NOTICE OF MEETING
Tuesday, November 28, 2023, 3:30 to 5:00 p.m.
Email the Academic Senate Office at academicsenateoffice@ucsd.edu to obtain the Zoom link.

ORDER OF BUSINESS

(1) Minutes of Meeting of October 10, 2023 8

(2-7) Announcements
(a) Chair John Hildebrand Oral
(b) Chancellor Pradeep Khosla
Executive Vice Chancellor Elizabeth H. Simmons Oral
(c) Division of Extended Studies Update
Hugo Villar, Dean, Division of Extended Studies Oral

(8) Special Orders
(a) Consent Calendar
   2023-2024 Nominations for the Donald. F. Tuzin Distinguished Service Award Oral

(9) Reports of Special Committees [none]

(10) Reports of Standing Committees
(a) Graduate Council, Hyo Duk Shin, Vice Chair; and Julian McAuley, Professor, Department of Computer Science and Engineering
   • Proposal to establish San Diego Divisional Regulation 723, Requirements for the Master of Data Science (online) Degree 73
(b) Graduate Council, Hyo Duk Shin, Vice Chair; and Todd Gilmer, Associate Dean for Academic Affairs, Herbert Wertheim School of Public Health and Human Longevity Science
   • Proposal to establish a PhD in Public Health with a concentration in Health Services Research and Implementation Science (HSRIS) 76
(c) Educational Policy Committee, Geoff Cook, Chair
   • Update on the Policy on Distance Education Courses 78

[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.]
(11) Reports of Faculties

(a) Eighth College, Angela Booker, Provost
   - Proposal to establish San Diego Divisional Manual
     Appendix 5.14, Bylaws of the Faculty of Eighth College
   - Proposal to establish San Diego Divisional Regulation 640,
     Academic Requirements of Eighth College

(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 the Academic Senate Office at academicsenateoffice@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 the Academic Senate Office at academicsenateoffice@ucsd.edu if you are an Assembly Representative and you did not receive the meeting link.

In order to access the meeting, you will need to login to Zoom using your official UCSD email address (ucsd.edu) not your alias email account (e.g. health.ucsd.edu).

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 Monday, November 27, 2023. 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
# REPRESENTATIVE ASSEMBLY MEMBERSHIP - 2023/2024 Roster

## EX OFFICIO MEMBERS

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## Elected Members & Alternates

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Chair Hildebrand called the meeting to order. A quorum was present (see attached attendance sheet), along with other Academic Senate members and guests. Chair Hildebrand welcomed everyone to the first Representative Assembly meeting of the 2023-2024 academic year. Chair Hildebrand reviewed the Academic Senate Bylaws governing membership, privileges of the floor, and voting.

**Minutes of the Meeting on May 30, 2023**

The May 30, 2023 meeting minutes were approved as submitted.

**Announcements by the Chair of the Division**

Chair Hildebrand thanked Nancy Postero for her service as Senate Chair in the 2022-23 academic year.

Graduate Council developed syllabus guidelines for Directed Research and Teaching Apprenticeship Courses. They are available on the Senate’s website along with guidance from the systemwide Senate’s Coordinating Committee of Graduate Affairs (CCGA) guidance on Directed Studies Courses: [https://senate.ucsd.edu/committees/standing/graduate-council/](https://senate.ucsd.edu/committees/standing/graduate-council/).

Throughout the year, items that are under consideration by Senate Council (the Senate’s executive committee) and standing committees are posted on the Senate webpage under Issues Under Review. All Senate faculty are encouraged to review what is under consideration and are invited to submit comments through the Senate website: [https://senate.ucsd.edu/Current-Affairs/Issues-Under-Review](https://senate.ucsd.edu/Current-Affairs/Issues-Under-Review). One item from the Systemwide Senate under consideration this fall is a proposal to amend Bylaw 55 on Departmental Voting Rights, the key question being the voting rights of Teaching Professors.

Chair Hildebrand and Vice Chair Graeve will be connecting with Senate faculty over the course of the academic year at various events including lunch and happy hour at the Faculty Club.

**Executive Vice Chancellor Elizabeth Simmons Remarks**

EVC Simmons shared an update on 2023-24 Academic Personnel Initiatives to improve transparency, efficiency and user experience. Recent feedback from faculty, deans, and chairs indicated a need to improve academic personnel processes. Several initiatives are underway in the 2023-24 academic year to address these concerns, including: creation of a transparency dashboard for faculty to view their personnel actions; launch of Faculty180 to simplify preparation of the BioBib; creation of a streamlined OARS approval workflow; utilization of Kuali and ServiceNow Tools; and enhanced training for AP staff. The majority of
these initiatives will be launched with General Campus departments and SIO first, followed by Health Sciences. All departments are encouraged to initiate academic review files in Interfolio RPT in order to be able to track progress of the files throughout the entire review process. Interfolio will only feed data into the transparency dashboard if the file is initiated in the system from the beginning of the process.

See page 1 of the presentation slides.

Link to Announcement of 2023-24 Academic Personnel Initiatives:

**Update on the Implementation of Holistic Teaching and Mentoring Evaluation**
Christine Alvarado, Acting Dean of Undergraduate Education

Acting Dean Alvarado shared an update on the Implementation of Holistic Teaching and Mentoring Evaluation. In 2018, a joint Senate-Administration Workgroup was charged with addressing issues with the status quo for evaluating teaching (which was heavily reliant on CAPEs). As a result of the Workgroup’s report, the Senate-Administration Holistic Teaching Evaluation Implementation Task Force was formed in 2020 and was charged with developing a plan to implement a holistic teaching evaluation model. Two of the changes with the holistic evaluation are:

- Student Evaluation of Teaching (SET): These are evidence-based forms that replace CAPEs, graduate course evaluations, and TA evaluations.
- Faculty portfolio: A teaching statement and portfolio that is included in the review file.

The holistic teaching evaluation is now in the implementation phase.

- In 2022-23, a pilot program was run and the transition from CAPEs to SET forms began for undergraduate courses.
- In 2023-24, SET forms will be used for TA and graduate courses and faculty under review can opt in to the portfolio-based review.
- In 2024-25, faculty are encouraged to submit more detailed teaching statements and teaching portfolios and campus reviewers will include more elements in evaluating teaching effectiveness.
- In 2025-26, the holistic teaching evaluation is fully implemented and reaches steady state.

See page 6 of the presentation slides.
Office for Students with Disabilities’ Partnership with Faculty and Departments to Support Students
Christine Alvarado, Acting Dean of Undergraduate Education

Acting Dean Alvarado shared information on how the Office for Students with Disabilities’ partners with faculty and departments to support students. As a slightly increasing number of undergraduate students are requesting accommodations, the Office for Students with Disabilities (OSD) is looking to foster their partnership with and support of faculty during the accommodation request process. To receive an accommodation, a student must go through the accommodation request process and be approved by OSD. Faculty must not determine their own accommodations for students. Faculty are encouraged to include a statement regarding accommodations on the course syllabus. Faculty may contact OSD at any time if they have questions or concerns regarding an accommodation or need additional resources for an accommodation.

Additional resources and information can be found on OSD’s website: https://osd.ucsd.edu/faculty-staff/index.html

See page 15 of the presentation slides.

Special Orders

Consent Calendar

(a) Senate Committee Annual Reports

No objections were received and the following reports were adopted.
• Committee on Academic Personnel
• Committee on Committees
• Committee on Research and Research Grant Committees
• Diversity, Equity, and Inclusion Course Requirement Committee
• Educational Policy Committee
• Graduate Council
• Undergraduate Council

(b) Chair Hildebrand called on Senate Vice Chair Graeve to present the nominations for two Representative Assembly members to serve as at-large members on Senate Council. Representative Assembly members Saharnaz Baghdachi (Associate Teaching Professor, Department of Electrical and Computer Engineering) and Clinton Tolley (Professor, Department of Philosophy) were confirmed to serve on Senate Council for 2023-2024.

