NOTICE OF MEETING
Tuesday, June 11, 2024, 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 [none]

2-7) Announcements
   (a) Chair John Hildebrand
   (b) Senate Administration Workgroup Report on the Future of Graduate Education
       Judy Kim, Senior Associate Dean of Graduate Education and Postdoctoral Affairs, and Thad Kousser, Professor, Department of Political Science and Workgroup Co-Chair

8) Special Orders
   (a) Consent Calendar
       2023-24 Distinguished Research Awards

9) Reports of Special Committees [none]

10) Reports of Standing Committees
   (a) Graduate Council, Arshad Desai, Chair; and Scott Lippman, Professor, Department of Medicine
       • Proposal to establish an MAS in Precision Medicine Therapeutics in Oncology
   (b) Graduate Council, Arshad Desai, Chair; and Isaac Martin, Chair Department of Urban Studies and Planning
       • Proposal to establish a PhD in Urban Studies and Planning
   (c) Graduate Council, Arshad Desai, Chair; and Isaac Martin, Chair Department of Urban Studies and Planning
       • Proposal to establish a Master of Urban Studies and Regional Planning
   (d) Undergraduate Council, Mirle Rabinowitz-Bussell, Chair
       • Proposal to amend San Diego Divisional Regulation 525, Undergraduate Instructional Apprentice
(e) Educational Policy Committee, Geoff Cook, Chair
   • Proposal to amend San Diego Divisional Regulation 502, Grade Appeals

(f) Senate Awards, Grant Kester, Chair
   • Proposal to amend San Diego Divisional Bylaw 241, Senate Awards

(11) Reports of Faculties

(a) Revelle College, Gareth Nellis, Chair of the Faculty
   • Proposal to amend San Diego Divisional Regulation 605, Academic Requirements of Revelle College

(b) Health Sciences Faculty Council, Maripat Corr, Assistant Vice Chancellor, Health Sciences Academic Affairs and Sean Evans, Associate Dean for Undergraduate Medical Education
   • Proposal to amend San Diego Divisional Appendix 5.7, Bylaws of the Faculty of the School of Medicine

(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.

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, June 10, 2024. 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

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

ELECTED MEMBERS & ALTERNATES

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**ADVISORS**

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REPORT OF THE GRADUATE COUNCIL

At its April 15, 2024 meeting, the Graduate Council approved a proposal to establish a new self-supporting graduate professional degree program of study leading to a Master of Advanced Studies in Precision Medicine Therapeutics in Oncology (MAS-PMT).

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:
Proposal: https://senate.ucsd.edu/media/672450/som-proposed-mas-precision-medicine-therapeutics-oncology.pdf
Appendices: https://senate.ucsd.edu/media/672443/appendices-for-the-mas-in-pmt.pdf

Executive Summary

Perhaps because of its urgency, cancer research has led the way in several breakthroughs in modern medicine. Indeed, cancer has been called “The Emperor of All Maladies.” Oncology breakthroughs have led to a rapid change in approaches to disease treatment and prevention, becoming a domain entailing precision medicine. Precision medicine taps into our deeper understanding of how individual variability in genes, environment, and lifestyle for each person are considerations in treating disease, and allows doctors and researchers to predict more accurately which therapies will prove effective with fewer side effects for patients. New precision medicine discoveries are causing a paradigm shift in cancer treatments that once focused on a one size fits all approach, to more targeted and personalized therapies, resulting in the demand for professionals specially trained in precision medicine.

Precision medicine will become the backbone not only for cancer, but in all aspects of medicine. Professionals working in the rapidly changing field of precision medicine will require a broad range of knowledge and skills to manage processes that range from basic science to drug discovery, the complexities of the omics and immune fields and their application, understanding mechanisms of disease from drug discovery and development through clinical trials and outcomes, as well as understanding clinically applicable genomics and immunotherapy and clinical care.

While employers may provide some on-the-job training, consistent advances in the field of precision medicine are increasing expectations of knowledge and skillsets required for new entrants to this labor force. Moreover, the growing acceptance of precision medicine as an expectation in oncology care has generated tremendous need for professionals equipped with a high-level of understanding in this area. Employers interested in hiring these professionals include healthcare organizations, government regulatory agencies, managed care, pharmaceutical, life science, and biotechnology industries.

1 The Emperor of All Maladies: A Biography of Cancer is a book written by Siddhartha Mukherjee, an Indian-born American physician and oncologist. Published on 16 November 2010 by Scribner, it won the 2011 Pulitzer Prize for General Non-Fiction.
2 https://www.ncbi.nlm.nih.gov/pmc/articles/PMCS989714/
To meet the demand for trained precision medicine professionals, the Center for Personalized Cancer Therapy (CPCT) of the UC San Diego Health Systems and the Moores Cancer Center (MCC), under the direction of the Department of Medicine of the UC San Diego School of Medicine (SOM), proposes a new Master of Advanced Studies (MAS) degree program in Precision Medicine Therapeutics (PMT) in Oncology. The goal of the proposed MAS in PMT is to train future leaders to spearhead development of oncology treatment options generated using the precision medicine approach. Upon receiving the necessary approvals, the program will be offered starting in the fall quarter of 2025 with the intention to recruit a cohort of up to 45 students (in steady state) annually to pursue the MAS in PMT degree. The MAS in PMT curriculum will focus on the field of oncology, and students will gain depth and breadth in program areas of genomics, cancer biology, cancer screening, immunotherapy, omics science, bioinformatics, cell and gene therapy, prevention, and therapy of infectious diseases in hospitalized or immunocompromised oncology patients, drug development and precision medicine clinical trial development, family and population impact, among others. Students will explore the ways how the processes of diagnoses and therapy are changing and how bioinformatics now generated across multiple measurement modalities in medicine will improve patient care and help create breakthrough therapies. Additionally, students will benefit from learning about the business, regulatory and policy aspects of precision medicine that are growing out of CPCT research and educational activities.

Distinctive features of the program include instruction by committed faculty who possess scholarly understanding as well as clinical and/or industry experience. Students will learn through a case and project-oriented approach, options in professional focus, exposure to student colleagues with varied professional backgrounds, and potential connections with academic and industry professionals. The MAS in PMT is expected to directly contribute to the mission of UC San Diego, School of Medicine, Moores Cancer Center, Skaggs School of Pharmacy and Pharmaceutical Sciences and provide greater visibility to how UC San Diego Health Sciences is leading the development of precision medicine to improve patient care locally, nationally, and internationally. Importantly, patients will benefit from highly trained and educated precision medicine professionals addressing the causes and treatments of human disease.
REPORT OF THE GRADUATE COUNCIL

At its April 15, 2024 meeting, the Graduate Council approved a proposal to establish a new degree program of study leading to a PhD in Urban Studies and Planning.

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/672436/usp-proposal-to-establish-phd-in-urban-studies-and-planning.pdf

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Executive Summary

The Department of Urban Studies and Planning is proposing a new PhD program in Urban Studies and Planning. The Department was established in 2019, and is already one of the top ranked research departments in the field, and the only one that does not yet offer a PhD degree.

The faculty in the Department of Urban Studies and Planning publish cutting-edge research, and routinely respond to the research needs of public agencies on topics such as affordable housing, urban redevelopment, transportation planning, and climate change mitigation, in keeping with the public mission of the University of California. The faculty also routinely provide training to PhD students from other fields and disciplines who work in the Department as TAs and GSRs. A PhD program in the field will increase the Department’s capacity to fulfill these research and teaching functions, which are central to the mission of the Department, campus, and university. This degree program will also strengthen UC San Diego’s position as a leader in urban studies and planning research and education.

The aim of the PhD program is to train students for careers in research and university education. The core curriculum includes six (6) foundational courses in histories and theories of urban and regional planning, along with additional required training in research methods and the conduct of research dimensions of human settlements, postsecondary teaching in urban studies and planning, and a full complement of elective courses in urban studies and planning. This curriculum comprises 64 credits of coursework, up to 16 of which may be waived for students who enter with a master’s degree in urban planning or the equivalent. PhD students must also complete comprehensive examinations, a doctoral dissertation and a final, oral examination. Assuming timely approval, we plan to launch in Fall 2025, with an initial cohort of three students. Students who leave before completion of the PhD but after completion of the comprehensive examination may be eligible for a MA degree in Urban Studies and Planning, but no freestanding MA program is contemplated. Although the PhD program is open to exceptional applicants with a bachelor’s degree, the PhD program is designed for students who have already completed a master’s degree.

The Department has designed this PhD program to be financially sustainable from year one under existing UC San Diego funding models at the time of this writing, with a five-year guarantee of funding for every
incoming student. No net new faculty lines are required to implement this program. The Department already has an award-winning faculty with a strong research record who are eager to teach graduate students.
REPORT OF THE GRADUATE COUNCIL

At its April 15, 2024 meeting, the Graduate Council approved the proposal to establish a new graduate program of study leading to the Master of Urban Studies and Regional Planning (MURP). The degree program is proposed as a professional degree program charging Professional Degree Supplemental Tuition (PDST).

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/672429/usp-proposal-to-establish-masters-in-urban-studies-and-regional-planning.pdf

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Executive Summary

The Department of Urban Studies and Planning is proposing a new Master’s in Urban and Regional Planning (MURP) with Professional Degree Supplemental Tuition (PDST). Urban and regional planners serve public and private needs for evidence-based spatial planning to inform decisions about resource allocation and regulation in domains such as housing, transportation, disaster preparedness, and environment and land use management. The MURP degree is a standard credential for this profession.

The Department of Urban Studies and Planning is the only unit on campus that teaches courses in urban and regional planning. They routinely serve UC San Diego graduate students who enroll in their undergraduate courses. A professional master’s degree program will allow the Department to continue serving UC San Diego students while increasing their capacity to serve the region, state, and society in general. This degree program will also establish UC San Diego as a leader in planning education, with a particular emphasis on the planning challenges of our time. The curricular priorities include planning for social and spatial justice; planning for climate change mitigation and adaptation; and multinational planning to address problems and opportunities that are not contained within national borders. These are planning challenges that will grow in importance in our century. They are also strategic priorities for the School of Social Sciences, the campus, and the state of California; and they are among the most urgent planning challenges in our own ecologically diverse border region.

The MURP program achieves its goals with a two-year course of study, comprising seven (7) foundational courses in histories, theories, and methods of planning, along with additional required training in research methods, planning-relevant aspects of human settlements, a practicum course in planning or design, and elective courses. Every student is required to complete either a master’s thesis or a capstone project. Assuming timely approval, plan is to launch in Fall 2025, with a full curriculum that will meet the accreditation standards of the field, and an initial enrollment of 15 students.

No net new resources are requested by this proposal beyond those that can be sustained by the program budget itself, which, is projected, will achieve positive annual net revenue in year three, and fully recoup startup costs by year four, with ample provision for financial aid to offset PDST for 40% of each
cohort. The Department already has an award-winning faculty with a strong research record who are eager to teach graduate students.
April 12, 2024

PROFESSOR JOHN HILDEBRAND, Chair
Academic Senate

SUBJECT: Proposal to amend SD Regulation 525 (UGIA)

Dear Chair Hildebrand,

At its April 12, 2024 meeting, the Undergraduate Council approved to amend SD Regulation 525. Undergraduate Instructional Apprentice. This revision updates the name of the student role to Pedagogy and Learning Apprentice and adds clarifying language on how many times a student may hold the role. The name has been changed to better align with the philosophical mission of the role. This change, in conjunction with further clarifying policy and procedural information, is requested to protect students in these academically compensated roles and provide additional guidance to the academic units that appoint them.

