards of 50-60%, so this is still a step in the right direction.

  A member commented that the resolution may need to be clarified as to whether the 33% of stipends referred to the net income or gross income. Chair Constable commented that net income will be different for each person, but the gross income can be controlled by the campus.

- Vote: The resolution was approved by majority vote.

See page 179 of the meeting materials.

**COMMENCED ACADEMIC ACTIVITY, ADELE BRUMFIELD, ASSOCIATE VICE CHANCELLOR-ENROLLMENT MANAGEMENT**

Chair Constable introduced AVC Brumfield, and she presented information regarding Academic Activity and the importance of why it must be tracked.

Academic activity is defined as attending any class, submitting an assignment, taking a test, or participating in an interactive tutorial. Students who do not begin attendance in classes are ineligible for their student financial aid. 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; therefore, the solution needs to encompass undergraduate, graduate, and professional school students. If the commencement of academic activity cannot be verified, the student’s financial aid package has to be adjusted. UC Davis and UC Merced have both been fined for issues related to the commencement of academic activity. To assist with the process of tracking academic activity, it is recommended that faculty track participation (Canvas, eGrades, or another interface) before following-up with Financial Aid and Scholarships. A process for tracking academic activity is currently being developed to make this process easier for faculty.

See page 10 of the presentation slides.
BOOKSTORE’S NEXT PILOT TEXTBOOK DISTRIBUTION SYSTEM, THOMAS BONETATI, DIRECTOR, AUXILIARY BUSINESS SERVICES

Chair Constable introduced Director Bonetati, and he provided an overview of the equitable access textbook distribution model being piloted at the UCSD bookstore.

The proposed program gives students access to all their required course materials on or before the first day of class. The most affordable option and format for all required course materials will be chosen. Faculty retain full control over their choice of course materials, as per their academic judgement. Savings are expected to be 30-40% of the current student course material costs. The program will be piloted by first-year students, but it could be extended to other cohorts if successful.

See attachment 1 and page 20 of the presentation slides.

PETITIONS OF STUDENTS [None]

UNFINISHED BUSINESS [None]

NEW BUSINESS [None]

Chair Constable called for any new business. There being none, the meeting was adjourned at 5:40 p.m.

Recorded by Jenna Lucius, Senior Senate Analyst.
UC San Diego

Equitable Access Program

Fall 2021 Pilot
**Bookstore | Equitable Access Program**

**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.
- Students manage all course material preferences and access via the unique, white-labeled course material portal.
- We will automatically select the most affordable option and format for all required course materials.
- 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.
- 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.
- 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.
- 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.
- There is no extra shipping fee charged to the institution or students for campus delivery of all required physical materials.
- 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.
- The campus store manages all course material processes within a centralized software suite.
- 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.
- Students can choose courses and majors without the barrier of course material costs.
- 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.
- Maintain academic freedom. No changes to the ability of professors to freely choose the materials used for their courses.
- 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.
- Students can choose courses and majors without the barrier of course material costs.
- Assist with remote learning by providing digital materials and shipping of traditional materials to a student’s address of choice.
- 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
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.

Frequently Asked Questions
## REpresentative Assembly Membership – June 1, 2021

### Meeting Attendance

| [☑] Constable, Steven C | Chair, San Diego Division |
| [☑] Javidi, Tara | Vice Chair, San Diego Division |
| [☐] Mackie, Gerald Lee | Parliamentarian, San Diego Division |
| [☑] Khosla, Pradeep K | Chancellor, UC San Diego |
| [☑] Simmons, Elizabeth H | Executive Vice Chancellor, Academic Affairs |
| [☐] Brenner, David Allen | Vice Chancellor, Health Sciences |
| [☐] Leinen, Margaret S | Vice Chancellor, Marine Sciences |
| [☐] Brown, Sandra A | Vice Chancellor, Research Affairs |
| [☐] Corr, Maripat | Immediate Past Chair, San Diego Division |
| [☐] Karis, Aleck | Chair, Academic Personnel |
| [☑] Cook, Geoffrey William | Chair, Educational Policy |
| [☑] Sinha, Shantanu | Chair, Faculty Welfare |
| [☑] Teranes, Jane | Chair, Undergraduate Council |
| [☐] Liang, Lei | Chair, Committee on Committees |
| [☑] Ferreira, Victor S | Chair, Research |
| [☑] Ng, Kwai Hang | Chair, Planning & Budget |
| [☐] Jenkins, Janis H | Chair, Campus & Community Environment |
| [☑] Wastal, Carrie King | Chair, Admissions |
| [☐] Burney, Jennifer A | Chair, Diversity & Equity |
| [☑] Russell, Lynn Monica | Chair, Graduate Council |
| [☑] PosaKony, James William | Chair, Privilege & Tenure |
| [☑] Halpain, Shelley L | Member, Academic Council |
| [☑] Tapert, Susan Frances | Member, Academic Council |
| [☑] Coulson, Seana | Senior Representative, Academic Assembly |
| [☑] Mel, Stephanie | Senior Representative, Academic Assembly |
### Elected Members & Alternates

#### San Diego Division
- **Coulson, Seana**
  - Primary Representative
- **Widener, Daniel L**
  - Primary Representative
- **Mel, Stephanie**
  - Primary Representative

#### Marshall College
- **Deak, Geodon O**
  - Primary Representative
- **Seshadri, Kalyanasundaram**
  - Primary Representative
- **Hopkins, Megan Beth**
  - Alternate Representative
- **Tauber, Michael J**
  - Alternate Representative

#### Muir College
- **Blanco, John D**
  - Primary Representative
- **Cooke, James**
  - Primary Representative
- **Plant, Rebecca Jo**
  - Alternate Representative
- **Museau, Sam**
  - Alternate Representative

#### Revelle College
- **Clancy, Liam P**
  - Primary Representative
- **Laubertz, Shannon Marie**
  - Primary Representative
- **Tronzo, William L**
  - Alternate Representative
- **Nellis, Gareth HB**
  - Alternate Representative

#### Roosevelt College
- **Martinez Diaz, Sonia**
  - Primary Representative
- **Strasser, Ulrike**
  - Primary Representative
- **Cohen, Shana R**
  - Alternate Representative
- **Patel, Shaista**
  - Alternate Representative

#### Sixth College
- **Pitt, Richard**
  - Primary Representative
- **Golan, Tal**
  - Primary Representative
- **Dubnov, Shlomo**
  - Alternate Representative
- **Hermann, Thomas**
  - Alternate Representative

#### Warren College
- **Goodall, Grant**
  - Primary Representative
- **Owens, Melinda Tso-Ying**
  - Primary Representative

#### Emeritus Faculty
- **Powell, Henry C**
  - Primary Representative
- **Appelbaum, Mark I**
  - Alternate Representative

#### Anesthesiology
- **Shubayev, Veronica I**
  - Primary Representative
- **Zeidan, Faeth**
  - Alternate Representative
<table>
<thead>
<tr>
<th>Field</th>
<th>Representative 1</th>
<th>Representative 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHROPOLOGY</td>
<td>ALGAZE, GUILLERMO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td>BIOENGINEERING</td>
<td>MALI, PRASHANT GULAB RAM</td>
<td>ZHONG, SHENG</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td>BIOLOGICAL SCIENCES</td>
<td>CHAO, LIN</td>
<td>BRIGGS, STEVEN PAUL</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td></td>
<td>GOLDEN, JAMES WILLIAM</td>
<td>FORBES, DOUGLASS JANE</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td>CELLULAR &amp; MOLECULAR MEDICINE</td>
<td>GHOSH, PRADIPTA</td>
<td>CORBETT, KEVIN DANIEL</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td>CHEMISTRY &amp; BIOCHEMISTRY</td>
<td>FIGUEROA, JOSHUA S</td>
<td>GALPERIN, MICHAEL</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td></td>
<td>O'CONNOR, JOSEPH M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td></td>
</tr>
<tr>
<td>COGNITIVE SCIENCE</td>
<td>FLEISCHER, JASON G</td>
<td>XIA, HAIJUN</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td>COMMUNICATIONS</td>
<td>DEWAARD, ANDREW MICHAEL</td>
<td>KIDMAN, SHAWNA F</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td>CSE</td>
<td>CHAUDHURI, KAMALIKA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEUTSCH, ALIN BERNARD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td></td>
</tr>
<tr>
<td>DERMATOLOGY</td>
<td>SEN, GEORGE L</td>
<td>DORSCHNER, ROBERT A</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td>ECE</td>
<td>LO, YU-HWA</td>
<td>MOOKHERJEA, SHAYAN</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
<tr>
<td></td>
<td>RADIC, STOJAN</td>
<td>TAUR, YUAN</td>
</tr>
<tr>
<td></td>
<td>Primary Representative</td>
<td>Alternate Representative</td>
</tr>
</tbody>
</table>
ECONOMICS
☒ DU, SONGZI
  Primary Representative
☒ FADLON, YIZHAK
  Primary Representative
☐ BOOMHOWER, JUDSON P
  Alternate Representative
☒ WUTHRICH, KASPAR
  Alternate Representative

EDUCATION STUDIES
☒ MAMAS, CHRISTOFOROS
  Primary Representative
☐ CLARKE, SHERICE NICOLE
  Alternate Representative

EMERGENCY MEDICINE
☒ VILKE, GARY MICHAEL
  Primary Representative
☒ DAMEFF, CHRISTIAN JORDAN
  Alternate Representative

ETHNIC STUDIES
☒ FRANK, ROSS H
  Primary Representative
☐ FUSTE, JOSE IGNACIO
  Alternate Representative

FAMILY & PREVENTIVE MEDICINE
☒ BLOSS, CINNAMON SUE
  Primary Representative
☐ GARFEIN, RICHARD S
  Alternate Representative
☐ THOMPSON, WESLEY KURT
  Primary Representative
☐ SUAREZ, JOSE R
  Alternate Representative

GLOBAL POLICY AND STRATEGY
☒ LYONS, ELIZABETH DEIRDRE
  Primary Representative

HISTORY
☒ EDINGTON, CLAIRE ELLEN
  Primary Representative
☒ PATTERSON, PATRICK H
  Primary Representative