Reports of Special Committees [None]
Reports of Standing Committees

(a) Graduate Council, Arshad Desai, Chair; Maria Savoia, Dean for Medical Education, Emeritus and Professor of Medicine; and Elias Villarreal, Associate Dean and Program Director and Professor of Family Medicine

- Proposal to establish the Master of Advanced Studies in Physician Assistant Studies

Chair Hildebrand introduced GC Chair Desai, Dean Savoia, and Associate Dean Villareal, who provided an overview of the proposal. The UCSD School of Medicine proposes a new self-supporting graduate degree program leading to a Master of Advanced Studies in Physician Assistant Studies (MAS-PAS). An important component of the UC San Diego Atkinson Physician Assistant Education Program proposal is the awarding of a Master’s degree, which is an accreditation requirement for physician assistant (PA) programs nationally. The local and national need for additional qualified medical practitioners who practice as part of a medical team is well recognized, and this would be the second PA program in the University of California system, complementing that of UC Davis. There is a large cohort of undergraduate students looking for PA programs. The program is committed to educating students from a diverse array of backgrounds, settings, and geographies to address the healthcare needs of the state of California. The goal is to train outstanding practitioners who strive for excellence, collaborate effectively, recognize the needs of diverse populations, and embrace innovation and scientific discovery.

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

Motion: Proposal to establish the Master of Advanced Studies in Physician Assistant Studies

- Questions & Discussion: None

- Vote: The proposal was approved by majority vote.

See page 66 of the meeting materials and page 22 of the presentation slides.

(b) Senate Council, Olivia A. Graeve, Senate Vice Chair; Robert Continetti, Senior Associate Vice Chancellor of Academic Affairs, Workgroup Co-Chair; and Shankar Subramaniam, Distinguished Professor, Department of Bioengineering, Workgroup Co-Chair

- School of Computing, Information, and Data Sciences Full Proposal

Chair Hildebrand introduced Sr AVC Continetti and Professor Subramaniam, who provided an overview of the proposal. The School of Computing, Information, and Data Sciences (SCIDS) is a new transdisciplinary school bringing together campus strengths in foundational and applied Data Sciences to train the next generation workforce and provide intellectual leadership in computing, information, and data sciences. The full (final)
proposal was revised based on input received from UCOP, the Systemwide Senate, and the Divisional Senate during the pre-proposal process and it now includes: information on the organizational structure and synergies with other campus units; MOU templates involving the dotted line affiliation with SCIDS; details on the revenue model and sustainability of SCIDS; SCIDS’ impact on Justice, Equity, Diversity and Inclusion (JEDI); and student enrollment projections.

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

Motion: Approval of the School of Computing, Information, and Data Sciences Full Proposal
- Questions & Discussion: None
- Vote: The proposal was approved by majority vote.

See page 68 of the meeting materials, and page 32 of the presentation slides.

(c) Senate Council, Olivia A. Graeve, Senate Vice Chair; Jan Kleissl, Professor, Mechanical and Aerospace Engineering, Workgroup Co-Chair; and K. Wayne Yang, Provost, Muir College, Workgroup Co-Chair

- Senate-Administration Workgroup on Undergraduate Climate Change Education for All Report
- Proposal to amend San Diego Divisional Regulation 600- Campuswide Graduation Requirements to establish the Jane Teranes Climate Change Education Requirement
- Proposal to establish San Diego Divisional Bylaw 212 to create the Jane Teranes Climate Change Education Requirement Committee

Chair Hildebrand introduced Senate Vice Chair Graeve, Professor Kleissl, and Provost Yang, who provided an overview of the proposal. The Senate-Administration Workgroup on Undergraduate Climate Change Education for All was formed in response to a resolution submitted in Spring 2021 by the Academic Senate’s Committee on Campus Climate Change that proposed climate change education for all undergraduate students at UC San Diego. The workgroup recommended creating the Jane Teranes Climate Change Education Requirement (JTCCER) as a campuswide undergraduate degree requirement for first-year students as well as the creation of a standing Senate committee to oversee the JTCCER. The JTCCER does not increase the number of courses required for graduation as it can overlap with general education, DEI, major, and minor requirements. Faculty will propose new and existing courses to be counted towards the requirement. Transfer students will be initially exempt from the requirement but may be required to fulfill it in the future. Four pedagogical categories for the curricular content of JTCCER courses were proposed by the workgroup:
scientific underpinnings; humanistic and social dimensions; climate solutions and project-based learning, with courses addressing at least two of the four categories.

- Questions & Discussion on the Senate-Administration Workgroup on Undergraduate Climate Change Education for All Report: None
- No vote was required as this was an informational item.

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

Motion: Proposal to amend San Diego Divisional Regulation 600- Campuswide Graduation Requirements to establish the Jane Teranes Climate Change Education Requirement

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

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

Motion: Proposal to establish San Diego Divisional Bylaw 212 to create the Jane Teranes Climate Change Education Requirement Committee

- Questions & Discussion: None
- Vote: The proposal was approved by 2/3 majority vote.

See page 337 of the meeting materials and page 37 of the presentation slides.

(d) Senate Council, Olivia A. Graeve, Senate Vice Chair; Jeffrey Harris, Chief of the Division of Otolaryngology

- Proposal to establish the Department of Otolaryngology

Chair Hildebrand introduced Senate Vice Chair Graeve and Dr. Harris, who provided an overview of the proposal. The Division of Otolaryngology has strong clinical operations, has been fiscally sound year over year, and has grown considerably over the years. Otolaryngology is a separate board and residency distinct from Surgery so many other universities have them as separate departments. Since the program is currently housed under the Department of Surgery, it has less visibility and cannot be ranked as its own program. Creating a separate department will align UCSD with sister programs at other UCs and will
augment the retention and recruitment of faculty. It will also allow for more adjunct appointments across other departments in the School of Medicine and General Campus.

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

Motion: Proposal to establish the Department of Otolaryngology

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

See page 339 of the meeting materials and page 42 of the presentation slides.

Reports of Faculties [None]

Petitions of Students [None]

Unfinished Business [None]

New Business [None]

Chair Hildebrand called for any new business. There being none, the meeting was adjourned.

The meeting was adjourned at 5:06 p.m.

Recorded by Jenna Lucius, Senior Senate Analyst.
EX OFFICIO MEMBERS

☒ HILDEBRAND, JOHN A  CHAIR, SAN DIEGO DIVISION
☒ GRAEVE, OLIVIA A  VICE CHAIR, SAN DIEGO DIVISION
☒ POWELL, HENRY C  PARLIAMENTARIAN, SAN DIEGO DIVISION
☐ KHOSLA, PRADEEP K  CHANCELLOR, UC SAN DIEGO
☒ SIMMONS, ELIZABETH H  EXECUTIVE VICE CHANCELLOR, ACADEMIC AFFAIRS
☐ CARETHERS, JOHN M  VICE CHANCELLOR, HEALTH SCIENCES
☒ LEINEN, MARGARET S  VICE CHANCELLOR, MARINE SCIENCES
☒ POSTERO, NANCY GREY  IMMEDIATE PAST CHAIR, SAN DIEGO DIVISION
☒ PEEK-ASA, CORINNE LEE  VICE CHANCELLOR, RESEARCH AFFAIRS
☒ COOK, GEOFFREY WILLIAM  CHAIR, EDUCATIONAL POLICY
☒ DESAI, ARSHAD B  CHAIR, GRADUATE COUNCIL
☒ RONA-TAS, AKOS  CHAIR, ADMISSIONS
☐ JENKINS, JANIS H  CHAIR, CAMPUS & COMMUNITY ENVIRONMENT
☐ RABINOWITZ BUSSELL, MIRLE DORA  CHAIR, UNDERGRADUATE COUNCIL
☒ ROEDER, PHILIP G  CHAIR, PRIVILEGE & TENURE
☒ FRANK, ROSS  CHAIR, DIVERSITY & EQUITY
☐ PARDO GUERRA, JUAN PABLO  CHAIR, FACULTY WELFARE
☐ BETTS, JULIAN  CHAIR, ADMISSIONS
☐ FULLER, GEORGE MICHAEL  CHAIR, RESEARCH
☒ GAASTERLAND, THERESA  CHAIR, PLANNING & BUDGET
☐ CAMPANA, WENDY M  CHAIR, ACADEMIC PERSONNEL
☐ IIZUKA, NAOMI HISAKO  CHAIR, COMMITTEE ON COMMITTEES
☐ BURNEY, JENNIFER A  MEMBER, ACADEMIC COUNCIL
☒ AFARI, Niloofar  SENIOR REPRESENTATIVE, ACADEMIC ASSEMBLY
☒ HAMPTON, RANDOLPH Y  SENIOR REPRESENTATIVE, ACADEMIC ASSEMBLY
ELECTED MEMBERS & ALTERNATES