The Council will request that the proposed change to SD 525 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
    K. Gonzalez
    O. Graeve
    J. Hildebrand
    L. Hullings
    J. Moore
AN UNDERGRADUATE INSTRUCTIONAL APPRENTICE/PEDAGOGY AND LEARNING APPRENTICE [En 5/25/76]

A) Definition
An Undergraduate Instructional Apprentice Pedagogy and Learning Apprentice is an undergraduate student who serves as an assistant in an undergraduate course under the supervision of a faculty member. The purpose of the apprenticeship is to learn the methodology of teaching through actual practice in a regularly scheduled course.

B) Guidelines
1) An Undergraduate Instructional Apprentice Pedagogy and Learning Apprentice shall be an upper division student. [Am 2/24/09]
2) Students are not permitted to assist in courses in which they are enrolled.
3) An Pedagogy and Learning Apprentice Undergraduate Instructional Apprentice must have a minimum overall grade point average of 3.0. Departments may establish higher grade point average requirements. [Am 5/24/83]
4) The faculty instructor is responsible for the course content and for maintaining the overall quality of instruction, including supervision of Undergraduate Pedagogy and Learning Apprentice Instructional Apprentices. He/she has a responsibility for all grades given in the class. [Am 5/24/83]
5) The instructor is expected to meet regularly with the Pedagogy and Learning Apprentice Undergraduate Instructional Apprentice to evaluate the student's performance and to provide the direction needed for a worthwhile educational experience.
6) An Undergraduate Instructional Apprentice Pedagogy and Learning Apprentice may receive credit on a Pass/Not Pass basis only.
7) A student may not be an Pedagogy and Learning Apprentice Undergraduate Instructional Apprentice more than once for the same course for credit.
8) A student may not be an Undergraduate Instructional Apprentice Pedagogy and Learning Apprentice in more than one course in a quarter.
9) A student may not hold more than two Pedagogy and Learning Apprentice positions during their academic tenure.
10) The total credit accumulated as an Undergraduate Instructional Apprentice Pedagogy and Learning Apprentice shall not exceed eight units.

C) Procedure
All departments/programs using Pedagogy and Learning Apprentice Undergraduate Instructional Apprentice shall submit to the Undergraduate Council a description of the role of the Undergraduate Instructional Apprentice, review applications for the role to ensure they meet the guidelines outlined above as part of the petition for approval. A department finding any deviation from the guidelines above must be explained and justified in a memo accompanying the petition to the Undergraduate Council with the application attached.

Any major change in the function or duty of the apprentice in a course should also be approved by the Undergraduate Council. [Am 5/24/83, Am 3/1/11]
April 24, 2024

John Hildebrand, Chair  
San Diego Divisional Academic Senate

SUBJECT: Proposed Editorial Edits to San Diego Senate Regulation 525 Undergraduate Instructional Apprentice

Dear Chair Hildebrand,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposed editorial edits to San Diego Senate Regulation 525 Undergraduate Instructional Apprentice, and found the proposed amendments consonant with the code of the Academic Senate.

Sincerely,

Steve Constable, Chair  
Committee on Rules and Jurisdiction

cc: O. Graeve  
L. Hullings  
M. Rabinowitz Bussell

Attachment
REPORT OF THE EDUCATIONAL POLICY COMMITTEE

The Educational Policy Committee (EPC) proposes amendments to San Diego Senate Regulation 502. *Grade Appeals* (SD 502) in the Manual of the San Diego Division of the Academic Senate. The proposed changes aim to:

- Clarify the submission process language for grade appeals.
- Reorganize sections of the Regulation for improved clarity.
- Update language concerning grade appeals potentially involving the Office for the Prevention of Harassment and Discrimination.
- Incorporate language allowing consultation with the Center for Student Accountability, Growth, and Education, as appropriate.

The proposed revisions to the SD 502. *Grade Appeals* are attached for review. The Committee on Rules and Jurisdiction reviewed the proposed changes and found them consonant with the Code of the Academic Senate. EPC is supportive of the proposed changes and recommends that the Representative Assembly approve the proposal.

Geoffrey Cook, Chair  
Educational Policy Committee

*************************************************************************************
A) General

1) If a student can provide evidence indicating believes that non-academic criteria have been used in determining his/her grade in a course, he/she may follow the procedures described in this Regulation.

2) Non-academic criteria means criteria not directly reflective of academic performance in the course. It includes discrimination on political grounds, or based on a protected trait, including but not limited to a student's gender, race, religion, national origin, sexual orientation, or disability. [Am 5/26/15]

3) Appeals to this committee shall be considered confidential to all parties involved with the appeal. Neither any member of the subcommittee nor the Academic Senate Office shall release any information about the appeal except as specifically provided in this Regulation [Am 6/10/97]

4) If a medical student wishes to appeal a grade in a School of Medicine course, he or she must follow procedures described in Regulation 503, instead of Regulation 502. [Am 1/28/14]

B) Process for Resolving Grievance

1) The student is encouraged to first request to resolve the grievance with the instructor within the first month of the following regular academic quarter after the grade was assigned. [Am 6/10/97]

2) If the grievance is not resolved to the student's satisfaction, the student must attempt request to resolve the grievance through written appeal to the department chair or equivalent, who shall attempt to mediate the case with the instructor and the student within two weeks. The department chair or equivalent must provide a written response to the student's appeal. When a grade appeal is based on a claim that the grade was assigned based on a protected trait, including but not limited to a student's gender, race, religion, national origin, sexual orientation, or disability, the department chair or equivalent shall forward such reports to the Office for the Prevention of Harassment and Discrimination (OPHD), as required by PPM 200-23 "Any Responsible Employee who receives a report of Prohibited Conduct shall forward all such reports to OPHD." The grade appeal and OPHD investigation may occur simultaneously.

3) If the grievance still is not resolved to the student's satisfaction, the student must then request to resolve the grievance through written appeal to the provost of his/her college (undergraduate students), or the cognizant school dean (graduate students) Dean of Graduate Studies, who shall attempt to mediate the case with the instructor, the chair and the student within two weeks one month. For appeals from graduate students, the cognizant school dean may consult with the Dean of Graduate Education to help mediate the case. The provost or dean must provide a written response to the student's appeal. [Am 1/28/14]

4) If the grievance is not resolved to the student's satisfaction by the provost or dean, the student may request consideration of his/her appeal by the Educational Policy Committees (hereinafter called the
committee) according to the procedures outlined below. This request must be submitted before the last day of instruction of the quarter following the quarter in which the course was taken grade was assigned. [Am 3/1/11]

C) Committee Response to Grievance

1) The student's request for committee consideration should include a written statement outlining the nature of the grievance, including copies of any and all documents in his/her possession supporting the grievance. Unless the committee determines that another avenue of adjudication is still available, the submission of the written statement to the committee places the case before it and restricts any change of the challenged grade to a change initiated by the committee, unless the committee determines that all other avenues of adjudication have not been exhausted. [Am 6/10/97]

2) Upon receipt of the student's request, the committee shall immediately forward a copy of it to the instructor, the department chair or equivalent, and the provost or dean, with a request for written reports of their attempts to resolve the complaint. [Am 6/10/97]

3) The committee may consult with the Office of Student Conduct Center for Student Accountability, Growth, and Education (SAGE) to determine whether the student's request is connected to a current or resolved non-academic student matter. The committee may use this consultation to determine whether other avenues of adjudication have been exhausted and to inform its overall review of the student's request.

3)4) The committee, after having determined that all other avenues of adjudication have been exhausted, shall review the complaint and the reports to determine if there is substantial evidence that nonacademic criteria were used. [Am 6/10/97]

a) If the committee finds substantial evidence that non-academic criteria were used, it shall follow the procedure in paragraph (D) below.

b) If the committee does not find evidence that non-academic criteria were used, decides the allegations are without substance, it shall serve written notification of its findings to the student complainant and to the instructor within two weeks. Within ten days the student complainant or the instructor may respond to the findings. If there are no responses, or if after consideration of such responses the committee sustains its decision, the grade shall not be changed. [Am 6/10/97]

D) Grievance Resolution

1) If the committee determines that there is evidence that non-academic criteria were used, it shall interview any individual whose testimony might facilitate resolution of the case. The student complainant shall make available to the committee all of his/her work in the course which has been graded and is in his/her possession. The instructor shall make available to the committee all records of student performance in the course and graded student work in the course which is still in his/her possession. At the conclusion of the case each all written documents shall be returned to the source from which it was obtained. [Am 6/10/97]
2) The committee shall complete its deliberations and arrive at a decision within two weeks one month of its determination that evidence of the use of non-academic criteria had been submitted. A record of the committee’s actions in the case shall be kept in the Senate Office for three years.

3) If the allegations of the complainant are not upheld by a preponderance of the evidence, the committee shall so notify the complainant and the instructor in writing. Within one week of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If there are no responses, or if after considering such responses the committee sustains its decision, it shall so notify the complainant and the instructor in writing and the grade shall not be changed.

4) If the committee determines that non-academic criteria were significant factors in establishing the grade, it shall give the student the option of either receiving a grade of P or S in the course or retroactively dropping the course without penalty. A grade of P or S awarded in this way shall be acceptable towards satisfaction of any degree requirement even if a minimum letter grade in the course had been required, and shall not be counted in the number of courses a student may take on a P/NP basis. If the student elects to receive a grade of P or S, the student may also elect to have a notation entered on his/her transcript indicating that the grade was awarded by the Divisional grade appeals committee.

a) The committee shall serve written notification of its findings and its decision to the complainant student and the instructor. The complainant student and the instructor may respond in writing to the findings and the decision of the committee within one week of such notification.

b) If there are no responses, or if after considering such responses the committee sustains its decision, the grade shall be changed; the committee shall then instruct the Registrar to change the grade to P or S or, if the student elected the drop option, to retroactively drop the course from the student’s record. Copies of the committee’s instruction shall be sent to the complainant student and the instructor.

These procedures are designed solely to determine whether nonacademic criteria have been used in assigning a grade, and if so to effect a change of that grade.

E) Policy Notes

1) No punitive actions may be taken against the instructor solely on the basis of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the personnel file of the instructor. The use of nonacademic criteria in assigning a grade is a violation of the Faculty Code of Conduct. Sanctions against an instructor for violation of the Faculty Code may be sought by filing a complaint in accordance with San Diego Division Bylaw 230(D). A complaint may be filed by the student or by others.

2) No punitive actions may be taken against the student complainant solely on the basis of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the complainant’s student file. The instructor may, if he/she feels that his/her record has been...

1) Impugned by false or unfounded charges, file charges against the complainant through the Office of the Vice Chancellor for Student Affairs, or the Dean of Graduate Studies. [Am 1/28/14]

2) The use of non-academic criteria in assigning a grade is a violation of the Faculty Code of Conduct. Sanctions against an instructor for violation of the Faculty Code may be sought by filing a complaint in accordance with San Diego Division Bylaw 230(D), University of California Academic Senate Bylaw 336. A complaint may be filed by the student or by others.