LINGUISTICS
☒ KEHLER, ANDREW SCOTT
  Primary Representative
☒ ACKERMAN, FARRELL
  Alternate Representative

LITERATURE
☒ ALI, MOHAMMAD KAZIM
  Primary Representative
☐ EL-TAYEB, FATIMA
  Alternate Representative
☐ BLANCO, JOHN D
  Primary Representative

MAE
☒ KLEINFELD, DAVID
  Primary Representative
☐ MCENEANEY, WILLIAM MICHAEL
  Alternate Representative
☒ LAL, RATNESHWAR
  Primary Representative
☐ TALKE, FRANK E
  Alternate Representative
<table>
<thead>
<tr>
<th>Department</th>
<th>Primary Representative</th>
<th>Alternate Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Oprea, Dragos N</td>
<td>Fitzsimmons, Patrick J</td>
</tr>
<tr>
<td></td>
<td>Meyer, David A</td>
<td>Zlatos, Andrej</td>
</tr>
<tr>
<td>Medicine</td>
<td>Chi, Nai-Wen</td>
<td>Jain, Mohit</td>
</tr>
<tr>
<td></td>
<td>Schnabl, Bernd</td>
<td>Sheikh, Farah</td>
</tr>
<tr>
<td>Music</td>
<td>Leslie, Matthew</td>
<td>Kenyatta, Kamau</td>
</tr>
<tr>
<td>Nanoengineering</td>
<td>Opatkiwicz, Justin Paul</td>
<td>Meyers, Marc Andre</td>
</tr>
<tr>
<td>Neurosciences</td>
<td>Halgren, Eric</td>
<td>Ellis, Ronald Joseph</td>
</tr>
<tr>
<td></td>
<td>Pierce, Karen L</td>
<td>Rissman, Robert A</td>
</tr>
<tr>
<td>Obstetrics, Gynecology, &amp; Reproductive Sciences</td>
<td>Wilkinson, Miles Frome</td>
<td>Wilkinson, Miles Frome</td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>Robbins, Shira L</td>
<td>Cook-Andersen, Heidi Leigh</td>
</tr>
<tr>
<td>Orthopaedics</td>
<td>Hargens, Alan R</td>
<td>Masuda, Koichi</td>
</tr>
<tr>
<td>Pathology</td>
<td>Fadare, Oluwole</td>
<td>Varner, Judith A</td>
</tr>
<tr>
<td></td>
<td>Wang, Shizhen</td>
<td>Sigurdson, Christina J</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>Leffert, Hyam Lerner</td>
<td>Adams, Joseph A</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Sher, Gila</td>
<td>Tolley, Clinton R</td>
</tr>
</tbody>
</table>

PHYSICS
☒ AVERTT, RICHARD, KIEINFELD, DAVID
  Primary Representative
☒ GRINSTEIN, BENJAMIN
  Primary Representative
☒ KERES, SUSAN, NI, KAIXUAN
  Alternate Representative
☐ INTRILIGATOR, KENNETH A
  Alternate Representative

POLITICAL SCIENCE
☐ HOSTON, GERMAINE A
  Primary Representative
☐ FERREE, KAREN E
  Alternate Representative
☐ NAII, MEGUMI
  Alternate Representative

PSYCHIATRY
☒ SEBAT, JONATHAN LADD
  Primary Representative
☐ KREMEN, WILLIAM S
  Alternate Representative
☐ MAX, JEFFREY EDWIN
  Alternate Representative
☐ SCHUCKIT, MARC A
  Alternate Representative

PSYCHOLOGY
☒ BARNER, DAVID A
  Primary Representative
☐ MC KENZIE, CRAIG RM
  Alternate Representative

RADIATION MEDICINE & APPLIED SCIENCES
☒ SEIBERT, TYLER MICHAEL
  Primary Representative

RADIOLOGY
☒ BOLAR, DIVYA SANAM
  Primary Representative
☒ LIAU, JOY
  Primary Representative

RADY SCHOOL OF MANAGEMENT
☒ GNEEZY, AYELET
  Primary Representative
☐ MISRA, KANISHKA
  Alternate Representative

SIO
☒ ALFORD, MATTHEW H
  Primary Representative
☒ HILDEBRAND, JOHN A
  Alternate Representative
☐ VAN ALLEN, EMILY JOYCE
  Alternate Representative
☐ AARONS, SARAH MIRANDA
  Alternate Representative

SOCIOLOGY
☒ RONA-TAS, AKOS
  Primary Representative
☒ LAMPLAND, MARTHA
  Alternate Representative

SSPPS
☒ MOMPER, JEREMIAH D
  Primary Representative
☒ DORRESTEIN, PIETER C
  Alternate Representative
STRUCTURAL ENGINEERING
☐ CHEN, JIUN-SHYAN
  Primary Representative
☒ TSAMPRAS, GEORGIOS
  Alternate Representative

SURGERY
☐ HORGAN, SANTIAGO
  Primary Representative
☐ FRIEDMAN, RICK ADAM
  Alternate Representative
☐ MEKEEL, KRISTIN LEIGH
  Primary Representative
☐ WATSON, DEBORAH
  Alternate Representative

THEATRE & DANCE
☐ BARRICELLI, MARC ALEXANDER
  Primary Representative
☒ BURELLE, JULIE SARA
  Alternate Representative
☒ POWELL, LORA
  Alternate Representative

URBAN STUDIES & PLANNING
☒ MARTIN, ISAAC WILLIAM
  Primary Representative

UROLOGY
☐ PARSONS, J KELLOGG
  Primary Representative
☐ BUCKLEY, JILL CHRISTINE
  Alternate Representative

VISUAL ARTS
☒ CHO, ERICA R
  Primary Representative
☐ MANGOLTE, BABETTE MARIE
  Alternate Representative
☒ ROSE, JORDAN M
  Primary Representative
☐ NEWSOME, ELIZABETH ANN
  Alternate Representative
<table>
<thead>
<tr>
<th>ADVISORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH ADVISOR - GC</td>
</tr>
<tr>
<td>☐ Primary Advisor</td>
</tr>
<tr>
<td>☐ Alternate Advisor</td>
</tr>
<tr>
<td>RESEARCH ADVISOR - HS</td>
</tr>
<tr>
<td>☐ Primary Advisor</td>
</tr>
<tr>
<td>☐ Alternate Advisor</td>
</tr>
<tr>
<td>RESEARCH ADVISOR - SIO</td>
</tr>
<tr>
<td>☐ Primary Advisor</td>
</tr>
<tr>
<td>☐ Alternate Advisor</td>
</tr>
<tr>
<td>GRADUATE STUDENT ADVISOR</td>
</tr>
<tr>
<td>☒ WANG, VICTOR</td>
</tr>
<tr>
<td>Primary Advisor</td>
</tr>
<tr>
<td>UNDERGRADUATE STUDENT ADVISOR</td>
</tr>
<tr>
<td>☒ HICKMAN, DAVID</td>
</tr>
<tr>
<td>Primary Advisor</td>
</tr>
<tr>
<td>☐ GHARIBIAN, DEENA</td>
</tr>
<tr>
<td>Primary Advisor</td>
</tr>
</tbody>
</table>
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% (CA Registry) and 68% (UCSD Health)
- Health employees (15,759 of 19,297): 8% (CA Registry) and 74% (UCSD Health)
- On campus students (6,927 of 8,600): 13% (CA Registry) and 68% (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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>From all PhDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenues</td>
<td>$53M</td>
<td></td>
</tr>
<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>Core support</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>
<tr>
<td>TA salaries</td>
<td>$21</td>
<td>From undergrad teaching</td>
</tr>
<tr>
<td>Grant funding</td>
<td>$72</td>
<td>$50M stipend/salary + $35M tuition benefit - GSGEI $13M</td>
</tr>
<tr>
<td>Total PhD support</td>
<td>$151</td>
<td>Core + TA + Grants</td>
</tr>
</tbody>
</table>

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

In addition, $21M of undergraduate tuition is reinvested in TAships.
Another $72M of net PhD support is charged to 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.
An error rate of .33% would result in a fine of $550K

<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>
## Options Considered

<table>
<thead>
<tr>
<th>Option</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do nothing</td>
</tr>
<tr>
<td>2</td>
<td>Students self-certify</td>
</tr>
<tr>
<td>3</td>
<td>Require that instructors take attendance.</td>
</tr>
<tr>
<td>4</td>
<td>Track participation (Canvas, eGrades, or another interface) before follow-up with Financial Aid and Scholarships (FAS).</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.
UC San Diego
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.
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

<table>
<thead>
<tr>
<th>Current Doctoral Committee Membership Requirements</th>
<th>Proposed Doctoral Committee Membership Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum: 5 faculty members*</td>
<td>Minimum: 4 UCSD faculty members*</td>
</tr>
<tr>
<td>• At least 5 officers of instruction with no fewer than 4 holding professorial titles</td>
<td>• At least 1 member with a primary appointment in a different department than the student’s advisor/doctoral committee chair</td>
</tr>
<tr>
<td>• Representation from at least 2 departments</td>
<td>• At least 2 members from the student’s department or program</td>
</tr>
<tr>
<td>• At least 2 members from a different academic specialty than the student</td>
<td>• At least 1 tenured or emeritus member</td>
</tr>
<tr>
<td>• At least 1 tenured or emeritus UCSD faculty member from outside the student’s major department</td>
<td></td>
</tr>
</tbody>
</table>

*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
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?
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

Winter 2020
- Eighth College Proposal Workgroup

Winter 2021
- Eighth College Proposal Revision Workgroup

Summer & Fall 2021
- Academic Plan Workgroup prepares the Eighth College Academic Plan.

Spring 2022
- The administration establishes Eighth College and appoints an Interim Provost of Eighth College.

Fall 2023
- Eighth College inaugural class arrives.
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.
Basic Outline for General Education Framework

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.