MARSHALL COLLEGE
☐ BUSSEY, THOMAS J
   Primary Representative
☐ FRANO PEREIRA, ALEX M
   Primary Representative
☐ SOLOMON AMORAO, AMANDA
   Alternate Representative
☐ XU, SHENG
   Alternate Representative

MUIR COLLEGE
☐ MUSEUS, SAMUEL DAVID
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☐ SAIER, MILTON H
   Primary Representative
☐ COOKE, JAMES EDWARD
   Alternate Representative
☐ KURLE, CAROLYN M
   Alternate Representative

REVELLE COLLEGE
☒ LEIGH, BRIAN S
   Primary Representative
☒ PEKKURNAZ, GULCIN
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☒ CHEN, RENKUN
   Alternate Representative
☐ VAN GENDEREN, MONIQUE
   Alternate Representative

ROOSEVELT COLLEGE
☒ CHENG, LI-TIEN
   Primary Representative
☒ KEHLER, ANDREW SCOTT
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☒ MOHAMMADI, AMIR
   Alternate Representative
☐ PATTERSON, PATRICIA
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   Primary Representative
☐ STEIGER, RAND
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WARREN COLLEGE
☐ ELGIN, SAMUEL ZINCKE
   Primary Representative
☐ CONTIOCH, FRANCISCO
   Alternate Representative

EMERITUS FACULTY
☒ WATSON, JOSEPH W
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☐ ADLER, STEVEN
   Alternate Representative

SEVENTH COLLEGE
☐ DRESSER, MARK
   Primary Representative
☒ SCHMIDT, THOMAS RAINER
   Primary Representative
☐ ARCOS HERRERA, CAROL
   Alternate Representative
☒ BORGO, DAVID
   Alternate Representative

ANESTHESIOLOGY
☐ ZEIDAN, FADEL
   Primary Representative
☐ WALLACE, MARK S
   Alternate Representative

ANTHROPOLOGY
☒ MARCHETTO, MARIA CAROLINA
   Primary Representative
☐ BRENNER, SUZANNE A
   Alternate Representative
ASTRONOMY AND ASTROPHYSICS
☐ BURGASSER, ADAM J
  Primary Representative
☒ DIAMOND, PATRICK H
  Alternate Representative

BIOENGINEERING
☐ FRALEY, STEPHANIE I
  Primary Representative
☒ DIAMOND, PATRICK H
  Alternate Representative

CELL & DEVELOPMENTAL BIOLOGY
☒ TOUR, ELLA
  Primary Representative
☐ AKBARI, OMAR S
  Alternate Representative
☒ ZHAO, YUNDE
  Primary Representative
☒ KIGER, AMY
  Alternate Representative

CELLULAR & MOLECULAR MEDICINE
☒ DOWDY, STEVEN F
  Primary Representative
☐ CORBETT, KEVIN DANIEL
  Alternate Representative

CHEMISTRY & BIOCHEMISTRY
☐ JOSEPH, SIMPSON
  Primary Representative
☐ ORTONY, JULIA HELEN
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☐ TAUBER, MICHAEL J
  Primary Representative
☒ XIONG, WEI
  Alternate Representative

COGNITIVE SCIENCE
☒ FLEISCHER, JASON
  Primary Representative
☐ XIA, HAIJUN
  Alternate Representative

COMMUNICATION
☒ SIMS, CHRISTOPHER O
  Primary Representative
☐ HARB, ANTHONY J.
  Alternate Representative

CSE
☐ JHALA, RANJIT
  Primary Representative
☐ LE, HANH-PHUC
  Primary Representative
☐ DORSCHNER, ROBERT A
  Alternate Representative

DERMATOLOGY
☐ SEN, GEORGE L
  Primary Representative
☐ DORSCHNER, ROBERT A
  Alternate Representative

ECE
☒ BAGHDADCHI, SAHARNAZ
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☐ LE, HANH-PHUC
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☒ ZHANG, XINYU
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Primary Representative
☑ GRINSTEIN, BENJAMIN
Primary Representative
☑ NI, KAIXUAN
Primary Representative
☐ FULLER, GEORGE MICHAEL
Alternate Representative
☐ KOSLOVER, ELENA
Alternate Representative
☐ YANG, LIANG
Alternate Representative

POLITICAL SCIENCE
☐ NICHTER, SIMEON C
Primary Representative
☑ WIENS, DAVID
Primary Representative
☐ GARTZKE, ERIK A
Alternate Representative
☑ HILL, SETH J
Alternate Representative

PSYCHIATRY
☑ GRANT, IGOR
Primary Representative
☐ STEIN, MURRAY B
Primary Representative
☑ TWAMLEY, ELIZABETH W
Primary Representative
☐ AARONS, GREGORY A
Alternate Representative
☐ CADENHEAD, KRISTIN S
Alternate Representative
☑ JAK, AMY J
Alternate Representative

PSYCHOLOGY
☑ HEYMAN, GAIL D
Primary Representative
☑ PILEGARD, CELESTE CRISTINE
Primary Representative
☐ BRADY, TIMOTHY
Alternate Representative
☐ WALKER, CAREN MICHELLE
Alternate Representative

RADIATION MEDICINE & APPLIED SCIENCES
☑ MCDONALD, CARRIE R
Primary Representative
☐ BANEGAS, MATTHEW PATRICK
Alternate Representative

RADIOLOGY
☐ MAREK BYKOWSKI, JULIE LYNN
Primary Representative
☑ RAKOW-PENNER, REBECCA ANN
Primary Representative

RADY SCHOOL OF MANAGEMENT
☑ LIU, JUN
Primary Representative
☐ SERRA GARCIA, MARTA
Primary Representative
☐ SAMEK, ANYA
Alternate Representative

SIO
☐ CHARBIT, LIA
Primary Representative
☐ FAN, WENYUAN
Primary Representative
☑ MORZFELD, MATTHIAS
Primary Representative
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Alternate Representative
☐ LUTSKO, NICHOLAS
Alternate Representative
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<td>JAMIESON, CHRISTINA AGNES MARGARET Primary Representative</td>
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ADVISORS

RESEARCH ADVISOR - GC
☒ ORLOV, DMITRI
   Primary Advisor
☐ MELIS, CARL
   Alternate Advisor

RESEARCH ADVISOR - HS
☒ GROESSL, ERIK
   Primary Advisor
☒ LIU, LIN
   Alternate Advisor

RESEARCH ADVISOR - SIO
☐ WATERHOUSE, AMY
   Primary Advisor
☐ MELLORES, ROBERT
   Alternate Advisor

UNDERGRADUATE STUDENT ADVISOR
☒ HWANG, JOSHUA
   Primary Advisor
☐ TAPPIN, NIC
   Primary Advisor
Current Initiatives to Improve Transparency, Efficiency, and User Experience in Academic Personnel Processes

EVC Elizabeth H. Simmons
Representative Assembly
10 October 2023
DATA-DRIVEN REFORMS TO ADDRESS YOUR EXPRESSED CONCERNS

Appointment, Review and Promotion processes for our faculty and academic leaders are foundational to the work that we undertake as a university.

Recent feedback from faculty, deans and chairs has indicated a need to improve transparency, efficiency and user experience for everyone involved. SAVC Continetti, AVC Palmer, and I are grateful that you made the effort to share specific concerns; we’ve spent the summer working out how to address them.

A memo referenced in the AA Newsletter outlines reforms underway in Academic Personnel Services and the AP ecosystem to address your concerns. Each change in tools or workflows is being designed based on data and is being piloted and assessed before it becomes standard practice.

AVC Palmer will be visiting each GC department this fall to answer your questions in greater detail. Further materials and trainings are also planned.
INITIATIVES UNDERWAY IN 2023-24

• **Transparency Dashboard** for faculty to view their personnel actions

• **Interfolio RPT** to guide academic review files through the system and track their progress relative to typical review timelines

• **Faculty 180** to simplify preparation of BioBib’s, CV’s, and biosketches

• **Streamlined OARS Approval Workflow** to speed convergence and ensure primacy of academic judgment in academic matters

• **Kuali Tools** to speed Administrative Appointments, RTAD Requests, Course Overload Approvals, FSEP/FLS forms and ELSA forms

• **Service Now Tools** for AP system access requests and policy review input

• **AI Chatbot Tutor** for the Academic Personnel Process Manual

• **Enhanced Training** for AP Staff
If the department initiating an academic file uses the Interfolio RPT (Review, Promotion and Tenure) system throughout the review process:

- the faculty member will be able to see (in real time) which office is currently reviewing the file and track progress relative to typical review timelines.
- Department Chairs and Deans, and departmental and dean level staff will be able to track the approval process of AP actions for faculty in their unit, relative to typical review timelines.