3) The instructor may, if they feel that their record has been impugned by false or unfounded charges, file charges against the student through the Office of the Vice Chancellor for Student Affairs, or the Dean of Graduate Studies.

4) Where a grade appeal is based on a claim that the grade was assigned based on a protected trait, including but not limited to a student’s gender, race, religion, national origin, sexual orientation, or disability, the department chair or equivalent shall contact the Office for the Prevention of Harassment and Discrimination (OPHD). OPHD shall assist at any and all stages of a grade appeal in investigating and evaluating such claims of discrimination based on a protected trait. If the appeal is sent to the committee, the OPHD report and any other assistance that OPHD may provide will be made available to the committee. [En 5/26/15]

5) All decisions of the Committee shall be final, except as may otherwise be provided in San Diego Divisional Bylaw 2016. [En 6/10/97, Am 5/26/15]
A) General

1) If a student can provide evidence indicating that non-academic criteria have been used in determining their grade in a course, they may follow the procedures described in this Regulation.

2) Non-academic criteria means criteria not directly reflective of academic performance in the course. It includes discrimination on political grounds, or based on a protected trait, including but not limited to a student's gender, race, religion, national origin, sexual orientation, or disability. [Am 5/26/15]

3) Appeals to this committee [see (B)(4)] shall be considered confidential to all parties involved with the appeal. Neither any member of the subcommittee nor the Academic Senate Office shall release any information about the appeal except as specifically provided in this Regulation [Am 6/10/97]

4) If a medical student wishes to appeal a grade in a School of Medicine course, they must follow procedures described in Regulation 503, instead of Regulation 502. [Am 1/28/14]

B) Process for Resolving Grievance

1) The student is encouraged to first request to resolve the grievance with the instructor within the first month of the following regular academic quarter after the grade was assigned. [Am 6/10/97]

2) If the grievance is not resolved to the student's satisfaction, the student must request to resolve the grievance through written appeal to the department chair or equivalent, who shall attempt to mediate the case with the instructor and the student within two weeks. The department chair or equivalent must provide a written response to the student’s appeal. When a grade appeal is based on a claim that the grade was assigned based on a protected trait, including but not limited to a student’s gender, race, religion, national origin, sexual orientation, or disability, the department chair or equivalent shall forward such reports to the Office for the Prevention of Harassment and Discrimination (OPHD), as required by PPM 200-23 “Any Responsible Employee who receives a report of Prohibited Conduct shall forward all such reports to OPHD.” The grade appeal and OPHD investigation may occur simultaneously.

3) If the grievance still is not resolved to the student's satisfaction, the student must request to resolve the grievance through written appeal to the provost of their college (undergraduate students), or the cognizant school dean (graduate students), who shall attempt to mediate the case with the instructor, the chair and the student within one month. For appeals from graduate students, the cognizant school dean may consult with the Dean of Graduate Education to help mediate the case. The provost or dean must provide a written response to the student's appeal. [Am 1/28/14]

4) If the grievance still is not resolved to the student's satisfaction by the provost or dean, the student may request consideration of their appeal by the Educational Policy Committees (hereinafter called the committee) according to the procedures outlined below. This request must be submitted before the last day of instruction of the quarter following the quarter in which the grade was assigned. [Am 3/1/11]

C) Committee Response to Grievance

1) The student’s request for committee consideration should include a written statement outlining the nature of the grievance, including copies of any and all documents in their possession supporting the grievance. Unless the committee determines that another avenue of adjudication is still available, the submission of the written statement to the committee places the case before it and restricts any change of the challenged grade to a change initiated by the committee. [Am 6/10/97]

2) Upon receipt of the student’s request, the committee shall forward a copy of it to the instructor, the department chair or equivalent, and the provost or dean, with a request for written reports of their attempts to resolve the complaint. [Am 6/10/97]

3) The committee may consult with the Office of Student Conduct to determine whether the student’s request is connected to a current or resolved non-academic student matter. The committee may use this consultation to determine whether other avenues of adjudication have been exhausted and to inform its overall review of the student’s request.

4) The committee, after having determined that all other avenues of mediation have been exhausted, shall review the complaint and the reports to determine if there is evidence that nonacademic criteria were used. [Am 6/10/97]

   a) If the committee finds evidence that non-academic criteria were used, it shall follow the procedure in paragraph (D) below.

   b) If the committee does not find evidence that non-academic criteria were used, it shall serve written notification of its findings to the student and to the instructor within two weeks. Within ten days the student or the instructor may respond to the findings. If there are no responses, or if after consideration of such responses the committee sustains its decision, the grade shall not be changed. [Am 6/10/97]

D) Grievance Resolution

1) If the committee determines that there is evidence that non-academic criteria were used, it shall interview any individual whose testimony might facilitate resolution of the case. The student shall make available to the committee all of their work in the course which has been graded and is in their possession. The instructor shall make available to the committee all records of student performance in the course and graded student work in the course which is still in his/her possession. At the conclusion of the case all written documents shall be returned to the source from which it was obtained. [Am 6/10/97]

2) The committee shall complete its deliberations and arrive at a decision within one month of its determination that evidence of the use of non-academic criteria had been submitted. A record of the committee’s actions in the case shall be kept in the Senate Office for three years.

3) If the committee determines that non-academic criteria were significant factors in establishing the grade, it
shall give the student the option of either receiving a grade of P or S in the course or retroactively dropping the course without penalty. A grade of P or S awarded in this way shall be acceptable towards satisfaction of any degree requirement even if a minimum letter grade in the course had been required, and shall not be counted in the number of courses a student may take on a P/NP basis. If the student elects to receive a grade of P or S, the student may also elect to have a notation entered on his/her transcript indicating that the grade was awarded by the Divisional grade appeals committee.

a) The committee shall serve written notification of its findings and its decision to the student and the instructor. The student and the instructor may respond in writing to the findings and the decision of the committee within one week of such notification.

b) If there are no responses, or if after considering such responses the committee sustains its decision, the grade shall be changed; the committee shall then instruct the Registrar to change the grade to P or S or, if the student elected the drop option, to retroactively drop the course from the student's record. Copies of the committee's instruction shall be sent to the student and the instructor.

E) Policy Notes

1) No punitive actions may be taken against the instructor solely on the basis of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the personnel file of the instructor.

2) No punitive actions may be taken against the student solely on the basis of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the student's file. [Am 1/28/14]

3) The use of non-academic criteria in assigning a grade is a violation of the Faculty Code of Conduct. Sanctions against an instructor for violation of the Faculty Code may be sought by filing a complaint in accordance with University of California Academic Senate Bylaw 336. A complaint may be filed by the student or by others.

4) The instructor may, if they feel that their record has been impugned by false or unfounded charges, file charges against the student through the Office of the Vice Chancellor for Student Affairs, or the Dean of Graduate Education.

5) All decisions of the Committee shall be final, except as may otherwise be provided in San Diego Divisional Bylaw 200. [En 6/10/97, Am 5/26/15]
May 14, 2024

John Hildebrand, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed Editorial Edits to San Diego Senate Regulation 502. Grade Appeals

Dear Chair Hildebrand,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposed editorial edits to San Diego Senate Regulation 502. Grade Appeals, and found the proposed amendments consonant with the code of the Academic Senate.

Sincerely,

Steve Constable, Chair
Committee on Rules and Jurisdiction

cc: O. Graeve
    L. Hullings

Attachment
April 24, 2024

JOHN HILDEBRAND, CHAIR
Academic Senate, San Diego Division

SUBJECT: Proposed Amendment to Bylaw 241 Committee on Senate Awards; Distinguished Research Awards (DRA)

The Committee on Senate Awards is requesting an amendment to Bylaw 241 to expand the number of recipients of the Distinguished Research Awards from two to four recipients.

Rationale:

The DRA was introduced in 1983-84. Only a single award was given for the entire campus at that time. In 1998-99 a second award was added. Over the past quarter century, the campus enrollment has increased by over 160%, from 15,837 undergraduates to almost 40,000. The number of faculty have also increased commensurate with the increase in students. The Committee on Senate Awards regularly rejects many outstanding nominations from highly qualified and deserving faculty. We would like to increase the number of awards we can fund in order to more fully recognize the remarkable excellence of faculty research across the campus.

Sincerely,

Grant Kester, Chair
Committee on Senate Awards

cc: O. Graeve
L. Hullings
BYLAW

241. Senate Awards [En 1/31/12]

(A) This committee shall consist of seven ordinary members of the Division. It shall also have one undergraduate student representative and one graduate student representative, who shall not have the right to vote except as noted below. The membership shall typically include past recipients of the Distinguished Teaching and Distinguished Research Awards.

(B) The Committee shall have the following duties:

1) Distinguished Teaching Awards

(a) It shall solicit nominations annually for distinguished teaching awards, and present recommendations for recipients to the Representative Assembly, which shall accept or reject each recommendation.

   (i) It shall recommend up to five Academic Senate members, three non-Senate faculty members, and three graduate students.

   (ii) For the award to Senate Members, the committee shall recommend up to four members of the Faculties of the undergraduate Colleges, no more than one from each of the following disciplinary areas: arts or humanities; engineering; natural sciences; and social sciences. The committee may recommend one additional member from among the faculties of the graduate and professional schools.

   (iii) The undergraduate and graduate student representatives shall have the right to vote on nominees for distinguished teaching awards.

(b) It shall consider general policies that will enlarge the possibilities for distinguished teaching and consider ways to improve the quality of instruction, including methods of evaluation.

2) Distinguished Research Awards

(a) It shall solicit nominations annually for members of the faculty or staff at San Diego whose research has made a significant contribution to the advancement of knowledge and present recommendations for recipients to the Representative Assembly, which shall accept or reject each recommendation.

   (i) It shall recommend up to two members, one in the Arts/Humanities/Social Sciences and one in the Sciences/Engineering, who shall present a public lecture on a topic of his or her choice.

   (ii) The recommendations shall be made to the Representative Assembly or the Division no later than its final meeting in the spring term, and the lectures shall be presented during the following academic year.

3) Donald F. Tuzin Award for Distinguished Service in the UCSD and Systemwide Academic Senate

(a) It shall solicit nominations biennially for Academic Senate members who have shown exceptional leadership by serving the Senate in a distinguished manner that reflects a deep commitment to shared governance and to the excellence of the University of California and present a recommendation to the Representative Assembly, which shall accept or reject the recommendation.

4) Academic Senate Service Award

(a) It shall entertain nominations for a member of the UC San Diego administration who has not only provided extraordinary service to the campus, but has done so in a manner that honors and advances the tradition of shared governance and strengthens the partnership between the Academic Senate and the Administration, and present a recommendation to
the Representative Assembly, which shall accept or reject the recommendation.
May 14, 2024

John Hildebrand, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Senate Bylaw 241. Senate Awards

Dear Chair Hildebrand,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposal to amend San Diego Senate Bylaw 241. Senate Awards, and found the proposed amendments consonant with the code of the Academic Senate.