**Alternatives**

- **Arts**: 2 courses
- **Humanities**: 2 courses
- **Social Sciences**: 2 courses
- **Natural Sciences**: 2 courses
- **Quantitative Reasoning**: 1 course

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
- 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
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
INTRODUCTION

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

COMMENTARY

Process, Interaction, and Consultation

CAP held 36 meetings and conducted 750 reviews (639 initial/additional/reconsiderations, 111 post-audits of dean-delegated actions). Actions ranged from consecutive no-change and contested merit advancements to appointments, promotions, career reviews, accelerated merit advancements, and retentions. In the interest of open dialogue and effective communication, CAP regularly extends an invitation to the EVC, the Vice Chancellors for Research, Health Sciences, and Marine Sciences, as well as to Divisional Deans and Department Chairs and their respective AP staff, to visit the committee to discuss its practices and procedures or general issues of campus academic personnel policy. In all, CAP received 33 visitors during 2020-21. The CAP Chair attends three meetings in the Fall, to discuss the academic review process, with department chairs for the main campus, for the Health Sciences, and for SIO. The CAP Chair also attends the New Faculty Orientation, Faculty Advancement Workshop, and the Teaching Professor Briefing.

2020-21 Rate of Override and Disagreement. In seeking to ensure consistency and fairness across departments, divisions, and schools, CAP follows and interprets the APM/PPM policies on all matters in its recommendations to the Administration. In cases where the EVC, the Chancellor, or other final authority anticipates issuing a final decision contrary to the Committee’s recommendation, that individual attends a CAP meeting to present arguments for not following CAP’s recommendation. In some cases, this discussion leads to agreement. In others, there is an agreement to disagree. The latter cases generally involved programmatic priorities of the campus that fall outside the criteria that CAP used to make its recommendations.

Overrides are those cases where the Chancellor/EVC final action (or, in the case of Research Scientist and Unit 18 Lecturer files, the final action of the relevant VC or Dean) differs from CAP’s final recommendation in step or action (appointment, merit advancement, promotion, etc.). Fourth-year appraisal ratings at the Assistant rank that differ from CAP’s recommendation are not considered Overrides. Disagreements are cases where the Chancellor/EVC’s final action differs from CAP’s recommendation in terms of salary (related to market off-scale or bonus off-scale salary components). In cases where the CAP membership is evenly split between two actions, a choice of either action is not considered as an Override or Disagreement. In 2020-21 there were 9 cases in which the Administration’s final action differed from CAP’s recommendation; 6 involved the increment for merit advancement, 2 involved promotions/career reviews, and 1 involved a salary increase.
Preparation of Files. As part of its ongoing efforts to calibrate requests for accelerated merit advancements, CAP conducts retrospective reviews (post-audits) of dean delegated appointments and merit advancements from various departments. In general, CAP finds most files to be well prepared, but the committee notes the need for clear articulation of departmental standards for normal merit advancement and accelerated merit advancement in many instances. CAP also strongly encourages Departments to fully document the teaching and service contributions of their faculty members. Files submitted for CAP review can be delayed if an insufficient number of teaching evaluations are not included in the file, or if there is insufficient analysis of a candidate’s teaching and service contributions. CAP recommends consultation of APM 210 to assist in file preparation details.

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

In cases of conflicts of interests with the candidate, department chairs and deans should fully recuse themselves in file preparation. They should also recuse themselves from writing/signing the solicitation letter for external reviewers. Failing to do so will result in CAP requesting additional information and will further delay the academic review process.

Campus Ad Hoc Committees. Given the diverse representation of disciplines around the table, CAP generally acts as its own ad hoc committee. By the time cases arrive at CAP, there is already considerable expertise represented in the analysis of the file, counting evaluations from cognizant dean, Departmental and Divisional ad hoc committees, the Department Chair, and, external referees, when pertinent. Unless CAP itself lacks suitable expertise, or there is substantial disagreement about the quality of the work, an external ad hoc committee is not regarded as necessary. During 2020-21 CAP convened zero external ad hoc committees, and acted as its own ad hoc committee in 315 cases.

Policies, Issues, and Action Items Addressed

In addition to acting on individual academic personnel files, CAP, at the request of the Chancellor, EVC or the Academic Senate Chair, reviews general academic personnel policies and reports along with other issues of interest related to academic personnel. CAP also reviews departmental voting procedures, the conferral of emeritus status to non ladder-rank academics, reviews of administrators, and appointments and reappointments for Endowed Chairs. CAP reviewed 63 such requests during 2020-21.

CONCLUSION

The Committee is grateful for the wisdom of the various divisional committees: the Division of Arts & Humanities Arts Committee on Academic Personnel (ARTS CAP); the School of Medicine Committee on Academic Personnel (SOM CAP); the Scripps Institution of Oceanography Committee on Academic Personnel (SIO CAP); the Research Scientist Committee on Academic Personnel(RS-CAP); the Deans, Provosts, Department Chairs, and ORU Directors; and those faculty members who served on departmental ad hoc committees. CAP also wishes to thank staff members involved in the academic review process at various levels for their many hours of efficient, knowledgeable, and professional work in file assembly and annotation, which is so crucial to fair and consistent reviews. Finally CAP would like to acknowledge the indispensable contribution of Brandy Cheshire, Senate Policy Analyst, who prepares files for members, serves as researcher and institutional memory for the
committee, keeps CAP grounded with relevant passages from the APM or PPM, and edits letters. Her very demanding job encompasses all this and much more, and she does it brilliantly.

Respectfully submitted,

Aleck Karis, Chair
Committee on Academic Personnel
Responsibilities and Duties
Pursuant to Bylaw 185, the Committee on Committees (ConC) is responsible for appointing members to the standing Senate committees, nominating candidates for Divisional Senate Vice Chair and Divisional Representatives to the Systemwide Assembly of the Academic Senate, recommending Senate faculty members for membership on UCSD Administrative committees, and making nominations to the University Committee on Committees for service on systemwide committees. ConC met 30 times in 2020-2021.

Appointments to the Senate’s Standing Committees
The Committee on Committees filled 28 standing committees of the Divisional Senate with 232 Senate faculty members. ConC also nominated two candidates to run for Divisional Senate Vice Chair and 8 candidates to run for Divisional Representative to the systemwide Assembly of the Academic Senate. Divisional Senate Vice Chair and the Divisional Representatives to the systemwide Assembly of the Academic Senate were elected by the Divisional Senate faculty in spring 2021.

Recommendations to UCSD’s Administrative Committees
The Committee on Committees received and responded to 57 Administrative committee requests. ConC recommended 814 Senate faculty to the Administration for potential membership on the various Administrative committees.

Nominations to Systemwide Senate Committees and Special Committees
The Committee on Committees received 11 requests from the University Committee on Committees for nominations to serve on systemwide Senate committees, subcommittees, task forces, and special committees. ConC forwarded 11 nominees to the University Committee on Committees for consideration for appointment. Additionally, ConC nominated 16 Division members to serve on the 16 Assembly of the Academic Senate committees. The nominations were forwarded to the University Committee on Committees for confirmation.

Submitted by:
Lei Liang, Chair
Committee on Committees
The Committee on Research (COR) met monthly during the academic year to consider a number of issues. During the course of these meetings, the following principal issues were addressed and reports were prepared accordingly.

2. By Laws and Charge of COR – No action needed/taken.
3. Proposal for BioCircuits Institute Name Change – COR supported the name change from BioCircuits Institute to the Synthetic Biology Institute with the hope that the change will centralize the entities on campus that engage in synthetic biology work and research.
4. BSU Student Statement – The Committee offered comments on areas of the statement they felt were relevant to research, namely: access to databases, facilities and programs; research direction and funding for the Yankelovich Research Center; and suggesting that ORUs create and promote actionable goals around supporting underrepresented students, staff, faculty and research. While COR was not able to act on the demands presented in the BSU statement, the Committee was encouraged to hear that the BSU was working with the Vice Chancellor for Equity, Diversity and Inclusion to further engage and explore potential courses of action to address the BSU statement.
5. Organized Research Unit - Multi-Year Review of the Institute for Engineering In Medicine (IEM) – IEM is a unique ORU that houses many centers under the umbrella of IEM. The ORU has acted as a catalyst for research conducted by members, and provides the infrastructure and support that enables collaborative research. With a newly appointed director who will be key in implementing new initiatives and exploring partnerships to Rady Children’s Hospital and the Halicioğlu Data Science Institute, COR strongly supported their continuation as an ORU for another five years.
6. Faculty Salary Scales Task Force Report – In general, COR was in support of adjusting faculty salary scales, but was unsure of how it would be implemented, and even if it could be implanted across all ten UC campuses. Committee members voiced concerns about the reports omission of compensation for Above Scale faculty, and opined that retention of high-performing faculty will be difficult if off-scale salary is to be a rare exception.
7. Proposed Revision of PPM 100-5, Protection of Human Research Subjects – COR offered two comments on the revisions to PPM 100-5. The first had to do with continuity on the use of Office of IRB Administration (OIA) in the document. OIA used to be known as the Human Research Protections Program (HRPP), and some areas of the document still make mention of HRPP. Additionally, COR supported limiting IRB committee members to four-year terms, with renewal by mutual agreement of the Institutional Officer and member.
8. Review of UC Policy on Research Data and Tangible Research Materials – Committee members suggested that it would be valuable if the policy stressed the importance and obligation of workforce members providing their research data to Principal Investigators (PI) upon their separation from the University. Without such a policy, COR members feared that for separating workforce members, the path of least resistance is to permit any materials that they were responsible for to be ignored or neglected.
9. Proposed UC Policy on Classification of Gifts and Sponsored Awards – COR endorsed the proposed policy, but opined that a category classified as “research gifts” would be beneficial to consider in future iterations or modifications to the Policy. Including such a category could provide valuable flexibility for industry-academia partnerships, as well as release some of the tension caused when donors and members of the campus try to manage the dichotomy between gifts and sponsored awards.
10. Proposed UC Policy on Native American Cultural Affiliation and Repatriation – The Committee endorsed the plan to increase the institutional commitment to responsibly and respectfully manage the items that the Native American Cultural Affiliation and Repatriation Policy discusses. Committee members were grateful for the comprehensive and careful approach described in the policy.
11. Organized Research Unit - Multi-Year Review of the Center for Energy Research (CER) – COR was impressed by the accomplishments of the center, especially regarding research funding in the areas of fusion and renewable energy. COR applauds their success in increasing research funding and providing lectures, seminars and conferences to share research. Their success is evidenced by the very strong funding stream, citations, and publications, and in order to continue this excellence, COR suggested the Center develop new research areas and explore different industry and commercialization opportunities. The Committee supported their continuation as an ORU for another five years.