This will relieve a major source of faculty anxiety.

It will also provide welcome clarity about file progress to our chairs’ offices and deans’ offices.
Questions?
Update on the Implementation of Holistic Teaching and Mentoring Evaluation

Christine Alvarado, Acting Dean of Undergraduate Education
Phoebe Bronstein, Associate Teaching Professor, Sixth College

Tuesday, October 10, 2023

https://undergrad.ucsd.edu/programs/holistic-teaching-evaluation.html
The motivation given in the charge addressed the following:

1. Overly heavy reliance on CAPEs for evaluation of teaching (which, among other things, can show/reinforce bias)
2. The APM requires two methods to be used in evaluating teaching, which is not regularly practiced
3. The growing number of Teaching Faculty and the changes to APM 285 require more robust ways of evaluating teaching
4. The importance of continuous assessment of our teaching and programs

In 2018 a joint Senate-Administration Workgroup was charged with addressing issues with the status quo for teaching evaluation (which was heavily reliant on CAPEs).
SUMMARY: THE HOLISTIC TEACHING EVALUATION DEVELOPMENT TIMELINE

- 2018: Discussions took place regarding current teaching evaluation practices
- 2019: The Senate-Admin Workgroup On Holistic Teaching Evaluation is formed
- 2020: Workgroup Report is reviewed by Senate
- 2021: Task Force Report is reviewed by Senate
- 2022: Senate-Admin Holistic Teaching Evaluation Implementation Task Force is formed/charged
- 2023: Senate-Admin Holistic Teaching Evaluation Oversight Committee (HTOC) is formed/charged
- 2024: HTOC begins implementation phase
A summary of the changes

**Student Evaluation of Teaching (SET)**

New student feedback forms
*(to replace CAPEs, grad course evals and TA evals)*

**Faculty Portfolio**

Teaching statement + portfolio
to be included with your review file
The creation process

- **Started with recommended evidence-based questions recommended by 2018-2019 workgroup**
- **Fall 2022:** Committee made minor edits and shortened form
- **Piloted new form with undergrad and grad students at the end of Fall 2022. Collected detailed feedback.**
- **Finalizing form in Winter 2023 based on student feedback.**
SET form

https://go.ucsd.edu/3ldqi5B

Questions designed to reduce bias
More focused on practices and specific learning

Most notable difference:
No instructor/course approval questions
TEACHING PORTFOLIO AND STATEMENT
AY 23-24 Pilot

Teaching Statement
• Addresses both classroom teaching and mentoring
• Serves as a roadmap for materials in the portfolio
• Expected to be short (~2-4 pages)

Portfolio Contents
• Syllabi for all courses taught in review period
• Data on courses taught: course load, enrollment, type of course, etc.
• Student feedback forms (i.e., what was formerly known as CAPEs)
• Data on mentoring activities
• Other evidence of effective teaching (as appropriate)
• Other evidence of effective mentoring (as appropriate)

https://shorturl.at/lqAH8
GOAL IMPLEMENTATION TIMELINE

- **Academic Year 2022-23:**
  - Review of teaching in 2022-2023 files remains unchanged;
  - Transition from CAPEs to a revised student feedback mechanism (SET) in undergraduate courses (Summer 2023);
  - Meet with all departments about the transition;
  - Develop resources to help faculty create teaching portfolios and to help departments, schools and CAP evaluate them;

- **Academic year 2023-24:**
  - Transition to SET for IA and Grad Course evaluations
  - Faculty under review opt in to portfolio-based review

- **Academic year 2024-25:**
  - Encourage more detailed teaching statements to match additional portfolio material (including student input, syllabi, and other evidence of teaching effectiveness)
  - Campus reviewers include more elements in evaluating teaching effectiveness

- **Academic year 2025-26:**
  - Holistic teaching evaluation reaches steady-state
Committee Co-Chairs:

- Christine Alvarado - Acting Dean, DUE
- Phoebe Bronstein - Associate Teaching Prof., Sixth College

2023-2024 Committee Members

Marisa Abrajano - Provost, Warren College
Adair Appleton - GPSA Representative
Jelena Bradic - Professor, Mathematics & HDSI
April Burcham - AP Analyst, DUE
Hailey Caraballo - Project Policy Analyst, DUE
Sekhar Chivukula - Professor, Physics
Maureen Feeley - Teaching Professor, Political Science
Vic Ferreira - Associate Vice Chancellor for Faculty EDI
Stephen Hamilton - Programmer, ITS
Judy Kim - Associate Dean, GEPA
Stanley Lo - Teaching Prof., Cell & Devel. Biology
Gilberto Mosqueda - Professor, Structural Engineering

Dana Nelkin - Chair, Philosophy
Douglas Nitz – Chair, Cognitive Science
Julia Partridge - Director, Acad. Advancement and Comp.
Todd Pawlicki - Professor, Radiation Medicine
Joey Relaford-Doyle, T+L Commons
Ulrike Schaede - Professor, GPS
David Stegman - Associate Professor, SIO
Kabir Vats - Associated Students Representative
Shahrokh Yadegari - Professor, Music
TBA – Rady School of Management
TBA – Skaggs School of Pharmacy
TBA – Herbert Wertheim School of Public Health
Supporting Students with Disabilities

OFFICE FOR STUDENTS WITH DISABILITIES (OSD)
Christine Alvarado, Acting Dean of Undergraduate Education
October 10, 2023
Disabilities may occur at any time and may include

- Mental health challenges (depression, anxiety)
- Chronic health challenges
- Difficulty with vision, hearing, ambulation
- Attention deficit disorders with/without hyperactivity
- Autism spectrum/neurodiversity
- Learning disabilities
By the numbers

- **AY 21-22**
  - 1406 UG eligible for accommodations (4%)
  - 280 Grad/Prof eligible for accommodations (3%)

- **AY 22-23**
  - 1576 UG eligible for accommodations (5%)
  - 250 Grad/Prof eligible for accommodations (3%)
Process for requesting accommodations

**Step**

- **Intake appointment + documentation**
- **Disability Specialist Review**
- **AFA Letter sent**

**Expected duration**

- Appointments within 0-2 weeks, gathering documentation can slow the process
- No more than business days 10 days (usually less)

**NOTE:** Emergency situations (e.g., injuries) are expedited
Important Information and Tips for Faculty

- Coordinate with the Triton Testing Center (https://tritontesting.ucsd.edu/instructors/getting-started.html) and/or your academic department liaison (https://osd.ucsd.edu/faculty-staff/academic-liaisons.html) to arrange for exam accommodations.

- Accommodations cannot constitute a fundamental alteration of your course.
  - However, resource limitations or concerns about cheating are not considered fundamental alterations

- Faculty must not determine their own accommodations for the students.
  - Questions or concerns about providing a particular accommodation - contact the OSD Director, Joanna Boval, at jboval@ucsd.edu.

- Additional resources: https://osd.ucsd.edu/faculty-staff/index.html
Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (link to OSD website). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department IN ADVANCE of any exams or assignments.

https://osd.ucsd.edu/faculty-staff/forms.html#Sample-Statement-for-Course-Syl
OSD Open House Dates

- Friday, Oct. 13, 10 - 11 a.m.: [https://ucsd.zoom.us/j/97584509638](https://ucsd.zoom.us/j/97584509638)
- Thursday, Oct. 26, 1 - 2 p.m.: [https://ucsd.zoom.us/j/95710181318](https://ucsd.zoom.us/j/95710181318)
- Tuesday, Nov. 7, 3 - 4 p.m.: [https://ucsd.zoom.us/j/98745203576](https://ucsd.zoom.us/j/98745203576)
- Wednesday, Nov. 29, 2 - 3 p.m.: [https://ucsd.zoom.us/j/92574966905](https://ucsd.zoom.us/j/92574966905)
Physician Assistant Education Program
Master of Advanced Study (MAS) in Physician Assistant Studies

Presentation to UC San Diego Academic Senate

Elias Villarreal, Jr., DMSc, PA-C
Maria Savoia, MD, FACP

Associate Dean/Founding Program Director
Medical Director
Critical Need for Health Care Providers

Expand the Care Team

**AT A GLANCE**
- Primary care physicians have among the highest burnout rates of any medical specialty.
- Expanding training programs for nurse practitioners and physician assistants can reduce the workload and extend capacity of primary care physicians.
- Training nurse practitioners and physician assistants takes between two and three years, compared to nearly eight for primary care physicians.
- To manage increasing demand for primary care, providers must expand the size and scope of primary care teams.