Sincerely,

Steve Constable, Chair
Committee on Rules and Jurisdiction

cc: O. Graeve
    L. Hullings

Attachment
To: Professor Mirle D. Rabinowitz Bussell, Chair, Undergraduate Council

From: Paul Yu, Provost, Revelle College

Re: Petition to change the General Education Requirement of Revelle College

The Revelle College Executive Committee, over more than a year, examined the current General Education Curriculum and considered proposals to provide a streamlined Mathematics requirement designed to increase the intellectual breadth and flexibility for the benefit of Revelle College students. Recently, a measure (see (iii) below) was voted on by the Revelle College faculty and was passed by a majority of those who voted (a total of 49). The results of the ballot, as well as our response to comments from faculty, are enclosed with this letter. Given these results, we would like the Undergraduate Council to consider approving the enclosed amendment to Section 605 (Academic Requirements of Revelle College) of the Manual of the San Diego Division of the Academic Senate Regulation; namely, modifying the mathematics requirement by requiring one course of calculus and two courses chosen from an approved list which includes the calculus sequence, statistics, linear algebra, logic, and data science.

We have also enclosed the proposed amendments to the Catalog Copy 2024-2025.

Many thanks for your consideration.

C: John A. Hildebrand, Chair of San Diego Division of Academic Senate
Olivia A. Graeve, Vice Chair of San Diego Division of Academic Senate
Steven C. Constable, Chair, Rules and Jurisdiction Committee, Academic Senate
John Moore, Dean, Undergraduate Education
Gareth Nellis, Chair of the Faculty, Revelle College
Katie Michel, Dean of Academic Advising, Revelle College

Encl. (i) Proposed Amendments to Section 605 of the Manual of the San Diego Division of the Academic Senate Regulation
(ii) The Vote results of the Revelle College’s Proposed General Education Changes for Mathematics requirement
(iii) Email to the Revelle College Faculty on December 8, 2023
(iv) Proposed Amendments to the Catalog Copy 2024-25
(v) Endorsements from the Psychology Department and Halicioğlu Data Science Institute
A) Degrees
Revelle College will recommend candidates for the degrees of Bachelor of Arts or Bachelor of Science, designated as a major. [EC 1/18/80]

B) General Requirements [Am 10/25/77, Am 1/30/01, Am 10/14/14, Am 6/07/16]

1) Revelle College students are required to demonstrate an acceptable level of basic knowledge in the humanities, fine arts, social sciences, language, mathematics, and the physical and biological sciences.

2) The General Requirements are:

   a) A five-course sequence (24 units) in an interdisciplinary Humanities program including two (6 unit) courses with intensive instruction in university level writing. Written work is also required in each of the remaining three (4 unit) quarter courses. [Am 3/19/85]

   b) One course in the Fine Arts.

   c) Three courses in Mathematics which shall include two one course of integral and/or differential calculus, and one two course chosen from an approved list. [Am 6/07/16]

   d) Five courses in the Physical and Biological Sciences to include one course in biology, one course in chemistry, one course in physics, and two courses chosen from biology, chemistry, physics, environmental science, or from an approved list. [Am 6/07/16] [Am 6/9/20]

   e) Basic conversational and reading proficiency in a modern foreign language, or advanced reading proficiency in a classical language. This requirement can be met by passage of a UCSD proficiency exam (in which case the result is posted to the transcript), or by completion of the fourth quarter (or third semester) of foreign language instruction with a passing grade, or with an equivalent Advanced Placement Exam score of 4 or 5 or an SAT II Language Exam score of 700 or higher. [Am 11/25/80, Am 2/28/95, Am 11/04/03]

   f) Two courses in the Social Sciences, chosen from an approved list. [Am 11/27/90, Am 1/28/14, Am 6/07/16]
3) Transfer students accepted to Revelle College must meet the same general education requirements as students admitted as freshmen. Transfer students who have completed an approved Inter-segmental General Education Transfer Curriculum (IGETC-SR478) must meet the same mathematics and science requirements as students admitted as freshman, except for the mathematics, natural science, and humanities requirements, stated below in (a), (b) and (c). Courses taken prior to transfer that satisfy any or all of these requirements will be applied toward completion of the requirements.

(a) One upper-division writing course (4 units) in an interdisciplinary Humanities program.

(b) Four courses in the Physical and Biological Sciences to include two courses from two different disciplines among biology, chemistry, and physics, and the remaining two chosen from biology, chemistry, physics or from an approved list.

(c) Three courses in mathematics to include one course of calculus, and two chosen from an approved list. [Am 1/30/01, Am 10/14/14, Am 2/21/23]

C) Graduation Requirements

1) The minimum requirement for graduation will be satisfactory completion of 180 units; 60 units must be from the upper division. [Am 10/24/72, Am 6/10/97, Am 6/6/17]

2) A major shall consist of not less than 12 upper division courses. [Am 10/25/77, Am 11/27/90]
(ii) The Vote results of the Revelle College’s Proposed General Education Changes for Mathematics requirement

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Vote on Revelle College Proposed GE Changes for First-Year Students

The Executive Committee proposes the following changes regarding Senate Regulation 605 B.2.c (the mathematics requirement)

Continue to require three mathematics classes of all Revelle students, but modify the distribution of the courses for students entering as first years as follows:

1. One calculus class: MATH 10A or MATH 20A
2. Two additional classes from the following list:
   - DSC 10 – Principles of Data Science [Subject to HDSI approval]
   - MATH 10B – Calculus II; or MATH 20B – Calculus for Science and Engineering
   - MATH 10C – Calculus III; or MATH 20C – Calculus and Analytic Geometry for Science and Engineering
   - MATH 11 – Calculus-based Introductory Probability and Statistics*
   - MATH 18 – Linear Algebra (formerly MATH 20F); or MATH 31AH – Honors Linear Algebra
   - PHIL 10 – Introduction to Logic
   - PSYC 60 – Introduction to Statistics* [Subject to Psychology approval]

*Only one of MATH 11 or PSYC 60 may be chosen

Thus, the proposal is to amend Regulation 605 B.2.c to read as follows: “Three courses in Mathematics which shall include one course of calculus, and two courses chosen from an approved list.”

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Vote Choice *

☐ I vote in favor of the First-Year GE change as presented in the email
☐ I vote in opposition to the First-Year GE change as presented in the email

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This form was created inside of UC San Diego. Report Abuse

Google Forms
Number of faculty voted  = 49  
Number of faculty voted in favor of the motion  = 47  
Number of faculty voted in opposition to the motion = 2

Comments:

1. I think the proposed changes are well justified. (The climate change education requirement will add some complications to student course planning, and this simplification on the math requirement will help keep the overall requirements from becoming an undue burden.)

2. I am a faculty member in the humanities and I think this is a reasonable change that allows for consistency between freshmen and transfer students while also offering students some choice in the process. I approve.

3. I think that, all things considered, this is a sensible proposal, as long as the faculty is squarely behind it. On the one hand, it makes sense to have one set of requirements that applies equally to transfer students and students who begin their university education at UCSD. (They get the same degree, so why not have the same requirements?) On the other hand, part of the reasoning behind changing the transfer student requirements was that they have less time and less flexibility to complete the requirements. So, I can understand someone who says that the students shouldn't be treated the same, given that they really do face different situations when they arrive on campus. Having said that, I do think that calculus no longer has the privileged status that it once had. For most of our students, they will in all likelihood use statistics, data science, and logic more than calculus in their daily lives. That is what tips me in favor of the proposal. -- If there were some way of presenting the proposal such that it is clear that calculus will never go away as a requirement, that would reassure those who think that Revelle's requirements are being weakened by the series of changes that have been made over the past decade. Good luck!

4. I agree fully with the proposed change.

5. I am in favor of more curricular flexibility, given the extensive Revelle requirements.

6. I appreciate the thoughtful presentation and description of the proposal. I will be pleased to support it.

7. I am in support of the proposal to have the math requirements, recently amended for our transfer students, apply to all Revelle students. Requiring one instead of two math courses is reasonable given the rich math offerings available to our students and the diverse interests of each student.

8. I support the proposal to change the math requirements for incoming students to align with the recently changed math requirements for transfer students.

9. This looks like a reasonable change to me. You should probably consider counting COGS 14B, the Cog Sci statistics course, as an alternative to MATH 11 and PSYC 60.

10. I am becoming concerned about the amount of requirements our students face and am wondering if there is a way to consolidate some of them further.
11. If I understand correctly, the proposed changes have already been adopted in the case of transfer students, so any feedback at this stage may be a bit late. However, (1) I would think the majority of Revelle students have taken calculus in high school. Arguably, allowing them to just take Math 10A as their college calculus requirement adds very little to what they already know. (2) Math 11, calculus-based statistics, IS a useful course. DSC 10 and PSYC 60 both seem to be non-calculus-based stats courses having no prerequisites. I would guess they involve a lot of stats software and little underlying theory; calling this material "math" is a stretch. (3) PHIL 10, logic as taught in Philosophy, is again arguably not math. (4) I looked through the Math course offerings and I can see it's hard to find any with few enough prerequisites to be accessible to entering students. However, Math 163, History of Math, might be useful. The prereqs are Math 20B or instructor consent, which would be within reach. Looks Good

12. I am against this change. The modification for transfer students was really made because many arrive at UC San Diego underprepared and were requiring more than 2 years to graduate under the old requirements. *It was not made because the old requirements needed to be changed for intellectual or academic reasons.* To be very specific, while it is true that statistics and data science are important branches of applied mathematics, neither DSC10 nor PSYC60 should be understood as any kind of mathematics course. Neither has linear algebra or calculus as a prerequisite, and there is no serious data science or statistics that can be done without at least one of these courses as background. For example, linear regression, a basic component of both statistics and data science, *cannot* be justified without at least one of these sets of ideas. Using linear regression without justification is certainly not mathematics, and should be strongly discouraged for anyone. Similarly, the functional form of the ubiquitous normal distribution *cannot* be derived without calculus. This is why MATH11, although a very basic statistics course, has *second quarter (i.e., integral) calculus as a prerequisite.

Response to the comments:

Comments 1 through 8 – We are grateful for the support of the proposal, and thanks for providing your insights.
Comments 9 and 10 – Thanks for the support, the Revelle College Executive Committee will continue to consider courses that can serve as Options for satisfying the quantitative requirements.
Comments 11 and 12 – Thanks for the opinions. The goal of the proposed amendment is to increase the intellectual breadth of the mathematics courses needed to satisfy the three-course requirement. The proposed amendment also provides flexibility while introducing emerging areas such as data science. Calculus remains an important part of mathematical literacy at the college level, thus the requirement for one calculus course – compared to two previously – was maintained for all students (and a full calculus sequence is required by essentially every STEM major at UCSD).
Dear Revelle College Faculty,

The Revelle College Executive Committee invites you to vote on a change to the general education (GE) requirements for first-year students, specifically Senate Regulation 605 B.2.c (the mathematics requirement):

Continue to require three mathematics classes of all Revelle students, but modify the distribution of the courses for students entering as first years as follows:

1. One calculus class: MATH 10A or MATH 20A
2. Two additional classes from the following list:
   - DSC 10 – Principles of Data Science [Subject to HDSI approval]
   - MATH 10B – Calculus II; or MATH 20B – Calculus for Science and Engineering
   - MATH 10C – Calculus III; or MATH 20C - Calculus and Analytic Geometry for Science and Engineering
   - MATH 11 – Calculus-based Introductory Probability and Statistics*
   - MATH 18 – Linear Algebra (formerly MATH 20F); or MATH 31AH – Honors Linear Algebra
   - PHIL 10 – Introduction to Logic
   - PSYC 60 – Introduction to Statistics* [Subject to Psychology approval]

* [Only one of MATH 11 or PSYC 60 may be chosen]

Thus, the proposal is to amend Regulation 605 B.2.c to read as follows: “Three courses in Mathematics which shall include one course of calculus, and two courses chosen from an approved list.”