12. Organized Research Unit - Multi-Year Review of the Institute for the Center for Astrophysics and Space Sciences (CASS) – Since their last review, CASS has worked on expanding their research affiliations outside the Department of Physics, with much excitement being generated around their exoplanets and astrobiology initiatives. This area of research will organically foster research opportunities and partnerships between CASS and members of the Physics, Chemistry, and Engineering departments, as well as SIO, the SDSC, and HDSI. COR is optimistic and excited about the potential expansion of research programs outside of the Division of Physical Sciences. With new and evolving scientific and research directions and interests, and the continued discussion of the relationship between astronomy and astrophysics, COR acknowledged that CASS will continue to play a key role in astronomy and astrophysics-related research. The Committee strongly supported the continuation of CASS as an ORU.

13. Organized Research Unit - Multi-Year Review of the Institute for the Glycobiology Research and Training Center (GRTC) – Based on the review committee’s comments and the materials provided, it was clear that the GRTC has brought the field of glycobiology to the forefront, and they act as leaders of the glycobiology community with their achievements in research, service, and training. The GRTC has made important strides in training and education of underrepresented groups (URGs), and COR is hopeful is that the GRTC will devise and implement concrete steps to increase faculty participation in the ORU from URGs. COR looks forward to hearing about the future equity, diversity, and inclusion (EDI) initiatives and efforts proposed by the leadership team, especially with regards to their goals to bolster EDI more broadly in the field of Glycoscience. COR supported the continuation of the GRTC as an ORU.

14. The UCORP representative provided reports on the following main issues discussed at the monthly UCORP meetings; no action needed/taken:
   a. COVID-19’s effect on the tenure process
   b. SAT testing requirements within UC
   c. Regional Institute of Medical Sciences (RIMS) biometric data
   d. Animal research
   e. Importance of disclosure of foreign or government influence on projects
   f. Curtailment
   g. Ways to increase cross-campus research opportunities
   h. Increasing visibility of commercialization of UC contributions to science

GENERAL CAMPUS RESEARCH GRANT COMMITTEE

The General Campus Research Grant Committee met on February 8, 2021, and May 10, 2021 to review research and bridge grant applications for FY 2020/21. Two calls for bridge funding applications were transmitted. Seven Bridge Funding program applications were reviewed and six were funded, totaling $189,858. Applicants were required to demonstrate strong proposals for continuing research programs that had received peer-reviewed extramural funding for at least four of the last five years and, that despite efforts to re-establish funding, were without any funding between June 30 and December 31, 2020. The Committee’s evaluation of proposals emphasized the quality of the research, past publication record, and the likelihood of future funding.

The existing policies regarding awards for bridge funding, individual research proposals, travel to scholarly meetings, and the intercampus exchange program were thoroughly reviewed by the Committee and a few notable modifications were incorporated in the application call letters on the Committee’s website at http://senate.ucsd.edu/grants-awards/grant-funding/. The Committee agreed to continue its policy limiting the ceiling for bridge funding to $40,000, as well as the ceiling for individual grants to $15,000, and to maintain the maximum cumulative support figure at $60,000 over a ten-year period. Effective 7/1/18, the policy for Travel to Scholarly Meetings changed as follows: awards may cover any combination of a standard economy airfare, registration fee, and/or hotel for all faculty. Domestic travel awards will be limited to $700; foreign travel awards...
Research – Of 75 individual applications reviewed, 75 were funded for a total of $758,372. Four awards totaling $50,724 were made possible by the Earl C. Anthony Endowment Trust Fund. No individual research applications were denied. Seven bridge funding program applications were reviewed and six were funded, totaling $189,858. One bridge funding request totaling $32,724 was denied because they did not meet the bridge funding criteria. The breakdown of awards by faculty rank is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>19</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>21 (2 Bridge)</td>
</tr>
<tr>
<td>Professor</td>
<td>35 (4 Bridge)</td>
</tr>
<tr>
<td>LPSOE</td>
<td>4</td>
</tr>
<tr>
<td>LSOE</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>81</td>
</tr>
</tbody>
</table>

The breakdown by department and discipline is as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>3</td>
<td>28,551</td>
</tr>
<tr>
<td>Cognitive Science</td>
<td>1</td>
<td>10,553</td>
</tr>
<tr>
<td>Communication</td>
<td>2</td>
<td>27,314</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>29,167</td>
</tr>
<tr>
<td>Education Studies</td>
<td>1</td>
<td>12,534</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>1</td>
<td>8,195</td>
</tr>
<tr>
<td>Linguistics</td>
<td>1</td>
<td>8,478</td>
</tr>
<tr>
<td>Political Science</td>
<td>4</td>
<td>44,976</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td>22,476</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
<td>37,531</td>
</tr>
<tr>
<td>Urban Studies and Planning</td>
<td>2</td>
<td>29,964</td>
</tr>
<tr>
<td><strong>Total Social Sciences</strong></td>
<td>22</td>
<td>$259,739</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>8</td>
<td>61,405</td>
</tr>
<tr>
<td>Literature</td>
<td>15</td>
<td>144,971</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
<td>37,251</td>
</tr>
<tr>
<td>Philosophy</td>
<td>8</td>
<td>49,516</td>
</tr>
<tr>
<td>Theatre &amp; Dance</td>
<td>3</td>
<td>22,004</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>4</td>
<td>50,616</td>
</tr>
<tr>
<td><strong>Total Humanities and Arts</strong></td>
<td>42</td>
<td>$365,763</td>
</tr>
</tbody>
</table>

| Cell & Developmental Biology         | 1      | 3,000    |
| Ecology, Behavior & Evolution       | 0      | 0        |
| Molecular Biology                   | 0      | 0        |
| **Total Division of Biological Sciences** | 1    | $3,000   |

| Chemistry & Biochemistry            | 2      | 26,076   |
| Mathematics                          | 0      | 0        |
| Physics                              | 0      | 0        |
| **Total Division of Physical Sciences** | 2   | $26,076  |

| Bioengineering                       | 0      | 0        |
| CSE                                  | 2      | 30,000   |
| ECE                                  | 1      | 15,000   |
| Nanoengineering                      | 0      | 0        |
| MAE                                  | 2      | 29,992   |
| Structural Engineering               | 0      | 0        |
| **Total Engineering**                | 5      | $74,992  |

| Rady School of Management            | 1      | 3,500    |
| Roosevelt College                    | 1      | 10,734   |
| School of GPS                        | 1      | 14,568   |
Total Schools/Centers 3 $ 28,802

Total Individual Research Awards: 75 $ 758,372

**Bridge Funding Awards**
- Chemistry and Biochemistry 1 39,999
- Education Studies 1 39,795
- Mathematics 1 21,633
- Psychology 1 17,530
- School of GPS 1 30,901
- Visual Arts 1 40,000

**Total Bridge Funding Awards:** 6 $ 189,858

**GRAND TOTAL:** 81 $ 953,706

*Intercampus Exchange Program (FY 2020/21)* – Six academic departments received grants totaling $13,773 in support of the University's Intercampus Exchange Program. A formula of $75 per Academic Senate member plus $11 per registered graduate student was used to determine the total amount of this award.

*Travel to a Scholarly Meeting* – Of 11 applications reviewed, 11 were funded totaling $5,476. One of the trips funded were for foreign travel and 10 for domestic travel or virtual conference registration fees. The breakdown of awards by faculty rank is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>3</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
</tr>
<tr>
<td>Professor</td>
<td>3</td>
</tr>
<tr>
<td>Professor Emeritus</td>
<td>1</td>
</tr>
<tr>
<td>LSOE/LPSOE</td>
<td>1</td>
</tr>
<tr>
<td>SrLSOE</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

The breakdown by discipline and department is as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cognitive Science</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communication</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education Studies</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>1</td>
<td>700</td>
</tr>
<tr>
<td>Linguistics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Political Science</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sociology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Social Sciences</strong></td>
<td><strong>1</strong></td>
<td><strong>$ 700</strong></td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>946</td>
</tr>
<tr>
<td>Literature</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Music</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Philosophy</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Theatre &amp; Dance</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Humanities &amp; Arts</strong></td>
<td><strong>3</strong></td>
<td><strong>$ 946</strong></td>
</tr>
<tr>
<td>Cell &amp; Developmental Biology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ecology, Behavior &amp; Evolution</td>
<td>1</td>
<td>1,200</td>
</tr>
</tbody>
</table>
The Health Sciences Research Grant Committee met on February 10, 2021, and April 29, 2021 to review applications for FY 2020/21. The existing policies regarding awards for bridge funding, individual research proposals and travel to scholarly meetings were thoroughly reviewed by the Committee, and the modifications were incorporated in the application call letters on the Committee’s website at http://senate.ucsd.edu/grants-awards/grant-funding/. The Committee agreed to maintain its policy limiting the ceiling for individual grants to $15,000 and to allow for a cumulative total of pilot grant support of $60,000 over a ten-year period per investigator. Also maintained was the policy limiting the ceiling on bridge funding to $40,000. Because of budget constraints, they also agreed to limit Travel to a Scholarly Meeting grants to Academic Senate members only, maintaining the ceiling of $750 for payment towards the cost of an economy airfare and/or registration fee every other fiscal year.