California Health Care Foundation
https://www.chcf.org
Physician Assistant Overview

Overall Score 8.3 / 10

#2 in Best Health Care Jobs | #4 in 100 Best Jobs | #4 in Best STEM Jobs

Currently 1203 PA jobs being advertised in California
Need

• Only PA program in the UC system at Davis
• Interprofessional education a requirement for MD training
• Large cohort of undergraduates looking for PA education programs

Pre-PA Student Organization (PPASO)
Health Professions Category

- Academic Year: 2022
- Purpose: The mission of PPASO is to inform students about the physician assistant profession and to provide members with the resources that will best help them achieve their goals of entering physician assistant school. PPASO seeks to accomplish this mission by educating students about the process of becoming a physician assistant, collaborating with invaluable resources such as physician assistants, medical professionals, alumni, and UC San Diego faculty, and fostering camaraderie within the organization through unique experiential opportunities.

- Created Status: 8/18/2022
- Organization Type: Undergraduate
- Organization Email: ucsd.ppaso@gmail.com
- Social Media: ucsdppaso
Physician Assistant Programs

• In order to practice, all physician assistants must graduate from an accredited Physician Assistant Program with a Master’s Degree

• The national organization that accredits programs: Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

• Separate process with strict requirements for institutional support, number of faculty, curriculum, assessment and evaluation, etc.

• After graduation, qualified graduates must also take a national examination (PANCE) in order to practice
Our Program

**Cohort Size**
30 per cohort
90 aggregate at full build out (2026)

**Curriculum Length**
29 months
  - 15 months – Didactic (January 2024)
  - 14 months – Clinical (April 2025)

**Program Start/Stop**
**Class of 2026**
Matriculation – June 2024
Graduation – October 2026

**Degree Requirements**
Capstone project
Final examinations

**Initial Funding**
Bequest from President Atkinson

**Total Cost of Attendance**
$175k
Mission & Vision

Mission
The University of California San Diego School of Medicine Richard C. and Rita L. Atkinson Physician Assistant Education Program will recruit and retain learners who reflect the diverse population of California. Graduates will be prepared to provide safe, effective, person-centered healthcare in various settings to improve the health and well-being of the patients and communities we serve.

Vision
The program will be a regional and national model of academic and clinical excellence, with a reputation for developing physician assistants who practice in healthcare teams at the top of their training, licensure, and leadership potential.
Curriculum

• **Didactic**
  - Anatomy, physiology, pathophysiology, microbiology, pharmacology, clinical reasoning, behavioral health, health promotion and disease prevention, technical skills, clinical inquiry and research design, didactic capstone
  - 88 units total   15 months

• **Clinical**
  - Family medicine, internal medicine, surgery, pediatrics, women’s health, mental and behavioral health, emergency medicine, capstone, program to practice, comprehensive review
  - Areas of Concentration: Primary Care, Specialty Care, Border Health
  - 48 units total   14 months
Thank you for your help and support

Questions?
Steps Prior to Academic Senate Submission

• Approval by
  • SOM GPEC
  • SOM CEP
  • SOM Faculty Council
  • UCSD Graduate Council

• Presentations to
  • Health Sciences Council of Chairs
  • Health Sciences Executive Committee
Presentation of the Full Proposal to the UC San Diego Academic Senate Representative Assembly

October 10, 2023

Shankar Subramaniam
Distinguished Professor

Robert Continetti
Sr. Associate Vice Chancellor
A new transdisciplinary school bringing together the deep strength in foundational and applied Data Sciences at UCSD to train the next generation workforce and provide intellectual leadership in computing, information, and data sciences.

Proposal developed by a broadly constituted Senate-Administration Task Force working from October 2021 – March 2022.
Development of the Full Proposal

1. Pre-proposal submitted to UCOP in Fall 2022
2. Response from OP Jan 2023 (supporting submission of a Full Proposal with comments)
3. Response from Systemwide Senate April 2023 (supportive of a Full Proposal with comments)
4. Revised Full Proposal, responding to systemwide comments, submitted to Divisional Academic Senate April 2023
5. Received response from Divisional Senate Committees and Council June 2023 with recommendations to address additional points
6. Obtained new support letters from stakeholders across the campus in August 2023
7. Revisions with responses to additional points submitted to the Divisional Senate September 2023
8. Received acknowledgment with request for further information regarding MOUs and JEDI; that further information now included in the proposal before the Representative Assembly
A high-level summary of evolution of SCIDS full proposal based on input from UCOP, Systemwide & Divisional Senate

I. Addressing organizational structure and synergies with other campus units
II. MOU templates involving the dotted line affiliation with SCIDS
III. Details on the revenue model and sustainability of SCIDS
IV. SCIDS impact on Justice, Equity, Diversity and Inclusion (JEDI)
V. Student enrollment projections and national demand
We ask for the approval by the San Diego Division of the full proposal for the creation of the School of Computing, Information, and Data Sciences for campus submission to UCOP and the systemwide Academic Senate for approval.

Questions?
Jane Teranes Climate Change Education Requirement

K. Wayne Yang & Jan Kleissl, Co-Chairs

Climate Change Education Requirement for All Working Group

Slides adapted from presentation by: Michelle Griffith, Campus Wide Senator, Associated Students, Student Representative
Jul 20, 2022

JANE TERANES: 1969-2022

Teaching professor regarded as a mentor and inspiration to countless students
JT CCER Design Principles

- Styled after the Diversity, Equity, and Inclusion (DEI) requirement
- Does not increase the number of courses required for graduation
- Can overlap with GE, DEI, major and minor requirements
- Faculty propose new and existing courses for approval to the (proposed) Jane Teranes Climate Change Education Requirement Committee
- Requirement will be assessed every 5 years (to continue, discontinue or amend)
Transfer Student Requirements

- Transfer students are initially exempt
- Need time to develop articulation with community colleges, and inventory of upper division courses
- Possibly needs to align with Cal-GETC
- Transfer students may be required to fulfill the requirement at a time determined by the JTCCER committee
Curricular Content

4 categories:
- Scientific underpinnings
- Humanistic and social dimensions
- Climate solutions
- Project-based learning

Minimum of 30% of course content for 4-unit courses,
Address at least 2 of the 4 categories above.
Proposal for the Division of Otolaryngology to become an Academic Department in the School of Medicine
Otolaryngology Overview

Strong clinical operations, **Fiscally sound** year over year, high productivity, national reputation- **#14 USNWR (61 to 21 to 14)**

Highly developed research enterprise  
**Ranked #2 Blue Ridge for NIH funding**

Educational programs for predoctoral, postgraduate residency/fellowships, T32, R25 research, and doctoral degree (AuD joint program)- all **accredited**

Nationally **111/120** ENT programs are departments

ENT is a Distinct Discipline  
Primary Board 1924  
UC’s sister ENTs are all departments

Proposal **endorsed by**  
CEO Hospital, Dean SOM, EVC Health Sciences, Chairs
Otolaryngology Highlights

• Acoustic Neuroma program #1 in the nation in volume and safety
• Over the past 6 years we have recruited 14 new faculty and added 3 advanced practice providers
• Created Voice and Swallowing, Sinus, Vestibular & Facial Nerve Centers
• Have one of the largest Cochlear implant and Otology programs in California (6 faculty with specialty training)
• Fellowship programs in Neurotology and Skull Base Surgery and Pediatric ENT
• Joint doctoral program in Audiology with SDSU (40 students)
Otolaryngology Highlights—Philanthropy

- $12 MM philanthropic gift to establish the Gleiberman Head & Neck Cancer Center
- Iris and Matthew Strauss $2 MM gift to create Endowed Chair in Head and Neck Surgery
- $1.3 MM gift by Manitou Fund to investigate genetic basis of Meniere’s disease
- Created a Diversity Visiting Clerkship Scholarship for med students
Research Rankings For Otolaryngology Departments in the US

From the BLUE RIDGE INSTITUTE for MEDICAL RESEARCH as compiled by Robert Roskoski Jr. and Tristram G. Parslow