Rationale for the proposed change

In February 2023, the Senate regulations regarding the Revelle College mathematics requirement were amended for transfer students only. This followed extensive deliberation within the EC, the findings of an EC subcommittee, and ultimately a vote by the full faculty in which the change was approved by a large majority of votes cast.

The principal goal of the earlier change was to increase the intellectual breadth of the mathematics courses needed to satisfy the three-course requirement. Calculus remains an important part of mathematical literacy at the college level, thus the requirement for one calculus course – compared to two previously – was maintained for all students (and a full calculus sequence is required by essentially every STEM major at UCSD anyway). Still, the faculty acknowledged the reality of an evolving world in which other branches of mathematics (e.g., statistics and data science) have emerged as important tools, and in some cases are now at least as relevant as
calculus.

The EC feels that similar reasoning that led the faculty to propose and implement the earlier change for transfer students equally applies to students who enter Revelle as first years. First-year students who opt to pursue non-STEM majors may wish to delve into other mathematical subjects. Requiring only one calculus class – instead of two – opens up space for them to do so.

We highlight that the classes added to the approved list in the previous round of GE curriculum revisions (DSC 10 and PSYCH 60) were carefully selected to ensure there was no dilution of mathematical rigor. Once again, we propose to increase breadth while upholding the high academic standards expected of a Revelle degree.

A final advantage of the proposed change is that it provides first-year students with the opportunity to experience the same variety of quantitative courses as transfer students, helping college cohesion, regardless of admissions type.

We are grateful for the feedback from the Revelle College faculty received during the consultation period on this proposal. While the responses to the EC’s proposal were very positive on balance, two (out of 12) respondents expressed concerns, contending that a strong grounding in calculus remains important for a deep understanding of statistics. We do agree, which is why we have maintained a requirement for one calculus class (MATH 10A or 20A). But we also wish to highlight that expanding the intellectual breadth of our mathematics curriculum represents an exciting opportunity for non-STEM students, allowing them to explore more areas of mathematics than is feasible under the current requirements.

We now invite you to vote.

You may cast your anonymous vote on the proposal using this google form until Friday, January 5, 2024.

Please contact us with any questions you may have.

With best wishes,

Paul Yu, Provost, Revelle College
Gareth Nellis, Chair of Revelle College Faculty
Revelle College

Revelle College, the first college on the UC San Diego campus, was named in honor of Roger Revelle, former University of California dean of research and director of the Scripps Institution of Oceanography. Revelle is perhaps best known for his plenary research on greenhouse gases and his predictions of their effects as well as his efforts in applying science and technology to world hunger.

The initiation of Revelle College in 1964 provided the faculty with the opportunity to design a complete undergraduate curriculum for some of the country’s best-prepared students. The faculty asked the fundamental question: What should an educated person know? The Revelle College general education requirements offer a specific but broad introduction to the academic disciplines of the university. A student graduating from Revelle College at UC San Diego will have attained

1. A basic knowledge of calculus; foreign language; the physical, biological, and social sciences; the fine arts; and the humanities.
2. A high level of competence in an academic discipline.
3. All university requirements (ELWR, AHI, DEI, 180 units, sixty upper-division units).

General Education

Students are encouraged to meet the general education requirements and the prerequisites to the major early in their university career.

First-year students with advanced placement or international baccalaureate credits can use many of these credits to meet general education requirements (see Advanced Placement chart or International Baccalaureate chart). Transfer students may meet many general education requirements before entering by following articulation agreements with community colleges and taking, at any institution, courses that Revelle College judges approximately equivalent in content to those at UC San Diego.

The general education requirements are

1. Five courses in an interdisciplinary humanities sequence that includes two six-unit courses with intensive instruction in university-level writing and three four-unit courses with less intensive writing instruction.
2. One course in the fine arts—music, theatre and dance, or visual arts.
3. Two courses from the social sciences, chosen from an approved list.
4. Three courses in mathematics, which shall include at least one course of integral and/or differential calculus, and one course chosen from an approved list.
5. Five courses in the physical and biological sciences to include one course in biology, one course in chemistry, one course in physics, and two courses chosen from biology, chemistry, physics, or environmental science, or from an approved list.
6. The language requirement may be satisfied by 1) passing a foreign language proficiency exam, which consists of a satisfactory score on a standard reading examination and conversational proficiency in an oral interview; 2) completion of a fourth quarter (or higher level) college language course (completion of a third semester intermediate-level course if taken outside of UC...
San Diego; 3) appropriate AP or IB score; and/or 4) being a native speaker of a language other than English and having attended at least one year of high school taught in that language.

1. Humanities

The humanities requirement confronts students with significant humanistic issues in the context of a rigorous academic course. It is also an introduction to the disciplines of history, literature, and philosophy and provides training and practice in rhetorical skills and particularly persuasive written expression. Students may satisfy this requirement by completing the five-quarter interdisciplinary (history, literature, and philosophy) humanities sequence.

For course descriptions, see “Courses, Curricula, and Faculty: Humanities.”

2. Mathematics

Three quarters of mathematics are required, including two courses one course in calculus and one two additional course courses chosen from an approved list. First-year student placement in mathematics courses depends upon the student’s mathematics preparation and choice of major. Students are urged to keep their mathematical skills at a high level by taking mathematics during their senior year in high school. (See “Courses, Curricula, and Faculty: Mathematics.”)

3. Natural Sciences

Natural sciences courses present current developments in the fundamental concepts of modern physics, chemistry, biology, and environmental sciences.

Students choose their five required natural science courses from the sequences depending upon their interests, prior preparation, and intended majors.

Students planning to major in a science must consult the appropriate departmental listing under “Courses, Curricula, and Faculty” to find the additional preparation needed for their major.

4. Social Sciences

Two courses from the social sciences chosen from an approved list.

5. Fine Arts

One course is required. It serves as an introduction to creativity in theatre and dance, music, or visual arts. (See “Courses, Curricula, and Faculty: Theatre and Dance, Music, and Visual Arts.”)

6. Foreign Language

Revelle College students are required to demonstrate basic conversational and reading proficiency in any modern foreign language, or advanced reading proficiency in a classical language, or complete the fourth quarter of foreign language instruction with a passing grade.

Foreign language programs are currently offered in American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, and Spanish. For heritage speakers, language courses are available in Armenian, Cantonese, Filipino, Hindi, Korean, Persian, and
Vietnamese. Students who have preparation in other languages should contact the Revelle College academic advising office for information on the possibility of a proficiency examination.

**Sample Program**

See plans.ucsd.edu for general academic programs specific to your major.

**Transfer Students**

Transfer students may enter Revelle College through various transfer agreements including following the Intersegmental General Education Transfer Curriculum (IGETC).

Revelle College does not accept UC Reciprocity to fulfill the general-education curriculum. Nor does Revelle College accept IGETC certification for students admitted as freshmen.

All transfer students accepted to Revelle College, including those with IGETC certification, must meet the same general-education requirements as students admitted as freshmen, except for the following mathematics, natural science, and humanities requirements:

1. Effective fall 2024, all transfer students must complete one upper-division humanities course (HUM 100). Lower-division humanities courses not satisfied through transfer credit must also be completed.
2. Effective fall 2024, transfer students must complete four natural science courses. Two courses must be from two different disciplines from an approved list of courses in biology, chemistry, and physics, and the remaining two must be from a larger list of approved courses.
3. Transfer students must complete three courses in mathematics which must include one course in calculus, and two courses chosen from an approved list.

Courses taken prior to transfer that satisfy any or all of these requirements will be applied toward completion of these requirements.

See details on our website at https://revelle.ucsd.edu/academics/general-education/index.html.

**Graduation Requirements**

To graduate from Revelle College, a student must

1. Satisfy the UC Entry Level Writing Requirement.
2. Satisfy the American History and Institutions requirement.
3. Satisfy the Diversity, Equity, and Inclusion requirement. (See “University-wide Graduation Requirements”).
4. Satisfy the general education requirements.
5. Successfully complete a major according to all requirements of that department.
6. Complete a minimum of sixty upper-division units.
7. Pass at least 180 units for the BA/BS.
8. Attain a C average (2.0) or better in all work attempted at the University of California (exclusive of UC San Diego Extension). Students are responsible for checking with the department of the major for all major-specific policies.
9. Meet the senior residence requirement. (See “Senior Residence.”)
Pass/Not Pass Grading Option

1. With the exception of units earned in independent study courses (numbered 199), no more than 25 percent of an undergraduate student’s total course units taken at UC San Diego may be graded on a Pass/Not Pass basis.
2. Courses taken as electives may be taken on a Pass/Not Pass basis.
3. The following general-education courses may be taken Pass/Not Pass: fine arts and language. Nonscience majors may take courses for the natural science requirement Pass/Not Pass.
4. Most majors require students to take courses for a letter grade in order to apply the course toward the major’s requirement. Please check with the department or program regarding their policy on P/NP grades.

Majors

All undergraduate majors offered at UC San Diego are available to Revelle College students. An exceptional student who has some unusual but definite academic interest for which a suitable major is not offered at UC San Diego may, with the consent of the provost of the college and with the assistance of a faculty adviser, plan their own major. The Revelle College individual major must be submitted no later than three quarters before the student’s intended graduation and be approved by the executive committee of the college before it may be accepted in lieu of a departmental or interdepartmental major. The faculty adviser will supervise the student’s work, and the provost must certify that the student has completed the requirements of the individual major before the degree is granted.

For a list of majors requiring additional screening for acceptance into the major, visit TritonLink [https://students.ucsd.edu/academics/advising/majors-minors/undergraduate-majors.html](https://students.ucsd.edu/academics/advising/majors-minors/undergraduate-majors.html).

Minors

A minor is not required at Revelle College. However, if a student wishes to complete a department minor or a project minor and have it posted to the transcript, they may do so.

There are two types of minors available at Revelle College:

1. Department Minor—All courses for the minor are taken in one department and they are chosen with the advice and approval of a minor adviser in that department.
2. Project Minor—a project minor focuses on a topic or period chosen by the student. The project is often interdepartmental and interdisciplinary. The program must have the approval of a minor adviser.

The current university guidelines for the minor require seven courses (twenty-eight units), of which twenty units must be upper division. (See “Undergraduate Minors and Programs of Concentration”.)

Honors

Particularly well-prepared students coming to UC San Diego’s Revelle College from high schools (first-year students) are invited to join the Revelle College Honors Program, which includes weekly participation in a small faculty seminar (REV 20). In the fall quarter, eligible first-year students will be invited to enroll. Enrollment criteria include a high school GPA of 3.8 and above and high achievement in a combination AP or honors or college-level courses or IB HL.