Research – Of 42 research applications reviewed, 29 were funded, totaling $421,955; 13 requests totaling $189,431 were denied due to lack of information provided regarding research direction and future plans for funding. The Committee reviewed eight and funded all eight bridge program applications, totaling $284,880. The breakdown of the awards by rank is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Prof/Assistant Prof-in-Res</td>
<td>7 (2 Bridge)</td>
</tr>
<tr>
<td>Assistant Prof of Clinical X</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Adjunct Professor</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Clinical Professor</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Project Scientist</td>
<td>2</td>
</tr>
<tr>
<td>Associate Prof/Associate Prof-in-Res</td>
<td>3 (1 Bridge)</td>
</tr>
<tr>
<td>Associate Prof of Clinical X</td>
<td>1</td>
</tr>
<tr>
<td>Associate Adjunct Professor</td>
<td>2 (2 Bridge)</td>
</tr>
<tr>
<td>Clinical Professor</td>
<td>3</td>
</tr>
<tr>
<td>Prof/Prof-in Res</td>
<td>8 (1 Bridge)</td>
</tr>
<tr>
<td>Prof of Clinical X</td>
<td>1 (1 Bridge)</td>
</tr>
<tr>
<td>Professor Emeritus</td>
<td>1 (1 Bridge)</td>
</tr>
<tr>
<td>Research Scientist</td>
<td>1</td>
</tr>
</tbody>
</table>
The breakdown by department is as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anesthesiology</td>
<td>1</td>
<td>15,000</td>
</tr>
<tr>
<td>Cancer Center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cellular Molecular Medicine</td>
<td>2</td>
<td>30,000</td>
</tr>
<tr>
<td>Dermatology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>1</td>
<td>15,000</td>
</tr>
<tr>
<td>Medicine</td>
<td>8</td>
<td>119,108</td>
</tr>
<tr>
<td>Neurosciences</td>
<td>2</td>
<td>30,000</td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Orthopedic Surgery</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pathology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>2</td>
<td>29,980</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>1</td>
<td>15,000</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>1</td>
<td>14,900</td>
</tr>
<tr>
<td>Radiation Medicine</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Radiology</td>
<td>1</td>
<td>13,388</td>
</tr>
<tr>
<td>Obstetrics, Gynecology, and Reproductive Sciences</td>
<td>2</td>
<td>29,579</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>1</td>
<td>15,000</td>
</tr>
<tr>
<td>SSPPS</td>
<td>2</td>
<td>30,000</td>
</tr>
<tr>
<td>Surgery</td>
<td>3</td>
<td>35,000</td>
</tr>
<tr>
<td>Urology</td>
<td>2</td>
<td>30,000</td>
</tr>
<tr>
<td><strong>Total Individual Research Awards:</strong></td>
<td>29</td>
<td>$421,955</td>
</tr>
</tbody>
</table>

**Bridge Funding Awards**

<table>
<thead>
<tr>
<th>Department</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>3</td>
<td>94,241</td>
</tr>
<tr>
<td>Obstetrics, Gynecology, and Reproductive Sciences</td>
<td>1</td>
<td>39,887</td>
</tr>
<tr>
<td>Orthopaedic Surgery</td>
<td>1</td>
<td>35,755</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>2</td>
<td>75,000</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>1</td>
<td>39,996</td>
</tr>
<tr>
<td><strong>Total Bridge Funding Awards:</strong></td>
<td>8</td>
<td>$284,879</td>
</tr>
</tbody>
</table>

**GRAND TOTAL:** 37 $706,834

*Travel to a Scholarly Meeting* – Of 4 applications reviewed, 4 were funded totaling $2,139. All applications were for domestic travel or virtual conference registration fees. The breakdown of the awards by rank is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst Professor/Asst Prof-in-Res</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professor of Clinical X</td>
<td>0</td>
</tr>
<tr>
<td>Assoc Professor/Assoc Prof-in Res</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professor of Clinical X</td>
<td>2</td>
</tr>
<tr>
<td>Professor/Prof-in-Res</td>
<td>2</td>
</tr>
<tr>
<td>Professor of Clinical X</td>
<td>0</td>
</tr>
<tr>
<td>Professor Emeritus</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

The breakdown of the awards by department is as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anesthesiology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cellular Molecular Medicine</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dermatology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Family Medicine/Public Health</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Medicine</td>
<td>2</td>
<td>1,054</td>
</tr>
<tr>
<td>Neurosciences</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The Marine Sciences Research Grant Committee met on February 4, 2021, and April 27, 2021 to review applications for FY 2020/21. The existing policies regarding awards for research and travel to scholarly meetings were thoroughly reviewed by the Committee. The Committee agreed to continue its policy to maintain the ceiling for individual grants at $15,000 and the maximum cumulative support figure at $45,000 over a ten-year period. The modifications were incorporated in the application call letters on the Committee’s website at [http://senate.ucsd.edu/grants-awards/grant-funding/](http://senate.ucsd.edu/grants-awards/grant-funding/). The ceilings for payment towards the cost of airfare on economy/coach tickets for Travel to a Scholarly Meeting will remain at $1500 for foreign travel and $1000 for domestic travel. The Committee reminds applicants who have previously received Academic Senate funding that they can strengthen their requests by showing evidence of results from prior funding. This could include, for example, a completed manuscript or a larger award stemming from a "seed" money grant.

**Research** – All six research applications reviewed were funded totaling $73,732. The breakdown of the awards by rank is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>2</td>
</tr>
<tr>
<td>Professor</td>
<td>2</td>
</tr>
<tr>
<td>Professor Emeritus</td>
<td>0</td>
</tr>
<tr>
<td>Associate Research Scientist</td>
<td>0</td>
</tr>
<tr>
<td>Research Scientist</td>
<td>2</td>
</tr>
</tbody>
</table>

The breakdown by division is as follows:

<table>
<thead>
<tr>
<th>Division</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMBB</td>
<td>2</td>
<td>17,623</td>
</tr>
<tr>
<td>IGPP</td>
<td>2</td>
<td>26,729</td>
</tr>
<tr>
<td>MBRD</td>
<td>2</td>
<td>29,380</td>
</tr>
<tr>
<td><strong>Total Research Awards:</strong></td>
<td><strong>11</strong></td>
<td><strong>$ 73,732</strong></td>
</tr>
</tbody>
</table>

**Travel to a Scholarly Meeting** – No applications for travel were received during the 202-21 year.

Respectfully submitted,

Division Committee

Jiu-shyan Chen
Susan Golden
AMR (Amro) Hamdoun
Weijing Lu
Stephanie Richards
Jerry Yang
Sandra Brown, *ex officio
Tannishtha Reya, UCORP Representative
Gert Cauwenbergs, Vice Chair
Victor Ferreira, Chair

General Campus Research Grant Committee
Lucy Allais
Kamalika Chaudhuri
Joseph A. Pogliano
Douglas E. Smith
Emmanuel Theodorakis
Rihan Yeh
Lisa Porter, Chair

Health Sciences Research Grant Committee
Anna Di Nardo
Victoria B. Risbrough
Jianhua Shao
Farah Sheikh
Jason Sicklick
Jing Yang, Chair

Marine Sciences Research Grant Committee
Sarah Giddings
Jennifer R. Taylor
Todd Martz, Chair
The Educational Policy Committee (EPC) makes recommendations to the Division concerning educational policy matters; it establishes policies and procedures related to undergraduate and graduate education, and it reviews and approves or disapproves all petitions requesting exceptions to the Regulations of the Academic Senate (see Divisional Bylaw 200). A brief enumeration of the items considered by the Educational Policy Committee during 2020–21 is presented here.

**Policy Exceptions in Response to the COVID-19 Pandemic**

A significant amount of the Committee’s business in 2020–21 focused on the review of educational policies and advising on academic accommodations in response to evolving conditions during the COVID-19 pandemic.

- The 2019–20 EPC approved a limited-term exception to the Policy on Distance Education Courses for Fall, Winter, Spring, and Summer terms in 2020–21 to adapt in-person courses for remote and hybrid delivery as a temporary measure. This exception allowed for remote instruction without Senate approval of an “R” course. The 2020–21 EPC extended the approval through Fall 2021.
- The Committee offered undergraduate students a one-time only option to petition to retroactively change their grading option from Letter to Pass/Not Pass in Fall 2020 classes and approved these petitions.
- EPC submitted a proposal to the Representative Assembly to grant limited-term exceptions to San Diego Senate Regulations for Winter and Spring 2021, after consideration of a Resolution from the Associated Students. EPC requested and Representative Assembly approved the following academic accommodations for Winter and Spring 2021:
  - A limited-term exception to SD Regulation 500.D.1 to exclude P/NP grades earned from the 25% limit on the number of courses units that may be completed on a P/NP basis and allow students not in good academic standing to enroll in courses for a P/NP grade.
  - A limited-term exception to SD Regulation 500.D.2 to extend the deadline to change the course grading option (Letter or Pass/Not Pass grades) from the end of the fourth week to the end of the tenth week of instruction for undergraduate students.
  - A limited-term exception to SD Regulation 500.E.6 to extend the deadline to change the course grading option (Letter or Satisfactory/Unsatisfactory grades) from the beginning of the quarter (end of the fourth week, in practice) to the end of the tenth week of instruction for graduate students.
  - A limited-term exception to SD Regulations 501.B and 501.C to extend the deadline to drop a class or withdraw from the quarter with a “W” grade from the end of the sixth week to the end of the seventh week of instruction for undergraduate students.
  - A limited-term exception to SD Regulation 505.B to allow students to repeat courses with the P/NP or S/U grade option if previously taken for a letter grade.
- EPC offered guidance to instructors with regard to the end of the quarter and final exams due to emergency remote instruction.
- EPC approved a proposal from the Council of Provosts and Council of Deans of Student Affairs for a one-time exception to the Administrative Sanctioning Guidelines for Academic Integrity Cases to allow for cases that meet established criteria to be considered for the sanction of Probation Until Graduation during the period of emergency remote instruction.

**Senate Regulations and Appendices**

- The Committee approved a proposal from the Academic Integrity Office to update the Procedures for Resolving Alleged Violations of the UC San Diego Policy on Integrity of Scholarship and the Administrative Sanctioning Guidelines.
• The Committee requested that the Committee on Rules and Jurisdiction make a non-substantive change to SD Regulation 600.F.7 to update terminology.
• The Committee reviewed the Graduate Council’s proposal to amend SD Regulation 715. Requirements for the PhD Degree.