<table>
<thead>
<tr>
<th>Rank</th>
<th>Name</th>
<th>ENT</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>JOHNS HOPKINS UNIVERSITY</td>
<td>$14,455,105</td>
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<tr>
<td>2</td>
<td>VANDERBILT UNIVERSITY</td>
<td>$8,914,300</td>
</tr>
<tr>
<td>3</td>
<td>UNIVERSITY OF PITTSBURGH</td>
<td>$7,897,972</td>
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<tr>
<td>4</td>
<td>UNIVERSITY OF CALIFORNIA SAN FRANCISCO</td>
<td>$7,067,836</td>
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<td>5</td>
<td>UNIVERSITY OF PENNSYLVANIA</td>
<td>$6,388,317</td>
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<tr>
<td>6</td>
<td>STANFORD UNIVERSITY</td>
<td>$6,011,005</td>
</tr>
<tr>
<td>7</td>
<td>UNIVERSITY OF IOWA</td>
<td>$5,873,874</td>
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<tr>
<td>8</td>
<td>OREGON HEALTH &amp; SCIENCE UNIVERSITY</td>
<td>$5,819,651</td>
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<tr>
<td>9</td>
<td>DUKE UNIVERSITY</td>
<td>$5,547,877</td>
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<td>10</td>
<td>UNIVERSITY OF SOUTHERN CALIFORNIA</td>
<td>$5,484,655</td>
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<tr>
<td>11</td>
<td>OHIO STATE UNIVERSITY</td>
<td>$5,364,334</td>
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<tr>
<td>12</td>
<td>WASHINGTON UNIVERSITY ST LOUIS</td>
<td>$5,306,883</td>
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<tr>
<td>13</td>
<td>MEDICAL UNIVERSITY OF SOUTH CAROLINA</td>
<td>$5,059,343</td>
</tr>
<tr>
<td>14</td>
<td>UNIVERSITY OF MICHIGAN</td>
<td>$4,921,726</td>
</tr>
</tbody>
</table>

UCSD would rank #2 if an Academic Department with NIH funding of: $10,781,330
Why transition to an Academic Department?

- Otolaryngology is a separate board and residency distinct from Surgery
- Enhance our reputation by joining the majority of programs that are departments
- Align us with our sister UC Otolaryngology programs are all academic departments
- Augment the retention and recruitment of a top and diverse faculty
- Enhance our ability to attract the best applicants to our residency and fellowship programs especially in competition with the other UC programs
- Manage our own finances, promotions and philanthropic endeavors
- Facilitate adjunct appointments across other departments in the SOM and Campus
- This is good for the School of Medicine, the Medical Center as well as for Otolaryngology
Dept of Otolaryngology—dynamic, diverse and driven
On behalf of our Faculty, half of whom are women, we thank you for your consideration.
REPORT OF THE GRADUATE COUNCIL

In July 2021, UCOP approved the proposal to establish the Master of Data Science (online). For new degree types (Master of X), programs must define the degree requirements and establish a new Senate Regulation for the degree. A draft Regulation for the degree has been in development for the past few years. The Council finds that the requirements articulated in SR 723 are consistent with the program requirements. The Committee on Rules and Jurisdiction reviewed and found the proposal to establish Divisional Senate Regulation 723. Requirements for the Master of Data Science (online) Degree consonant with the code of the Academic Senate.

The Council is supportive of the establishment of Senate Regulation 723. Requirements for the Master of Data Science and recommends that the Representative Assembly approve the proposed Senate Regulation.

Arshad Desai, Chair
Graduate Council

******************************************************************************
New Senate Regulation

Requirements for the Master of Data Science (online) degree

The degree of Master of Data Science (online) will be granted on the following conditions.

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

B. Residency: The minimum residence requirement is three academic quarters. Academic residence is met by satisfactory completion of at least four units in a quarter.

C. Scholarship: The candidate must maintain a 3.0 grade point average in all course work undertaken as a graduate student at the University of California.

D. Program: The program will consist of 40 units, including a capstone course, which is a quarter long project that applies all the previous content into a large project.
October 10, 2023

John Hildebrand, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposal to Establish San Diego Senate Regulation 723. Requirements for the Master of Data Science (online) Degree

Dear Chair Hildebrand,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposal to establish San Diego Senate Regulation 723. Requirements for the Master of Data Science (online) Degree, and found the proposal consonant with the code of the Academic Senate.

Sincerely,

Steve Constable, Chair
Committee on Rules and Jurisdiction

cc: O. Graeve
    L. Hullings

Attachment
REPORT OF THE GRADUATE COUNCIL

At its October 16, 2023 meeting, the Graduate Council approved a proposal to establish a degree program leading to a PhD in Public Health with a concentration in Health Services Research and Implementation Science (HSRIS) in the Herbert Wertheim School of Public Health and Human Longevity Sciences. The degree program requires 72 units of coursework, a written and oral qualifying examination to advance to candidacy, a dissertation, and a dissertation defense examination.

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

Arshad Desai, Chair
Graduate Council

The complete proposal is available for review: https://senate.ucsd.edu/media/661521/2023-10-09-sph-proposal-to-establish-phd-in-public-health.pdf

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Executive Summary

In response to the growing demand for training in health services research and implementation science and the limited supply of available training programs both locally and nationally, we propose to establish a PhD Program in Public Health with a concentration in Health Services Research and Implementation Science (HSRIS) that is designed to address the social determinants of health through the exercise of community engaged research in both traditional and non-traditional health service settings. The program will provide an educational experience that is transdisciplinary, involving faculty representing different academic disciplines collectively engaged in creating new scientific approaches to addressing the most pressing health care needs of our time; translational, by linking the development of innovative and evidence-based programs, policies and practices designed to improve health care with their implementation and sustainment in real-world settings; and team-based, emphasizing the collaborative engagement of researchers and health care providers with the communities they serve. The mission of our program will be to prepare students for research careers in public health and health services, teaching, and public service in university, governmental, and public policy settings. The program will be distinguished by the application of principles and practice of implementation science and community-engaged research to promoting health equity for all. Graduates will be prepared to play leading scientific roles in addressing the many challenges facing health care and public health in the United States and countries around the world.

The proposed PhD Program in Public Health is needed for the HWSPH to satisfy the requirements for accreditation by the Council on Education in Public Health, to become a fully accredited School of Public Health, which will benefit the School, its students and faculty, and the UC San Diego as a whole.

The 5-year program will initially have a concentration in Health Services Research and Implementation Science but will eventually offer other concentrations in public health subfields such as Climate and Environmental Health, Public Mental Health, or Community Sciences and Preventive Medicine. It will build upon a unique set of resources, including a group of talented faculty with requisite expertise in health policy, health services research, implementation science, and health equity; extensive partnerships with community-based organizations and health care systems; and existing research centers focused on health services research and dissemination and implementation science.
Successful applicants must hold a bachelor’s degree or the equivalent from an accredited institution in the United States or from a recognized university level academic institution abroad and at least a B average (3.0 GPA) or its equivalent by the time they enroll. A master’s degree in public health or related field is strongly encouraged but not required. During the first two years, students will be expected to complete 54 units of core courses and 18 units of electives. The core courses include 6 methods courses, 5 content courses, 1 course designed to prepare students for submission of predissertation research grants, and 6 one-unit (S/U) health services research and implementation science colloquia. Elective requirements may be fulfilled through formal coursework and completion of a minimum of two quarters of a Community Engaged Health Research Practicum Rotation. Elective courses may be taken to develop competencies in another specialization or concentration (e.g., Clinical Epidemiology, Health Policy, Health Behavior, Global Health, Human-Centered Design) or to enhance expertise in qualitative methods, mixed methods, or advanced statistical methods. Students who do not have an MPH or MA in health-related behavioral science will be required to take introductory courses in Public Health, Biostatistics, Epidemiology and Health Behavior. This requirement may be waived at the discretion of the program director if evidence of competency in these topics is provided. Students will be expected to successfully pass their qualifying examination (QE) by the end of the second year or beginning of the third year, advance to candidacy by the end of the third year, and successfully defend their dissertations by the end of the fifth year. All students will be expected to have met each of the foundational public health learning objectives specified by the Council of Education in Public Health.