In addition, first-year Regents Scholars, Jacobs Scholars, Chancellor’s Scholars, and Chancellor’s Associates Scholars are eligible for enrollment.
Invitation to the program’s winter and spring quarter seminar is offered to first-year students who achieve a 3.7 GPA in at least twelve graded units per quarter taken at UC San Diego during the previous quarter(s).

Quarterly provost honors, honors at graduation, departmental honors, and Phi Beta Kappa honors are awarded to students at all class levels. An honors recognition event is held in spring quarter for the top two hundred Revelle students from all class levels. For additional information, see “Revelle Honors Programs” and “Honors.”

**Study Abroad**

Students may participate in the UC Education Abroad Program (EAP) and Opportunities Abroad Program (OAP) while still making regular progress toward graduation. Information on EAP/OAP is detailed in the Education Abroad Program section of the UC San Diego General Catalog. Interested students should contact the UC San Diego Study Abroad office and visit the website at http://studyabroad.ucsd.edu. Financial aid recipients may apply aid to the program and special study abroad scholarships may be available.

Programs are now available for sophomores, juniors, and seniors. With careful planning students should be able to fulfill some general-education, major, and/or minor requirements while studying abroad.
(v) Endorsements from Psychology Department and Halicioğlu Data Science Institute

(a) Psychology Department

Re: Fw: Request from Revelle College: PSYC 60 on an approved list at Revelle Gen Ed courses
John Serences <jserences@ucsd.edu>
Fri 1/12/2024 5:59 PM
To: Yu, Paul <pyu@ucsd.edu>
Hi Paul. Sorry for the delay. We were discussing whether we can absorb the additional students and it should be fine. Take care
John

On Fri, Jan 12, 2024 at 5:33 PM Yu, Paul <pyu@ucsd.edu> wrote:
Dear John,
It looks like you have a very busy Week 1 - we are anxiously waiting for approval from the Psychology Department for PSYC 60 as a general education Math option course for incoming first-year students at Revelle College. Please let us know if we could have your consent. Thanks.

Best,
Paul

From: Yu, Paul <pyu@ucsd.edu>
Sent: Friday, January 5, 2024 5:01 PM
To: Serences, John <jserences@ucsd.edu>
Cc: Barajas-Ritchie, Amanda <abarajasritchie@UCSD.EDU>; Michel, Katie <kmichel@UCSD.EDU>; Gareth Nellis <gnellis@ucsd.edu>
Subject: Request from Revelle College: PSYC 60 on an approved list at Revelle Gen Ed courses

Dear John,
Revelle College’s Faculty Executive Committee has received very supportive input from faculty on a proposal for modifying our general education curriculum for incoming first-year students. The proposed changes include adding DSC 10, and PSYC 60 to the list of approved courses for our mathematics general education requirement. Thanks to the support of your department, PSYC 60 is
already on the approved list of courses for satisfying the mathematics general education requirement for transfer students at Revelle College. Currently, the list of approved classes for first-year students at Revelle includes MATH 10A-C, MATH 20A-C, MATH 11, MATH 18, and PHIL 10. They must currently take two calculus classes and a third course from this approved list. The proposed changes would require them to take one calculus course and two courses chosen from the approved list.

We anticipate this change, if approved by the Academic Senate, would primarily impact our first-year students majoring in fields that do not require calculus. These students could choose PSYC 60 from the list as they seek a second non-calculus course to contribute to their math requirement. In Fall 2023, Revelle College had a total of 918 new first-year students enrolled, 111 of them are in majors not requiring the full calculus sequence. We also have 65 first-year Psychology majors who could benefit from taking PSYC 60 (whereas we currently need to advise them to take MATH 11 instead, or PHIL 10 in addition to PSYC 60).

We would like to hear your input on how this change may impact the Psychology department. We look forward to receiving your thoughts and questions.

Sincerely,
Paul
Re: Revelle College Gen Ed request for DSC 10

Rajesh Gupta <rgupta@ucsd.edu>
Tue 1/9/2024 12:02 AM
To: Yu, Paul <pyu@ucsd.edu>; Nguyen, Sonlong V <svn001@ucsd.edu>; Eldridge, Justin <jeldridge@ucsd.edu>
Cc: Barajas-Ritchie, Amanda <abarajasritchie@UCSD.EDU>; Michel, Katie <kmichel@UCSD.EDU>; Gareth Nellis <gnellis@ucsd.edu>

Dear Paul,

We are happy to hear that there is support for DSC 10 as gen ed requirement. We are certainly happy to help in this. However, it is essentially a matter of capacity planning, and a clear determination if our classroom can take another 100+ students. I am copying Student Affairs and VC UG program at HDSI to get this on our planning agenda and get back to us in case we do see any capacity limitations.

Regards,
Rajesh

On Jan 6, 2024, at 4:55 AM, Yu, Paul <pyu@ucsd.edu> wrote:

Dear Rajesh,

Revelle College’s Faculty Executive Committee has received very supportive input from faculty on a proposal for modifying our general education curriculum for incoming first-year students. The proposed changes include adding DSC 10, and PSYC 60 to the list of approved courses for our mathematics general education requirement. We chose DSC 10 due to the cross-disciplinary nature and the increasing importance of data science, and it has already been on the approved list of courses for satisfying the mathematics general education requirement for transfer students at Revelle College (thanks for your approval). Currently, the list of approved classes for first-year students includes MATH 10A-C, MATH 20A-C, MATH 11, MATH 18, and PHIL 10. They must currently take two calculus classes and a third course from this approved list. The proposed changes would require them to take one calculus course and two courses chosen from the approved list.

We anticipate this change, if approved by the Academic Senate, would primarily impact our first-year students majoring in non-STEM fields that do not require calculus. These students could choose DSC 10 from the list as they seek a second non-calculus course to contribute to their math requirement. In Fall 2023, Revelle College had a total of 918 new first-year students enrolled, 113 of them...
are in majors not requiring the full calculus sequence and they would therefore
be looking for a math GE course.

We would like your input on how this change may impact the undergraduate
program at the Halicioğlu Data Science Institute. We look forward to receiving
your thoughts and questions.

Best,
Paul
March 18, 2024

PROFESSOR PAUL YU, Provost
Revelle College

SUBJECT: Proposal to amend SD Regulation 605 (Revelle College GEs)

Dear Provost Yu,

At its March 8, 2024 meeting, the Undergraduate Council approved to amend SD Regulation 605. Academic Requirements of Revelle College. The Council will request that the proposed change to SD 605 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
    K. Gonzalez
    O. Graeve
    J. Hildebrand
    L. Hullings
    C. Lyons
    J. Moore
April 24, 2024

John Hildebrand, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Senate Regulation 605. Academic Requirements of Revelle College

Dear Chair Hildebrand,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposal to amend San Diego Senate Regulation 605. Academic Requirements of Revelle College, and found the proposed amendments consonant with the code of the Academic Senate.

Sincerely,

Steve Constable, Chair
Committee on Rules and Jurisdiction

cc: O. Graeve
    L. Hullings
    M. Rabinowitz Bussell

Attachment
On April 2, 2024, Dr. Sean Evans, Associate Dean for Undergraduate Medication Education, UC San Diego School of Medicine, presented the rationale for the proposed changes to the Bylaws of the Faculty of the School of Medicine (Appendix 5.7). The Health Sciences Faculty Council (HSFC) unanimously voted (via email) to approve the proposed revisions as presented. The School of Medicine Committee on Educational Policy (SOM CEP) has also endorsed these proposed revisions.

The rationale for the changes to the Comprehensive Longitudinal Equitable Assessment and Reporting (CLEAR) Committee are described below.

- The CLEAR Committee reviews the performance of medical students, beginning with the class of students entering medical school in fall 2023. It is anticipated that the workload of the CLEAR Committee will increase in the future, as it reviews additional classes of students.
- The proposal is to create an additional CLEAR Committee. The committees will be established as CLEAR A and CLEAR B and will have the same responsibilities related to making decisions about student standing and future courses of action, as stated in the bylaws. CLEAR A will review the performance of students expected to graduate in odd-numbered calendar years, and CLEAR B will review the performance of students expected to graduate in even-numbered calendar years.
- It is also proposed that both the Chairs of CLEAR A and CLEAR B serve as voting members on the SOM CEP.

The proposed revisions are noted in red text in the attached document. It is proposed that the changes become effective at the beginning of the fall quarter of the 2024-2025 School of Medicine academic calendar.

Kristin Mekeel, MD
Chair, Health Sciences Faculty Council

Attachment:
Appendix 5.7: Bylaws of the Faculty of the School of Medicine, UCSD. Proposed revisions are noted.
5.7 BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE

I) FUNCTIONS

All faculty of the School of Medicine (SOM) and Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS) are considered Health Sciences (HS) faculty. Therefore, the HS Faculty Council and standing committees assume some duties for the SOM and SSPPS when they are not specifically required for the operation and accreditation of the individual school, as detailed in the HS Bylaws. Standing committees required for the operation and accreditation of the SOM are described in the SOM Bylaws below.

The primary function of the Faculty of the UCSD School of Medicine shall be to authorize and supervise all courses and curricula for medical students, and to advise the Dean of the School concerning various matters, including the resources necessary to perform its missions and to implement the curricula as part of the shared governance process of UCSD Health Sciences. The SOM Faculty shall be responsible for determining the conditions for admission, testing, and promoting medical students, and determining the conditions for awarding the degree of Doctor of Medicine and recommending to the President candidates for the degree.

The SOM Faculty shall be responsible for selecting, training, and certifying students in Graduate Medical Education Programs. The SOM Faculty shall participate in selecting, training, and certifying health sciences graduate students to the Graduate Dean for research degrees. The SOM Faculty shall also participate in the training of other professionals.

II) MEMBERSHIP

The members of the SOM Faculty shall consist of:

A) Those members of the San Diego Division of the Academic Senate who hold appointments in SOM Departments or who hold an FTE, or portion thereof, assigned to the SOM.

B) Other Faculty and Academics, i.e., Clinical Professors, Adjunct Professors, Project Scientists, Research Scientists, Lecturers and any other series approved by HS/Faculty Council, who have appointments in SOM Departments and who devote 100% of their professional effort in support of the programs of the SOM.

C) Other UCSD Faculty who devote a significant proportion of their professional effort to the programs of the SOM; subject to annual approval by the HS/Faculty Council on recommendation of the HS/Nominating Committee, which shall solicit their nomination from SOM Faculty.

   All other individuals who hold academic titles in Departments of the SOM shall be designated SOM Associate Faculty.

D) The Associate Faculty of the SOM shall be invited to attend all meetings of the General SOM Faculty and to participate in all discussions. Associate members may also be appointed to serve as voting members of
5.7 BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE

Standing Committees or Subcommittees of the SOM Faculty, including the HS/Faculty Council, in which case voting privileges are restricted only as indicated in Section III of the Bylaws of the Health Sciences Faculty.