Educational Policies
• EPC approved revisions to the Policy on Distance Education Courses to update the proposal requirements and supplementary questions in Section III of the Policy in response to recommendations made by the Undergraduate and Graduate Councils.
• EPC approved a Policy on Syllabi for Courses, effective Fall Quarter 2022. This is a new policy developed to make explicit that course syllabi are required and to define the minimum requirements for a syllabus.
• EPC approved revisions to the Policy for the Calculation of the GPA in the Major, effective Fall Quarter 2022, to clarify which courses are included in the calculation.

Petitions Requesting Exceptions to the Regulations of the Academic Senate
• The Committee received 281 undergraduate student petition requests and 137 graduate student petition requests. Of these requests, 98.1% were approved, 0.7% were denied, and 1.2% required no action or were withdrawn.

Grade Appeals
• The Committee received five grade appeals. EPC found that non-academic criteria were a significant factor in determining the student’s grade in two cases. In three cases, EPC concluded that the allegation that the student’s grades was determined using non-academic criteria was not supported by substantial evidence.

Endowed Chair Proposals
• The Committee reviewed and endorsed two proposals submitted by the Executive Vice Chancellor to establish endowed chairs at UC San Diego.

Respectfully Submitted,

Geoffrey Cook, Chair
Padmini Rangamani, Vice Chair
James Golden
Amy Non
Lynn Russell
Jane Teranes
Charles Thorpe
Dennis Trinidad (Fall, Winter)
Yitzhak Tor
The Graduate Council of the San Diego Division of the Academic Senate has a variety of responsibilities regarding the oversight of graduate education at UCSD (see Divisional Bylaw 220). The majority of the business handled by the Council this year fell into the following areas: proposals for new degree programs, modifications to existing programs, reviews of existing programs, PhD degree requirements, and student petitions requesting exceptions to Graduate Council policies. In addition, the Council considered department and Graduate Division requests to temporarily modify admissions and degree requirements in response to the COVID-19 pandemic and graduate program requests to remove the GRE as an admissions requirement. A brief enumeration of the issues considered by the Graduate Council in 2020-21 is presented here.

Proposals for New Degree Programs
The Graduate Council considered 12 proposals to establish new degree programs. Nine proposals were approved by the Graduate Council. The Council’s consideration of three proposals is still in process and will carry forward to the 2021-22 academic year.

New degree program proposals approved by the Graduate Council:
- Department of Chemistry and Biochemistry’s proposal to establish an MS and PhD in Biochemistry and Molecular Biophysics.
- Department of Physics’ proposal to establish an MS and PhD in Astronomy.
- Division of Biological Sciences’ proposal to establish a Biology Education Research specialization in the Division’s contiguous five-year Bachelor of Science/Master of Science program.
- Halicioğlu Data Science Institute’s proposal to establish a Master of Data Science (online).
- Halicioğlu Data Science Institute’s proposal to establish an MS in Data Science.
- Halicioğlu Data Science Institute’s proposal to establish a PhD in Data Science.
- Proposal to establish a PhD specialization in Immunology in the Biomedical Sciences Graduate Program and the Division of Biological Sciences.
- School of Global Policy and Strategy’s proposal to establish a dual Master’s degree program between the School’s Master of Advanced Studies in International Affairs and Seoul National University’s Graduate School of Public Administration’s Master of Public Administration (GMPA).
- Scripps Institution of Oceanography Department’s proposal to establish a contiguous five-year Bachelor of Science/Master of Science (BS/MS) program in Oceanography.

Proposals for Modifications to Graduate Degree Programs
The Graduate Council considered 18 proposals to modify existing graduate degree programs. Sixteen proposals were approved. Two proposals were not approved.

Modifications to Graduate Degree Programs approved by the Graduate Council:
- Biomedical Sciences Graduate Program’s proposal to update the requirements for the PhD degree.
- Computational Science, Mathematics, and Engineering Program’s proposal to update the curriculum for the MS degree.
- Department of Bioengineering’s proposal to update the requirements for the MS in Bioengineering with a Medical Specialization.
- Department of Chemistry and Biochemistry’s proposal to update the requirements for the MS and PhD degrees.
- Department of Ethnic Studies’ proposal to offer a certificate in Native American and Indigenous Studies to matriculated graduate students. \textit{(approved for a two-year pilot)}
- Department of Economics’ proposal to temporarily waive the first-year qualifying exam requirement.
- Department of Mechanical and Aerospace Engineering’s proposal to update the PhD qualifying exam.
- Department of NanoEngineering’s proposal to change the pre-candidacy time limit for the PhD degree.
- Department of Philosophy’s proposal to update the requirements for the PhD degree.
• Department of Political Science’s proposal to update the requirements for the MA and PhD degrees.
• Department of Structural Engineering’s proposal to update the curriculum for the MS and PhD degrees.
• Division of Biological Sciences’ proposal to allow students enrolled in the Ecology, Behavior, and Evolution major of the Environmental Systems Program to apply to the contiguous BS/MS program in Biology.
• Herbert Wertheim School of Public Health and Human Longevity Science’s proposal to modify the Master of Public Health’s core practicum course.
• Herbert Wertheim School of Public Health and Human Longevity Science’s proposal to add a Health Policy Concentration for the Master of Public Health.
• Joint Doctoral Program in Clinical Psychology’s proposal to update the requirements for the PhD degree.
• Rady School of Management’s proposal to accept the Online GMAT for admission.

Proposals to Discontinue Graduate Degree Programs
The Graduate Council screened two proposals to discontinue graduate degree programs and forwarded them for Senate review in accordance with Appendix IV of the Senate Manual, Policy and Procedures on Transfer, Consolidation, Disestablishment, and Discontinuance of Academic Programs and Units. One proposal was recommended for discontinuation by the Graduate Council. The other proposal is still in process and will carry forward to the 2021-22 academic year.

Proposal recommended for discontinuation by the Graduate Council:
• Department of Structural Engineering’s Master of Advanced Studies in Structural Health Monitoring and Master of Advanced Studies in Simulation-Based Engineering

Proposals to establish Distance Education Courses
The Graduate Council considered and approved three proposals to establish new distance education courses in accordance with the Policy on Distance Education Courses.

Distance education course proposals approved by the Graduate Council:
• Department of Computer Science and Engineering (CSE 258R)
• Department of Political Science (POLI 214R and POLI 218R)
• MAS in Clinical Research (CLRE 250R)

Proposals to waive GRE General or Subject Tests
The Graduate Council considered and approved seven proposals from departments and programs to permanently remove the GRE General Test as an admissions requirement and 22 proposals from departments and programs to temporarily waiver the GRE for the 2021-2022 Admissions Cycle (Fall 2022 admission).

Reviews of Graduate Degree Programs
Graduate programs are reviewed by the Graduate Council once every eight years. An external committee visits the program or department under review, and submits its findings to the Graduate Council for consideration. The program or department under review has an opportunity to respond to issues raised by the external review committee prior to the Graduate Council’s review. After considering both the external committee report and the department or program’s response, the Graduate Council provides recommendations to the program or department during its initial review. Progress towards achieving those recommendations and goals set forth in the initial review is examined in a follow-up review conducted by the Graduate Council. The following programs and departments were reviewed:

Graduate Program Reviews:
• Department of Physics
• Joint Doctoral Program in Audiology
• Joint Doctoral Program in Engineering Sciences
• Joint Doctoral Program in Geophysics

Three-Year Program Review Guidelines for Self-Supporting Graduate Professional Degree Programs (SSGPDPs)
The Graduate Council developed guidelines to review SSGPDPs three years after establishment, beginning with SSGPDPs due for a three-year review in 2021-2022.

**Graduate Fellowship (Block Grant) Reviews**

In response to the University’s plans to implement changes to the formula for allocating graduate student support funds (block grants), beginning with the Fall 2021 cohort, the Council developed a new process for reviewing graduate programs’ block grant funding in consultation with the Graduate Division.

**Changes to Senate Regulations for Graduate Degrees**

The Graduate Council proposed changes to San Diego Senate Regulations 715. *Requirements for the PhD Degree at San Diego* and San Diego Senate Regulation 717. *Requirements for the Doctoral of Music Arts (DMA) Degree*, which were approved by the Representative Assembly. The primary focus of the changes was to update the rules for doctoral committee composition, including reducing the minimum number of required members from five to four.

Respectfully submitted,

Lynn Russell, Chair  
Benjamin Cowan, Vice Chair  
John Ahlquist  
Shadi Dayeh  
Arshad Desai  
Timothy Gentner  
Partho Ghosh  
Paul Insel  
Curtis Marez  
Cristian Popescu  

James Antony, Dean of the Graduate Division (ex officio)
The Undergraduate Council of the UCSD Academic Senate has a variety of responsibilities regarding the oversight of undergraduate education at UCSD (see Divisional Bylaw 210). The majority of the business handled by the Council during the year is divided into the following areas: proposals for new majors and minors, modifications to existing majors and minors, modifications to existing College curriculum, modifications to Senate Regulations, reviews of existing undergraduate programs, and course approvals. In addition, the opinion of the Council was sought on a number of other Systemwide and Divisional issues. A brief enumeration of the issues considered by the Undergraduate Council is presented here.

Proposals for New Majors and Minors
The Undergraduate Council considered two requests to establish a new major and three requests to establish a new minor. Two major proposals and three minor proposals were approved by the Council in 2020-2021.

New proposals approved by the Undergraduate Council:
- B.A. in Black Diaspora and African American Studies
- B.S. in Business Economics
- Minor in Finance
- Minor in Marketing
- Minor in Philosophy of Cognitive Science

Proposals for Modifications to Existing Majors and Minors
The Undergraduate Council considered 21 requests to modify existing majors and minors. 21 proposals were approved by the Council, one proposal was returned seeking more information.

Proposals for R Courses
The Undergraduate Council considered 20 requests for R courses. 20 proposals were approved by the Council. At the Council’s January 2021 meeting it was decided to approve R courses for a three-year period.