Commitments to teach required core courses, offer electives, serve on dissertation committees, and/or include funding to support graduate research assistants in their research grant applications have been obtained from 29 faculty from HWSPH, School of Medicine, and Skaggs School of Pharmacy and Pharmaceutical Sciences, and one potential new faculty hire.
REPORT OF THE EDUCATIONAL POLICY COMMITTEE

The Educational Policy Committee (EPC) approved revisions to the Policy on Distance Education Courses. In May 2023, the Senate Ad Hoc on Distance Education issued a report that included recommendations to update the Policy on Distance Education Courses to modernize the policy language, address missing policy requirements, and streamline course proposals and Senate review. The following is a summary of updates made in response to the Ad Hoc’s recommendations:

- **Definition** – The Definition section has been updated to align campus terminology with updated terminology issued by the systemwide Coordinating Committee on Graduate Affairs and University Committee on Educational Policy in Spring 2023.
- **Section I** – A statement was added to this section to advise instructors to clearly communicate course requirements and expectations to students.
- **Section II** – updates include:
  - The requirement for proposers to consult with the Teaching + Learning Commons has been removed. However, proposers of asynchronous courses are encouraged to consult with the Teaching + Learning Commons about their course design.
  - A requirement that two courses with the same subject code and course number, with the exception of the R-designation, but taught with different online/in-person learning activities, must be equivalent except for their manner of instruction. These courses will be deemed equivalent and will fulfill the same degree requirements for students.
  - Guidance that proposers should consult with the Academic Integrity Office about methods to ensure integrity in the course.
  - Proposers are advised to consult with Education Technology Services regarding any third-party tools not already approved for use at UC San Diego.
  - A statement regarding FERPA compliance when using third-party tools.
- **Section III** – Proposal guidelines for distance education course proposals were developed by the Undergraduate Council and Graduate Council, and approved by the Educational Policy Committee. The guidelines replace the former proposal requirements and supplemental questions that were answered as part of a proposal.
- **Section IV** – This is a new section that outlines the two types of exceptions to the Policy on Distance Education Courses. An instructor may request to teach a course online without the R-course designation for the following reasons: due to a documented disability or due to extenuating circumstances other than a documented disability.

Geoffrey Cook, Chair
Educational Policy Committee

************************************************************************************
All courses, remote or otherwise, regardless of the mode of instruction, are subject to Academic Senate review and approval. 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 physically separated from the instructor. 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). 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 (but not limited to) 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).

- **Substantive interaction** engages with students in teaching, learning, and assessment, consistent with the content under discussion. It also includes providing direct instruction, assessing or providing feedback on a student's coursework, providing information or responding to questions about the content of a course or competency, facilitating group discussion regarding the content of a course or competency, or other approved instructional activities.

- **Online courses** do not require a physical classroom. All primary instruction contact hours (e.g., lecture, discussion) take place online. Format may be synchronous, asynchronous, or both.
  
  - **Synchronous online courses** provide a learning environment in which everyone participates at the same time.
  
  - **Asynchronous online courses** provide a learning environment in which everyone participates at different times. Examples may include (but are not limited to) email, online discussion forums, message boards, pre-recorded lectures, blogs, podcasts, etc.
Note that courses that are designed for greater than 50% of student-instructor interaction time to occur face-to-face (classroom-based) may also incorporate any of the above modalities as well, but are not considered a Distance Education course.

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** instructors 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

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.

3. All campus policies and regulations for courses and instruction (registration deadlines, academic integrity, etc.) that apply to conventional in-person courses also apply to distance education courses. As with in-person courses, distance education courses must accommodate students with disabilities.

4. 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 off-site 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.

5. As part of a commitment to clearly communicate to students, instructors are advised to provide a clear account of the requirements and expectations for student engagement in online and in-person (classroom-based) instruction in the course syllabus and related information.

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). Two courses that have the same subject code and course number with the exception of the R-designation (i.e. BILD 1 and BILD 1R) but will be taught with different online/in-person learning activities, must be equivalent except for their manner of instruction. All prerequisites, credit limitations, course descriptions, units, grading options (Letter, P/NP, S/U) must be the same. These courses will be deemed equivalent and will fulfill the same degree requirements for students.

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 will be delivered asynchronously”.

2. Departments and programs must notify students of any additional fees associated with the verification of student identity and any non-UC online platforms or third-party applications that a student will need to access in order to participate in the course.

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. Third-party tools adopted by instructors in their courses must be FERPA compliant, protect student privacy, and be accessible. While not a requirement, R-course proposers should consult with Education Technology Services about any third party tools not already approved for use at UC San Diego (see https://blink.ucsd.edu/faculty/instruction/third-party/tools.html for a current list).

5. Maintaining academic integrity is critical in R-courses. While not a requirement, R-course proposers should consult with the Academic Integrity Office about methods to ensure integrity in the course.

6. Course design may be particularly important for asynchronous R-courses. While not a requirement, asynchronous R course proposers should consult with the Teaching + Learning Commons about their course design.

2. 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/qa-resources/rubric-standards/higher-ed-rubric).

III. GUIDELINES FOR DISTANCE EDUCATION COURSE PROPOSALS

Proposals for distance education courses should be submitted to the Academic Senate Undergraduate Council (UGC) for undergraduate courses, and to Graduate Council (GC) for graduate courses. Proposals should follow the guidelines set forth by the respective committees. These guidelines must be approved in consultation with the Educational Policy Committee (EPC), and any changes to the procedures in the future will require consultation with, and approval by, the EPC.

UGC and GC guidelines for Distance Education Proposals: https://ucsd.co1.qualtrics.com/jfe/form/SV_eb8JSrxtKZcqsC

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.

IV. EXCEPTIONS

1. An instructor may request an exception to the Policy on Distance Education Courses on a quarter-by-quarter basis to teach a course online without the R-course designation due to a documented disability. To be eligible for an exception, the instructor must follow the process to request approval from the UC San Diego Disability Counseling and Consulting Services (DCC) and receive approval from GC or UGC. The criteria and procedures are outlined in the guidelines. NAME: [LINK]

2. An instructor may request an exception to the Policy on Distance Education Courses on a quarter-by-quarter basis to teach a course online without the R-course designation due to extenuating circumstances other than a documented disability. To be eligible for an exception, the instructor must receive approval from GC or UGC. The criteria and procedures are outlined in the guidelines. NAME: [LINK]

It is strongly recommended that instructors in these circumstances consult with support entities on campus (e.g., Education Technology Services, the Teaching + Learning Commons, the Academic Integrity Office) to support the highest quality of instruction.

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).
UC San Diego Policy on Distance Education Courses

All courses, regardless of the mode of instruction, are subject to Academic Senate review and approval. All courses offered at UC San Diego should meet the same high standards in terms of the educational experience they offer to students. 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 online courses).

DEFINITIONS

Distance Education refers to a mode of instruction in which some or all students are physically separated from the instructor. 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). A Distance Education course must support regular and substantive interaction between the students and the instructor. Many technologies can be used to deliver Distance Education, including (but not limited to) recorded videos, online audio/video conferencing, online discussion forums, and online Learning Management Systems.

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UGC and GC Guidelines for Distance Education Proposals: https://ucsd.co1.qualtrics.com/jfe/form/SV_eh8JSrxnTKZcqsC

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2. An instructor may request an exception to the Policy on Distance Education Courses on a quarter-by-quarter basis to teach a course online without the R-course designation due to extenuating circumstances other than a documented disability. To be eligible for an exception, the instructor must receive approval from GC or UGC. The criteria and procedures are outlined in the guidelines, Guidelines for Exception to Policy on Distance Education Courses: https://senate.ucsd.edu/media/656862/guidelines-for-exception-to-policy-on-distance-education-courses.pdf

It is strongly recommended that instructors in these circumstances consult with support entities on campus (Education Technology, the Teaching + Learning Commons, the Academic Integrity Office) to support the highest quality of instruction.

Approved by the Educational Policy Committee on 8/10/2023; effective 9/29/2023.
August 3, 2023

Professor Nancy Postero  
Chair, Academic Senate  
University of California, San Diego

Dear Chair Postero,

Eighth College respectfully submits for consideration the Bylaws of the Faculty of Eighth College.

The Bylaws of the Faculty of Eighth College outline the College’s faculty governance and associated processes. The Bylaws were drafted by the Provost and members of the Eighth College Executive Committee in Spring 2023, and were informed by review of the existing Bylaws at the other 7 undergraduate colleges at UC San Diego. The Faculty Bylaws were unanimously approved by the Eighth College Executive Committee on June 15, 2023.