III) VOTING MEMBERSHIP

The voting Members of the Faculty of the School of Medicine shall consist of those members of the School of Medicine Faculty who are also members of the Health Sciences Compensation Plan (HSCP), salaried physicians or academic staff at the VA who hold a faculty appointment in the SOM subject to academic review, academics in the Research Scientist series in the SOM who hold 51% or greater appointments, and SOM emeritus faculty; with the provision that voting privileges shall be exercised in compliance with Legislative Ruling 12.75. All members of the Faculty, as defined above, shall have the privilege of voting. To ensure compliance with Legislative Ruling 12.75, on those occasions when the Faculty is either taking final action on any matter for the Academic Senate or advising in the name of the Senate, votes of Senate and of non-Senate members shall be recorded separately and only votes of Senate members will be transmitted. Compliance with Legislative Ruling 12.75 also allows that all eligible faculty can vote on questions that will be referred for final Senate action to another Senate agency, such as the HS/Faculty Council or campus Graduate Council.

IV) OFFICERS

In compliance with the desire of the SOM and the HS faculty to take advantage of efficiencies where possible, the Officers of the Faculty of the SOM shall consist of the Officers of the Health Sciences Faculty Council, as described in “Section IV Officers” of the Bylaws of the Health Sciences Faculty.

V) MEETINGS

The Faculty of the SOM shall meet at least once during the academic year and, in addition, on written request by twenty of its members as described in “Section V. Meetings” of the Bylaws for the Faculty of Health Sciences. In compliance with the desire of the SOM and the HS faculty to take advantage of efficiencies where possible, meetings may be in conjunction with all of the Health Sciences Faculty or specific to the Faculty of the SOM.

VI) COMMITTEES

In compliance with the desire of the SOM and the HS faculty to take advantage of efficiencies where possible, the Standing Committees of the Faculty of the SOM include the following Standing Committees of the Faculty of the Health Sciences, as described in “Section VI. Committees” of the Bylaws of the Faculty of Health Sciences; which section addresses quorum requirements for all Standing Committees:

A) Health Sciences Faculty Council
B) Health Sciences Committee on Planning and Budget
DRAFT 3-13-24 Proposed changes noted by track changes

5.7 BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE

C) Health Sciences Faculty Rights and Welfare Committee

Although the Standing Committees listed above are described in the Bylaws of the Faculty of Health Sciences, they are essential to the function of the Faculty of the SOM. No change in these Bylaws may be made that will be in conflict with the Bylaws of the Health Sciences faculty, or with the Bylaws, Regulations, or legislative rulings of the Academic Senate of the University of California or of its San Diego Division.

In addition, the following Standing Committees are necessary for the specific functions of the Faculty of the SOM.

D) School of Medicine Committee on Academic Personnel (SOM/CAP)

The SOM/Committee on Academic Personnel shall consist of a Chair, a Vice-Chair, and five members of the full-time Faculty, four of whom must be Senate members appointed as specified in Article VI. F (paragraph 3). The members shall serve staggered 3-year terms. [Am 4/13/21]

This Committee shall review all salaried Clinical Faculty in the School of Medicine for appointments, accelerations, appraisals, career reviews, promotions or terminations, who may not otherwise be reviewed by the Divisional Committee on Academic Personnel; makes recommendations to the SOM/Associate Dean for Academic Affairs on the basis of these reviews; reviews and revises as necessary the criteria for appointment and advancement for the Faculty series in its purview. The committee also reviews the nonsalaried Clinical Faculty for appointment and promotion at the Associate or Full Professor rank. The committee reports to the HS/Faculty Council annually.

E) SOM/Committee on Educational Policy (SOM/CEP)

The SOM/CEP shall consist of a Chair (to be selected from a past Chair of the SOM/Core Curriculum Committee or the SOM/Electives Committee or someone who has served on the SOM/CEP for a minimum of two years); a Vice-Chair (the Chair of either SOM/Core Curriculum Committee or SOM/Electives Committee), the Chairs or representatives of the SOM/Core Curriculum Committee, SOM/Electives Committee, SOM/Associated Health Professions Education Committee, SOM/Continuing Medical Education, SOM/Graduate Medical Education Committee, SOM/Graduate Programs Education Committee, SOM/Recruitment and Admissions Committee, SOM/Comprehensive Longitudinal Equitable Assessment and Reporting Committees (SOM/CLEAR A and SOM/CLEAR B), SOM/Standards Committee, and SOM/Student Affairs Committee; the Vice Chair of the SOM/Core Curriculum Committee, Vice-Chair of the SOM/Electives Committee, and three at large members, two of whom shall be elected by a vote of the SOM Faculty according to Bylaws of the Health Sciences Faculty, Section IV A. The at-large members shall serve staggered 3-year terms. At any given time, no less than seven members of CEP must be Senate faculty. [AM 1/28/14, 02/21/23]
5.7 **BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE**

To provide appropriate liaison with other faculty committees performing activities of relevance to the SOM/CEP mission, the following individuals will serve as ex officio members without vote: the Vice Dean for Medical Education; the SOM Associate Deans for Admissions and Student Affairs, Undergraduate Medical Education, Graduate Medical Education; the Associate Dean for Continuing Medical Education and Faculty Teaching Development; and the Chair or Co-Chair of the SSPPS CEP, and the SSPPS Associate Dean for Pharmacy Education. The SOM/CEP shall also include, ex officio without vote the Associate Dean for Assessment, Evaluation, and Educational Technology. [Am 1/28/14, Am 4/12/16, Am 2/6/18, 02/21/23]

The function of the SOM/CEP shall be to represent the Faculty in all educational matters, especially regarding the curriculum for undergraduate, graduate and continuing medical education and other aspects of educational policy. It has authority to take action on all educational matters that do not require a vote of the Faculty. SOM/CEP reports to the HS/Faculty Council for information or to resolve difficult problems, on request of more than one member of SOM/CEP, or on matters that must be presented to the full Faculty. The SOM/CEP shall establish liaison and coordination with the Academic Senate Committee on Educational Policy, Graduate Council, and appropriate student organizations.

The SOM/CEP shall have the following subcommittees:

1) **SOM/Associated Health Professions Education Committee (SOM/AHPEC)**

The SOM/AHPEC shall consist of a Chair, a Vice-Chair (chosen from among the other members of SOM/AHPEC by the HS/Nominating Committee) and four full-time Faculty members, including one based on the La Jolla campus and at least one based at the UCSD Medical Center, appointed as specified in Article VI. F. (paragraph 3). Membership shall also include the Director of the Department of Nursing at the UCSD Medical Center; the Dean of the SOM and the Chief of Staff Veterans Affairs San Diego Healthcare System, or their respective representatives. All members shall have the right to vote. Members shall serve staggered 2-year terms.

The Chair of SOM/AHPEC is a member of SOM/CEP, and shall be a member of the full-time Faculty. This is a joint committee of the Faculty and the Administration of UCSD Medical Center that reports to the SOM/CEP for approval and action.

SOM/AHPEC is charged with responsibility to perform the academic review of existing and new programs for education in the associated health professions which do not grant UCSD Health Sciences’ degrees and are not part of the Medical Doctor residency. The work of the committee includes an assessment of each program’s quality and its impact on other medical education programs both existing and new. The committee also advises the Chief Executive Officer, University
5.7   BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE

of California San Diego Medical Center or other appropriate official regarding the impact of these
programs on UCSD facilities.

2)   SOM/Core Curriculum Committee (SOM/CCC)

The SOM/CCC shall consist of a Chair (appointed for a two year term), a Vice-Chair and a minimum
of twelve other members, at least ten of whom should be full-time Faculty, appointed as specified in
Article VI. F. (paragraph 3). Members shall serve staggered 3-year terms. The Associate Dean for
Undergraduate Medical Education, the Associate Dean for Pharmacy Education, the Associate Dean
for Assessment, Evaluation, and Educational Technology, and the School of Public Health's Associate
Dean for Education and Student Affairs shall serve as ex officio members without voting privileges.

[Am 2/6/18, Am 2/21/23]

The function of the SOM/CCC shall be to recommend to the SOM/CEP that curriculum which shall
be required of all undergraduate medical students. The SOM/CCC shall identify and recommend to
the SOM/CEP the time that shall be allocated to each course. It will focus its duties on the core
courses of the SOM. SOM/CCC shall approve a Course Chair who will act as the instructor of record
and provide oversight for each course.

The SOM/CCC shall have joint responsibility with the SOM/Electives Committee (SOM/EC) for those
courses that fulfill the requirements for direct patient care responsibility, as described in Article
VI.E.3.

3)   SOM/Electives Committee (SOM/EC)

The SOM/EC shall consist of a Chair (appointed for a two-year term), a Vice-Chair and a minimum
of twelve other members appointed as specified in Article VI. F. (paragraph 3). Members shall serve
staggered 3-year terms. The Associate Dean for Undergraduate Medical Education shall serve as
an ex officio member without voting privileges.  [Am 2/6/18]

The SOM/EC shall make recommendations to the SOM/CEP concerning elective courses and
administration of the undergraduate requirement for satisfactory completion of the elective
component of the curriculum (including the Independent Study Project and Elective Concentrations).
The SOM/EC shall review new preclinical electives, third-year electives, fourth-year electives, and
SOM graduate course proposals that pertain to medical students. Those graduate courses in which
there is a clear time conflict which would prohibit medical students from enrolling in the courses, or
are deemed to be specialized to the point that medical students would not enroll except in rare and
specialized situations will be reviewed by the SOM/GPEC. The Chair of SOM/EC and the Associate
Dean for Undergraduate Medical Education will determine which graduate course proposals are
appropriate for SOM/EC review.  [Am 1/28/14, Am 2/21/23]
5.7 BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE

The SOM/EC shall have the primary responsibility to perform reviews of new and existing advanced senior clerkships and all elective courses, including those with direct patient care. The SOM/EC shall meet with the SOM/CCC at least once per year to discuss the portfolio of all electives, including those with direct patient care, and shall consult with the SOM/CCC on the status of direct patient care electives at other times as needed. The Chair of the SOM/EC will consult with the Chair of the SOM/CCC on electives for which a determination needs to be made as to whether they involve direct or non-direct patient care responsibility; if necessary, the proposals shall be reviewed by two SOM/CCC members who will assist the SOM/EC in making this determination.

SOM/EC shall also have joint responsibility with the SOM/CCC as described in Article VI.E.2.

4) SOM/Graduate Medical Education Committee (SOM/GMEC)

The SOM/GMEC shall consist of a Chair, a Vice Chair and a minimum of six other members, at least five of whom shall be full-time Faculty, appointed as specified in Article VI. F. (paragraph 3). Members shall serve staggered 3-year terms.

Additional voting membership on the SOM/GMEC shall also include the Associate Dean for Graduate Medical Education (GME) and Accreditation Council for Graduate Medical Education (ACGME) Designated Institutional Official (DIO), residents nominated by their peers, representative Program Directors, the Director of GME, and GME administrators in order to comply with ACGME requirements. The Chief of Staff Veterans Affairs San Diego Healthcare System and the Chief Medical Officer of the UC San Diego Health System, or their designees, are invited to attend all meetings.

The function of the SOM/GMEC shall be to ensure that clinical graduate training programs offered by departments of the SOM meet institutional and national performance standards, including ACGME and American Board of Medical Specialties (ABMS) standards. The SOM/GMEC shall assume all functions not otherwise specified herein as required by ACGME. The SOM/GMEC shall report to the SOM/CEP and shall advise the Vice Chancellor Health Sciences. The Dean of the SOM/GMEC may create subcommittees or task forces in order to maintain compliance with ACGME requirements.