Reviews of Undergraduate Degree Programs
Undergraduate programs are reviewed by the Undergraduate Council once every seven to eight years. A review committee, including one member of the Council, visits (remotely in 2020-2021) the college, program, or department under review, and submits its findings to the Undergraduate Council for consideration. The college, program, or department under review has an opportunity to respond to issues raised by the review committee prior to the review and recommendation of the Undergraduate Council. After considering both the committee report and the program’s response, the Undergraduate Council provides recommendations to the college, program, or department. Progress towards achieving those recommendations and goals set forth in the initial review is examined in a follow-up review conducted by the Undergraduate Council.

Undergraduate and Combined Program Reviews conducted in 2020-21:
- Education Studies (combined review)
- History (combined review)
- Mechanical and Aerospace Engineering (combined review)
- Theatre and Dance (combined review)
- Nano and Chemical Engineering (coordinated review)
- Colleges’ Writing Instruction (undergraduate only review)
- Eleanor Roosevelt College (undergraduate only review)
Undergraduate Council Review and Recommendations issued in 2020-21:
  • Biological Sciences
  • Nanoengineering and Chemical Engineering
  • Psychology
  • Literature (one-year follow-up)
  • Political Science (one-year follow-up)
  • Scripps Institution of Oceanography (one-year follow-up)

Course Approvals
The Undergraduate Council approved 149 requests to establish new courses and 152 requests to revise existing courses.

Other Activities
The Undergraduate Council updated the proposal guidelines for new undergraduate majors and minors, and changes to existing undergraduate majors and minors. The Undergraduate Council, in coordination with the Graduate Council, updated the self-study guidelines and charge letters for combined program reviews and undergraduate program reviews.

Respectfully submitted,
Jane Teranes, 2020-2021 UGC Chair
May 14, 2021

PROFESSOR STEVEN CONSTABLE, Chair  
Academic Senate, San Diego Division

SUBJECT: Proposed Revision to Divisional Bylaw 260

Dear Chair Constable,

The Committee on Extended Studies and Public Services proposes the attached revision to San Diego Divisional Bylaw 260, Extended Studies and Public Services. The proposed revision includes the addition of one undergraduate student representative who shall not have the right to vote on the committee. The addition of an undergraduate student representative supports both the Committee on Extended Studies and Public Services and the Associated Students of UC San Diego’s objective to increase student representation in the Academic Senate.

Sincerely,

Hyoduk Shin, Chair  
Committee on Extended Studies and Public Services

Attachment

cc: Senate Analyst Samantha Maheu
SAN DIEGO DIVISIONAL ACADEMIC SENATE
BYLAW 260, EXTENDED STUDIES AND PUBLIC SERVICE

PROPOSED REVISION

A) This committee shall consist of seven members of the San Diego Division, and the Associate Vice Chancellor for Extended Studies and Public Service, ex officio. It shall also have one undergraduate student representative who shall not have the right to vote. [Am 1/28/92]

B) The duties of this committee shall be the following: [Am 1/25/92]

1) University Extension
   a) It shall advise the Chancellor and the Dean of the University Extension on the San Diego campus on any matters referred by them to the committee.
   b) It shall initiate recommendations to the Chancellor and the Dean of University Extension on the San Diego campus concerning the functions and the educational and related budgetary and personnel policies of University Extension.
   c) It shall serve as an advisory committee of the Division to consult with the Chancellor and the University Dean of University Extension regarding the appointment of the Dean of University Extension.
   d) It shall advise the Dean of University Extension on the San Diego campus and the departments, colleges, and Graduate Division at San Diego with respect to the following:
      i) establishment, continuance, and discontinuance of Extension programs,
      ii) criteria for appointment and retention of Extension teaching staff,
      iii) policy concerning acceptance of financial support for Extension programs from sources outside the University,
      iv) establishment of requirements for admission to Extension courses yielding credit toward an academic degree,
      v) coordination, in such respects as it may deem advisable, of
the relations of University Extension on the San Diego campus with the San Diego Division.

2) Public Service Programs [Am 5/24/11]

   a) It shall advise the Associate Vice Chancellor for Extended Studies and Public Service on the following:

      i) educational programs serving special interest populations,

      ii) low-power television station,

      iii) public service programs.

3) It shall review the annual report of the Associate Vice Chancellor for Extended Studies and Public Service, and submit an annual report and such interim special reports as it may deem advisable to the San Diego Division. [Am 5/24/11]

4) It shall consider such other matters as are referred to it by the Academic Senate or the administration. [Am 5/24/11]
May 17, 2021

Steven Constable, Chair  
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Senate Bylaw 260, Extended Studies and Public Service

Dear Chair Constable,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposal to amend San Diego Senate Bylaw 260, Extended Studies and Public Service and found the proposed amendments consonant with the code of the Academic Senate.

Sincerely,

Professor Geoffrey Braswell, Chair  
Committee on Rules and Jurisdiction

cc: T. Javidi  
J. Lucius  
S. Maheu  
R. Rodriguez

Attachments
May 26, 2021

CINDY LYONS, Registrar
Office of the Registrar

SUBJECT: Review of Major GPA Policy

The Educational Policy Committee (EPC) reviewed the Office of the Registrar’s April 8, 2021 response to EPC’s April 1, 2021 memo about calculating the major GPA at its meeting on May 18, 2021. EPC approved the proposed revisions to the Policy for the Calculation of the GPA in the Major. The revised policy is attached. The effective date for implementing the changes to the major GPA calculation is Fall Quarter 2022. If a student admitted prior to Fall 2021 is adversely impacted by the new calculation rules (May 2021 amendments), the Office of the Registrar, in consultation with the department and college, will calculate the major GPA under the prior policy rules (November 2008 version).

EPC will request that the approved policy revisions be presented at a Representative Assembly meeting in Fall Quarter 2021.

Sincerely,

Geoffrey Cook, Chair
Educational Policy Committee

cc: D. Conde
S. Constable
D. Garrison
T. Javidi
J. Lucius
K. Newman
J. Moore
P. Rangamani
R. Rodriguez
CALCULATION OF THE GPA IN THE MAJOR

The policy for calculation of GPA in the major is as follows:

- Only upper division courses that are used to fulfill a requirement for the major and which are also included in the GPA calculation as outlined in San Diego Senate Regulation 500(A)(3) are to be included in the calculation of the GPA in the major.
- Grades in courses not applied to a major requirement and grades in lower division courses are not be included in the calculation of the GPA in the major. The grade of F should never be included in the calculation, since the course can never fulfill a major requirement. The grade of D should be included only if the department or program accepts such grades as applicable to the major and only if the course is used to fulfill a major requirement.
- The calculation should include only the best grades that a student has achieved in the minimum number of courses necessary for completion of the major, that also meet the requirements above. Thus, if a program requires fifteen upper division courses which meet the requirements of SD 500(A)(3), and the student has taken eighteen upper division courses that would be applicable to the requirements, only the fifteen best grades among those courses shall be counted in the calculation of the major GPA.

Revision History

Committee on Educational Policy: Established 1995; Am May 2000; Am November 2008

Educational Policy Committee: Am May 2021 (effective Fall 2022 for all students)*

*If a student admitted prior to Fall 2021 is adversely impacted by the new calculation rules (May 2021 amendments), the Office of the Registrar, in consultation with college and major advisors, will calculate the major GPA under the prior policy rules (November 2008 version).
The Committee on Educational Policy (CEP) recently reviewed the policy regarding the calculation of GPA in the major established by CEP in 1995. It was the decision of CEP that only upper division UCSD courses required for the major are to be included in calculation of the GPA in the major. The policy for calculation of GPA in the major is as follows:

- Only upper division courses that are used to fulfill a requirement for the major and which are also included in the GPA calculation as outlined in San Diego Senate Regulation 500(A)(3) are to be included in the calculation of the GPA in the major.
- Grades in courses not applied to the major requirement and grades in lower division courses are not to be included in the calculation of the GPA in the major. The grade of F should never be included in the calculation, since the course cannot be applied to the major requirement. The grade of D should be included only if the department or program accepts such grades as applicable to the major and only if the student actually needs to have the course counted towards the major.
- The corollary to this rule is that the calculation should include only the best grades that a student has achieved in the minimum number of upper division UCSD courses necessary for completion of the major, that also meet the requirements above. Thus, if a program requires fifteen upper division courses which meet the requirements of SD 500(A)(3) for completion of the major and the student has taken eighteen upper division UCSD courses that would be applicable to the requirements, only the fifteen best grades in such upper division courses shall be counted in the calculation of the major GPA.

Revision History

Committee on Educational Policy: Established 1995; Am May 25, 2000; Am November 2008

Educational Policy Committee: Am XXX May 2021 (effective Fall 2022 for all students)*

*If a student admitted prior to Fall 2021 is adversely impacted by the new calculation rules (May 2021 amendments), the Office of the Registrar, in consultation with college and major advisors, will calculate the major GPA under the prior policy rules (November 2008 version).
July 7, 2021

PROFESSOR STEVEN CONSTABLE, Chair
Academic Senate, San Diego Division

SUBJECT: Updates to the Policy on Distance Education Courses

At its June 15, 2021 meeting, the Educational Policy Committee (EPC) approved updates to Section III of the Policy on Distance Education Courses. Section III of the Policy provides the guidelines for distance education course proposals (R courses). EPC is responsible for overseeing the Policy on Distance Education Courses and the Senate committees charged with reviewing and approving R course proposals are the Undergraduate Council (UGC) for undergraduate courses and the Graduate Council (GC) for graduate courses. The updates to Section III were made in response to a request to EPC from UGC and GC based on UGC’s and GC’s experience reviewing R course proposals this year. Both UGC and GC reported that the current proposal guidelines did not provide all of the information they needed to effectively review R course proposals and as a result, they were returning many course proposals to departments with questions. Their questions primarily concerned the rationale for proposing the R course and how the proposed R course fit into a department’s, college’s, or program’s curriculum. The revisions to Section III are intended to address these areas where UGC and GC noted that information was lacking. We hope that providing more guidance to proposers on proposal requirements will facilitate UGC and GC review of R course proposals next year.

EPC plans to share the updated Policy on Distance Education Courses with departments and programs over the summer, as we anticipate that many instructors are currently working on R course proposals and it would be helpful for them to have the updated proposal requirements prior to the start of Fall Quarter. We also ask that the revisions to the Policy on Distance Education Courses be added to a Representative Assembly agenda in Fall Quarter 2021 to inform Assembly members of these updates.