Following the Executive Committee’s approval, the Faculty Bylaws were presented in an election to the larger Eighth College faculty body. Twenty-six (26) of the eligible forty-two (42) Eighth College faculty members participated in the election.

The results yielded the following:

- 26 – Yes, I approve of the Academic Requirements of Eighth College
- 0 – I do not approve of the Academic Requirements of Eighth College
- 0 – Abstained

A copy of the proposed Bylaws of the Faculty of Eighth College is enclosed. We hope for favorable consideration from the Committee on Rules and Jurisdictions.

Best Wishes,

Angela Booker  
Provost  
Eighth College
I) MEMBERSHIP

All members of the San Diego Division of the Academic Senate of the University of California appointed to Eighth College are voting members of the Eighth College Faculty.

Eighth College is committed to being in conversation with local communities to inform and shape the implementation of its mission. As such, due to the unique nature of the College surrounding community partnership, involvement, related to areas that directly impact their work with students, will also be extended to community stakeholders.

II) FUNCTION

The faculty shall be concerned with the academic program of Eighth College and all aspects of the college that bear directly on that program.

III) FACULTY MEETINGS

At least one Faculty meeting per year shall be called. Faculty meetings can be called by the Provost, the Executive Committee, or on the written request of ten members of the Eighth College Faculty.

IV) QUORUM

The presence of 20 percent of the membership or ten members of the faculty, whichever is the smaller, shall constitute a quorum.

V) OFFICERS

Chair
A member of the Faculty of Eighth College shall be elected by the Faculty to serve as Chair of the Faculty for a one-year term beginning September 1. Elections may be by mail or electronic ballot. Nominations for election as Chair of the Faculty shall be solicited from the Faculty in the Spring of each year. The Chair of the Faculty shall preside at all meetings of the Faculty and of the Executive Committee.

Secretary

The Chair shall request that the Provost appoint a person from the administrative staff of the College who is not a member of the Faculty to serve as Secretary of the Faculty and be responsible for recording and distributing minutes.

VI) COMMITTEES

A) The Executive Committee of the Faculty of Eighth College shall consist of the Chair of the Faculty, the Provost, and five additional elected faculty representatives. Both the Provost and the Chair serve as ex officio members. In addition, two Eighth College students shall be appointed annually to serve one-year terms as non-voting members of the Executive Committee. The College Deans may also serve as non-voting ex officio members of the Executive Committee.

B) The elected faculty representatives to the Executive Committee normally shall serve two-year terms, with elections staggered so that at least one member remains in office for another year. Nominations for faculty representatives shall be solicited from the Faculty in the Spring of each year, generally at the same time as nominations for the Chair of the Faculty. Whenever possible the faculty representatives shall be from different academic areas (e.g., humanities, social sciences, fine arts, physical sciences, etc.), and no two elected faculty representatives shall be from the same academic department. If any vacancy occurs through death, resignation or otherwise before the expiration of the two-year term, the faculty representative elected to fill the
vacancy shall serve for the unexpired term. No elected faculty representative shall serve on the Executive Committee for more than 4 consecutive years.

C) The Executive Committee shall have authority to appoint ad hoc committees, as needed, to implement the functions set forth in Paragraph II.

D) Community stakeholders will be involved in targeted areas where their input is most needed, particularly around the Engagement component for Eighth College.

VII) RULES OF ORDER

Robert's Rules of Order shall govern the transaction of business, except for modification of these Bylaws or the Academic Plan of Eighth College.

VIII) ACADEMIC PLAN

Changes in the Eighth College Academic Plan shall be approved for submission to the Academic Senate Undergraduate Council by a simple majority vote at a faculty meeting or by anonymous mail or electronic ballot, as deemed appropriate by the Executive Committee of the Faculty, provided the faculty has been notified of the proposed change at least five days of instruction prior to the vote. Mail or electronic ballots shall include arguments for and against any proposed changes.

For decisions related to community partnerships, community involvement will occur on an issue-to-issue basis, as decided by the Executive Committee of the Faculty and in consultation with community members.

IX) AMENDMENT OF BYLAWS

The procedure for amendment of these Bylaws shall be the same as for changes in the Academic Plan, except that a two-thirds majority is required.
October 5, 2023

John Hildebrand, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed Bylaws of the Faculty of Eighth College

Dear Chair Hildebrand,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposal to establish the Bylaws of the Faculty of Eighth College, and found the proposal consonant with the code of the Academic Senate.

Sincerely,

Steve Constable, Chair
Committee on Rules and Jurisdiction

cc: O. Graeve
    L. Hullings

Attachment
August 3, 2023

Professor Nancy Postero  
Chair, Academic Senate  
University of California, San Diego

Dear Chair Postero,

Eighth College respectfully submits for consideration the Academic Senate Regulations for the Academic Requirements of Eighth College.

The proposed Academic Requirements of Eighth College define the College’s general education requirements and were developed from the Implementation Plan for Eighth College. The Implementation Plan was approved by the Undergraduate Council in May 2023.

The Academic Requirements of Eighth College were developed from the Implementation Plan by the Provost and the Dean of Academic Advising for Eighth College in Spring 2023, and were unanimously approved and endorsed by the Eighth College Executive Committee on June 15, 2023. The Eighth College Executive Committee is comprised of five voting faculty members from various campus divisions whose primary purpose is to oversee the academic mission of the College. Following the Executive Committee’s approval, the Academic Requirements were presented in an election to the larger Eighth College faculty body. Twenty-six (26) of the eligible forty-two (42) Eighth College faculty members participated in the election.

The results yielded the following:

- 26 – Yes, I approve of the Academic Requirements of Eighth College
- 0 – I do not approve of the Academic Requirements of Eighth College
- 0 – Abstained

A copy of the Academic Senate Regulations for the Academic Requirements of Eighth College is enclosed. We hope for favorable consideration from the Undergraduate Council.

Best Wishes,

Angela Booker  
Provost  
Eighth College
ACADEMIC REQUIREMENTS OF EIGHTH COLLEGE

A. Degrees

Eighth College will recommend candidates for the degrees of Bachelor of Arts or Bachelor of Science, with designations of major.

B. General Education Requirements

   A four-course sequence that includes three lower-division courses (two in university-level writing), and one upper-division community project-based course.

2. Breadth Requirements:
   Students select two courses from an approved list from each of five areas:
   1. Arts
   2. Humanities
   3. Natural Sciences
   4. Quantitative Methods and Engineering
   5. Social Sciences

C. Transfer Students

Students who have completed their lower-division General Education requirements at an accredited four-year institution and students who have completed a system-wide or campus-wide approved core curriculum in a California community college prior to entering UC San Diego must complete Critical Community Engagement (CCE) 110 and 120. For all other transfer students, Eighth College Academic Advising will work with incoming transfers to evaluate their courses on a case-by-case basis to determine applicability of prior coursework towards the general-education requirements as in (B).

D. Graduation Requirements

1. Satisfaction of American History and Institutions; Diversity, Equity, and Inclusion; and the Entry Level Writing Requirement (ELWR).

2. Fulfillment of all general education requirements.

3. Completion of a departmental or program major.

4. A minimum of 180 units.

5. A minimum of 60 upper-division units.

6. At least 35 of the final 45 units completed at UC San Diego as an enrolled Eighth College student.

7. A cumulative grade point average of 2.0 or higher.
September 26, 2023

PROFESSOR ANGELA BOOKER, Provost
Eighth College

SUBJECT: Eighth College Academic Requirements

Dear Professor Booker,

At its September 21, 2023 meeting, the Undergraduate Council approved the Eighth College’s proposed San Diego Senate Regulation defining the Academic Requirements of Eighth College. The Council will request that the proposed Regulation be reviewed by the Committee on Rules and Jurisdiction and placed on an upcoming Representative Assembly agenda for final approval.

Sincerely,

Mirle Rabinowitz Bussell, Chair
Undergraduate Council

cc: J. Cooke
    O. Graeve
    J. Hildebrand
    L. Hullings
    J. Lucius
November 9, 2023

John Hildebrand, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed Senate Regulation for the Academic Requirements of Eighth College

Dear Chair Hildebrand,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposed Senate Regulation for the Academic Requirements of Eighth College, and found it consonant with the code of the Academic Senate.

Sincerely,

Steve Constable, Chair
Committee on Rules and Jurisdiction

cc: O. Graeve
L. Hullings

Attachment