The SOM/GMEC receives input regarding institutional and ACGME guidelines from the SOM/GMEC Executive Committee, which meets monthly. Membership of the SOM/GMEC Executive Committee includes the SOM/GMEC Chair and Vice-Chair, subcommittee Chairs, the Associate Dean for GME/DIO, the Director of GME, and GME administrators as needed. The SOM/GMEC Executive Committee has a reporting responsibility to SOM/GMEC.

5) SOM/Graduate Programs Education Committee (SOM/GPEC)
5.7 BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE

The SOM/GPEC shall include ex-officio, with vote, the Associate Vice Chancellor for Scientific Affairs, a minimum of three other SOM Faculty, appointed as specified in Article VI. F. (paragraph 3), plus the Health Sciences representative to the campus-wide Graduate Council. At large faculty members shall serve staggered 3-year terms.

The SOM/GPEC shall monitor and make recommendations on 1) SOM financial and other support of graduate programs; 2) SOM learning environment for graduate students, postgraduate academic trainees and medical students pursuing research; and 3) new SOM graduate programs or major changes or expansions in existing programs. These recommendations and proposals will be presented to SOM/CEP, after which the Chair of the SOM/CEP shall present them to the HS/Faculty Council. Proposals for new or changed/expanded graduate programs shall then be submitted to Graduate Council.

The SOM/GPEC shall have the responsibility to perform reviews of new and existing SOM graduate courses that would pertain only to graduate students, and not medical students. The SOM/EC is responsible for reviewing SOM graduate courses that pertain to medical students. The Chair of the SOM/EC and the Associate Dean for Undergraduate Medical Education will determine which graduate courses are appropriate for the SOM/EC to review, and which courses should be referred to the SOM/GPEC for review, as described in Article VI.E.3. [Am 1/28/14]

Periodic reviews of graduate programs involving the SOM are conducted by the Office of Graduate Studies on behalf of Graduate Council. The SOM/GPEC is available as needed to assist in these reviews.

6) SOM/Recruitment and Admissions Committee (SOM/RAC)

The SOM/RAC shall consist of a Chair, a Vice Chair and members appointed as specified in Article VI. F. (paragraph 3). The SOM/RAC may also provide for student participation. In addition, a representative from the Administration shall be appointed with the privilege to vote. Members shall serve staggered two-year terms with an option to renew. The terms of SOM/RAC members shall be limited to three consecutive two-year terms. [Am 1/28/14] [Am 2/6/18, Am 2/21/23]

The SOM/RAC shall determine the conditions for the admission of undergraduate medical students, including but not limited to the educational requirements, policies and procedures for selection, the sequence for admission of candidates, and shall participate in other aspects of admissions process. [Am 1/28/14]

An Executive Committee shall be established with duties as set forth in the Policies and Procedures of the SOM/RAC as approved by the SOM/CEP. It shall consist of the Chairperson of the SOM/RAC,
5.7 BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE

a representative from the Administration other faculty members, and may include SOM students.  
[Am 1/28/14] [Am 2/6/18, Am 2/21/23]

7) SOM/Comprehensive Longitudinal Equitable Assessment and Reporting Committees (SOM/CLEAR A and SOM/CLEAR B). The SOM/CLEAR A and SOM/CLEAR B shall each consist of a Chair, a Vice Chair and twenty other members appointed as specified in Article VI. F. (paragraph 3). Members shall serve staggered 3-year terms. The Associate Dean for Undergraduate Medical Education, the Associate Dean for Admissions and Student Affairs, the Associate Dean of Diversity and Community Partnerships, the Associate Dean for Assessment, Evaluation, and Educational Technology, the Assistant Dean for Curricular Affairs and Accreditation, and the Director of Wellness Initiatives, shall serve as ex officio members on both SOM/CLEAR A and SOM/CLEAR B without voting privileges. No faculty member may serve as a voting member on both SOM/CLEAR A and SOM/CLEAR B in the same academic year.

SOM/CLEAR A and SOM/CLEAR B is are charged with reviewing the academic performance of students, beginning with the class of students entering medical school in fall 2023. The SOM/CLEAR A is charged with reviewing the academic performance of students expected to graduate in odd numbered calendar years. SOM/CLEAR B is charged with reviewing the academic performance of students expected to graduate in even numbered calendar years. SOM/CLEAR A and SOM/CLEAR B are is charged with making decisions regarding their respective students’ standing and future courses of action, with the exception of decisions regarding dismissal or denial of further registration. If the SOM/CLEAR A or SOM/CLEAR B has concerns regarding one of their respective student’s potential inability to successfully meet MD program requirements or the SOM’s Technical Standards, the SOM/CLEAR that committee shall refer the student to the SOM/Standards Committee. Using all available data on their respective students’ performance, the SOM/CLEAR A and SOM/CLEAR B are charged with determining whether each that a student under their charge is ready for promotion to subsequent years. Beginning with the class of students entering medical school in fall quarter 2023, SOM/CLEAR A and SOM/CLEAR B shall is to examine the records of each of their respective students prior to graduation and certify to the HS/Faculty Council that those students which have met the requirements for the M.D. degree at the UCSD SOM have been met. [En 2/21/23]

8) SOM/Standards Committee (SOM/SC)

The SOM/SC shall consist of a Chair, a Vice Chair and fourteen other members appointed as specified in Article VI. F. (paragraph 3). Members shall serve staggered 3-year terms. [Am 1/28/14] [Am 2/6/18] [Am 2/21/23]
5.7  **BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE**

Additionally, the Associate Dean for Undergraduate Medical Education, the Associate Dean for Admissions and Student Affairs, and the Associate Dean of Diversity and Community Partnerships shall serve as ex officio members without voting privileges. [Am 2/6/18] [Am 10/25/22]

This Committee will be concerned with the academic performance of students. The SOM/CLEAR A or SOM/CLEAR B may refer students to the SOM/SC for review. The SOM/SC shall examine the performance of students who may be at risk of not meeting MD program requirements or the SOM’s Technical Standards. The SOM/SC has the authority to make decisions regarding student standing and future courses of action, including dismissal or denial of further registration. [Am 2/21/23]

The SOM/SC shall review the academic performance of students entering medical school in fall 2022 and earlier and determine if the students are ready for promotion to subsequent years. The SOM/SC is also to examine the records of each student entering medical school in fall 2022 and earlier, and prior to graduation, certify to the HS/Faculty Council that the requirements for the M.D. degree at the UCSD SOM have been met. [Am 1/28/14] [Am 2/21/23]

9) **SOM/Student Affairs Committee (SOM/SAC)**

The SOM/SAC shall consist of a Chair a Vice Chair and five other members appointed as specified in Article VI. F. (paragraph 3). Members shall serve staggered 3-year terms. Additionally, the Associate Dean for Admissions and Student Affairs, the Associate Dean for Undergraduate Medical Education, and the Associate Dean of Diversity and Community Partnerships, and the Director of Wellness Initiatives will serve ex officio without vote. [Am 2/6/18] [Am 10/25/22]

This committee shall deal with student affairs other than those concerned with the admissions process or academic performance.

F) **SOM/Nominating Committee (SOM/NC)**

The SOM/Nominating Committee shall consist of seven full-time Faculty members (two of whom shall be non-Senate faculty and not more than two of whom shall be from any one department) who shall be elected by the Health Sciences Faculty from among those nominated by the HS/Faculty Council (two nominees for each open position). The current members of the Committee shall elect the Chair from among the Committee membership each year. The members shall serve staggered 3-year terms.

This Committee shall submit a slate from which the Faculty Officers will be elected, as specified in Health Sciences Bylaws Article IV A and SOM Bylaws Article VI. F. (paragraph 3).
5.7 **BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE**

This Committee shall nominate all Chairs, Vice-Chairs and committee members for standing committees of the Health Sciences and School of Medicine faculty, in consultation with the current committee Chairs and relevant Deans, except those specified to be elected by the Faculty as a whole, or as otherwise specified in the Bylaws. [Am 2/6/18]

The HS/Faculty Council, on recommendation of the HS/Nominating Committee, shall appoint all Chairs, Vice-Chairs and committee members prior to the September 1 start of their term of office. Appointment of Chairs, Vice-Chairs and members of these committees is subject to approval by a majority of the HS/Faculty Council. Each Committee Chair appointed shall serve a one-year term, with the possibility of reappointment to one additional year.

The SOM/Nominating Committee shall also recommend to the Health Sciences Deans the names of Faculty for service on Administrative Committees, as needed. It shall make other nominations from time to time as required by the HS/Faculty Council or the Health Sciences Deans.

**VII) PARTICIPATION OF THE ADMINISTRATION ON COMMITTEES**

The Dean of the SOM shall appoint members of his or her staff to serve on each Committee of the Faculty of the SOM (without privilege of vote, except as provided above for the SOM/RAC). These appointments shall be made annually in consultation with the Chairperson-Elect of the Faculty of Health Sciences and the Chairs of the respective SOM committees.

**VIII) PARTICIPATION OF STUDENTS ON SOM COMMITTEES**

Students in good standing may be appointed by their Class Steering Committee or other duly constituted body to represent their class as members of SOM/CEP and its associated subcommittees. Student members of the SOM/GMEC shall be postgraduate medical students (residents or fellows) appointed by their peers in their divisions or departments. Each standing committee shall determine the number of student members to maintain appropriate participation. [2/6/18 Am]

The privilege of voting on a SOM Committee shall be awarded each year to student members on the basis of a majority vote by the faculty members of that committee or subcommittee. The faculty members shall determine the number of student votes appropriate to each committee each year. Voting privileges shall be exercised in compliance with Legislative Ruling 12.75, in that non-Senate members may only vote on questions that will be referred for final Senate action to another Senate agency, such as the HS/Faculty Council or the campus Graduate Council.

**IX) ELECTIONS**
5.7 BYLAWS OF THE FACULTY OF THE SCHOOL OF MEDICINE

Except for special elections, election of Officers of the Faculty for any given academic year will be held as described in “Section VIII Elections” in Bylaws for the Faculty of Health Sciences.

X) AMENDMENTS

Initiative for amendment of the SOM Bylaws may be taken either by the HS/Faculty Council or by petition signed by five or more members of the Faculty of the SOM. Such amendments are to be submitted to the Faculty of the SOM in writing at least five days prior to a meeting, but approval of the amendment requires a two-thirds majority vote of those faculty responding to a mail ballot.

At the request of thirty-five (35) members of the faculty, submitted in writing to the Chair of the Health Sciences Faculty Council within ten calendar days after the posting of the minutes of a Council meeting to the Council's website, any action of the Council shall be submitted to the vote of the full faculty of the Health Sciences. The results of any such referendum are conclusive, and the matter may not be reconsidered for a period of 50 days.
May 14, 2024

John Hildebrand, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Senate Manual Appendix 5.7, Bylaws of the Faculty of the School of Medicine

Dear Chair Hildebrand,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposal to amend San Diego Senate Manual Appendix 5.7, Bylaws of the Faculty of the School of Medicine, and found the proposed amendments consonant with the code of the Academic Senate.

Sincerely,

Steve Constable, Chair
Committee on Rules and Jurisdiction

cc: O. Graeve
    L. Hullings

Attachments