Sincerely,

Geoffrey Cook, Chair
Educational Policy Committee

cc: T. Javidi
    J. Lucius
    P. Rangamani
    L. Russell
    R. Rodriguez
    J. Teranes
    A. Welch
UC San Diego Policy on Distance Education Courses

All courses offered at UC San Diego should meet the same high standards in terms of the educational experience they offer to students, regardless of the mode of instruction. Hallmarks of these standards include:

- Active engagement of a qualified instructor who has significant expertise in the subject of the course;
- Frequent instructor guided activity to support student learning;
- A means for students to periodically assess their progress towards achievement of course learning goals.

Courses that meet these standards and employ (primarily or exclusively) technologically-mediated formats may be offered at UC San Diego via Distance Education courses (sometimes also referred to as remote or online courses).

DEFINITION

Distance Education refers to a mode of instruction in which some or all students are separated from the instructor. A Distance Education course must support regular and substantive interaction between the students and the instructor, either synchronously (live but remote) or asynchronously (on demand and remote). Many technologies can be used to deliver Distance Education, including the internet, recorded videos, online audio/video conferencing, online discussion forums, and online Learning Management Systems. Distance Education courses can employ several mechanisms of instruction, including online lectures, online discussion sections, online office hours, and online discussion forums, each of which can be synchronous, asynchronous or a combination of both. A course will be considered a Distance Education course if (for some or all students) less than 50% of student-instructor interaction time was designed to occur face-to-face (meaning physically in the same room).

I. STANDARDS FOR DISTANCE EDUCATION COURSES

Distance Education courses must meet the following standards:

1. Instructors and Instructional Assistants of Distance Education courses must have the required expertise and qualifications to offer courses that utilize teaching strategies and technologies for distance education. Departments and programs offering Distance Education courses are responsible for ensuring the Instructor’s and the Instructional Assistant’s qualifications.

2. Departments offering Distance Education courses must have processes in place to verify that each registered student is the same student who participates in and completes the course and receives academic credit. Examples of processes that can achieve this goal include:
   a. A secure log-in and password
   b. Proctored examinations
   c. New or other technologies or practices that are effective in verifying student identity

3. Instructors must apply strict procedures to ensure that credibility and integrity are maintained at the highest level. Instructors must have a plan to monitor student progress and evaluate student learning outcomes through graded activities mediated through technology.
4. All campus policies and regulations for courses and instruction (registration deadlines, academic integrity, etc.) that apply to conventional courses also apply to distance education courses. As with in-person courses, distance education courses must accommodate students with disabilities.
5. Any synchronous interaction (for example in lectures, discussion sections, office hours, or any other setting) must meet the following minimum set of standards:
   a. Students must be able to both see and hear the instructor and view the instruction materials (for example, physical or electronic whiteboard, computer slides, experimental setups, etc.) with sufficient fidelity that no significant information is lost. Courses made available to students in off-campus sites may only be taught in facilities capable of sustaining a synchronous, two-way video and audio connection between UC San Diego and off-campus sites.
   b. Students must have appropriate and effective ways of asking questions.
   c. Student should be able to hear questions asked by other students and the instructor’s answers.
   d. When a class has some students remote and some students in-person, all students must have equal opportunity to participate in classroom discussions, and all students must have equal access to office hours.

II. REQUIREMENTS FOR DISTANCE EDUCATION COURSES

1. Distance Education courses must bear the letter R (for Remote) at the end of the course code.
   a. For a course that is already offered at UCSD in a conventional (non-distance) format, a new course proposal must be submitted for the Distance Education version (e.g. to offer BILD 1 using Distance Education, Biology would have to propose a new course, BILD 1R).
   b. Course approval forms should include a statement under the “Other Catalog Information” section regarding the course delivery format, e.g. “This course is a Distance Education course”.
2. Departments must notify students of any additional fees associated with the verification of student identity.
3. Departments and programs are required to submit a proposal to the Academic Senate (Undergraduate Council for undergraduate courses, or Graduate Council for graduate courses) for approval to offer a Distance Education course.
4. Prior to Senate review, proposers are required to consult with the Teaching + Learning Commons to ensure a Distance Education course meets the quality assurance standards set forth by the Quality Matters Rubric (https://www.qualitymatters.org/ga-resources/rubric-standards/higher-ed-rubric).

III. GUIDELINES FOR DISTANCE EDUCATION COURSE PROPOSALS

Distance Education course proposals submitted to the Undergraduate or Graduate Councils must include the following:
1. Draft course approval form.
2. Responses to the supplementary questions listed below.
3. A letter from the Teaching + Learning Commons addressing: a. The current stage of course development; and b. If the course design meets the Quality Matters Rubric standards and accessibility requirements (or the path forward to meet these standards).
4. A letter from the provost, department chair or program director. The letter should address how the proposed R course fits into the curriculum and include plans for incorporating distance education into the unit’s degree program(s).
5. For undergraduate courses developed for UC’s Innovative Learning Technology Initiative (ILTI), a copy of the ILTI proposal. Courses must be approved through ILTI prior to submission to the Undergraduate Council.

**Supplementary Questions (to be answered as part of the course proposal):**

(In the following, IA refers to Instructional Assistant)

1. What is the justification for offering the course in a distance education format?
   a. Why is a distance education format the right medium for this particular course?
   b. If both an in-person and distance education version of a course will be offered, what is the justification for offering the course in both formats? How will students be advised in regards to the differences between the modalities and which version to take?
   c. How will the modality improve student learning and access?
   d. How does the proposed course fit into the curriculum?

2. How will the course content be delivered (e.g. Learning Management System, online textbook/videos, video hosting platforms, lecture formats, etc.)?

3. What technologies/tools will be used for student-instructor interaction, student-IA interaction, student-student interaction, and instructor-IA interactions? Indicate: a. the frequency of these interactions; b. whether the interactions are required or optional; and c. whether the interactions are asynchronous or synchronous.

4. How will students be evaluated (e.g. quizzes, written assignments, problems sets, final exam, final paper, final presentation)? Describe the frequency of the evaluations and the type of feedback students receive.

5. Describe how student identity will be verified, especially for high stake assessments like midterms and final exams. How will academic integrity be handled?

6. If the course employs IAs, describe how the IAs will interact with the students and provide the student/IA ratio. Describe how the IAs will be trained, and how the IAs will interact with instructors.

7. If the course requires assignments that necessitate the use of technological tools that students may not readily have access to (e.g. submission of response videos or group-based video projects), what are the plans to ensure that students have access to the equipment needed (e.g. renting or borrowing equipment from Educational Technology Services)?

*Approved by the Educational Policy Committee on July 3, 2019; effective November 1, 2019; updated June 15, 2021. This policy supersedes the CEP Policy on Remote and Distance Instruction (enacted July 13, 2011).*
July 7, 2021

PROFESSOR STEVEN CONSTABLE, Chair
Academic Senate, San Diego Division

SUBJECT: Policy on Syllabi for Courses

At its June 15, 2021 meeting, the Educational Policy Committee (EPC) approved a Policy on Syllabi for Courses. This is a new policy that was developed by EPC in response to a 2019-2020 request from Senate leadership to consider developing a syllabus policy to promote consistency across campus and to improve the student experience. While it is a widely recognized best practice across academic units at UC San Diego for instructors to provide students with a course syllabus, there is no requirement in place that instructors must provide one. EPC determined that having an explicit policy requiring instructors to provide course syllabi would be beneficial to students, faculty, and staff and developed the attached Policy on Syllabi for Courses.

Given the different types of instruction that occur on campus, EPC decided to focus the policy on the minimum requirements for a syllabus. Other units on campus, such as the Teaching + Learning Commons, provide resources on effective syllabus design. The policy will provide academic unit heads with a vital (and currently non-existent) means to promote the distribution of syllabi by referencing the policy, similar to the way that EPC’s policy on exams functions. We anticipate that most instructors already comply with the policy by providing a syllabus. The policy also provides the flexibility for academic units to require additional information for their instructors’ syllabi. EPC also determined that exceptions to the policy (i.e. waiving the syllabus requirement for a specific course or a for a specific element of the syllabus requirements) are at the discretion of the academic unit head.

EPC requests that the Policy on Syllabi for Courses be added to a Representative Assembly agenda in Fall Quarter 2021 to inform faculty members of this new policy before its takes effect for Fall Quarter 2022.

Sincerely,

Geoffrey Cook, Chair
Educational Policy Committee

cc: T. Javidi
    J. Lucius
    P. Rangamani
    R. Rodriguez
**Policy on Syllabi for Courses**

A syllabus is required for all classes, with the exception of independent study courses (typically numbered 99, 199, 298 and 299) and teaching courses (typically numbered 195 and 500).1,2

It is strongly suggested that the syllabus be distributed to students on (or by) the date of the first meeting, and it should be made available to students no later than the end of the first week of instruction.

At a minimum, a syllabus is required to include the following elements:

- Instructor contact information, office hours, and availability.
- Teaching and Instructional Assistant contact information and availability (if applicable).
- A clear explanation of the grading policy that delineates a breakdown of assignments, exams, and other assessments that communicate respective weights towards final grades.3
- Course information, including a tentative schedule that specifies exam dates and modality.4

Note that departments, programs, or other academic units may require additional information be included in the syllabus. Instructors are encouraged to make use of resources available on campus through the Teaching + Learning Commons.

---

1 Determination of other courses that may be excluded from this requirement may be made by the department chair, program director, provost, or designate.

2 Syllabus requirements for courses in the curriculum leading to the M.D. and PharmD degrees are under the authority of the faculty of the School of Medicine and Skaggs School of Pharmacy and Pharmaceutical Sciences, respectively.

3 Course details remain at the discretion of the instructor, and may be subject to change. However, significant changes to course design (including assessments, grading, assignment weights, etc.) should not be made after the start of the class if they create a disadvantage that adversely affects student success for any enrolled students.

4 Schedules are subject to change, including assessment dates, but ideally never to advance the date of an assessment. Instructors may wish to include a statement addressing this issue.