The University of California: Creating, Nurturing, and Maintaining Academic Quality in a Public University Setting

Judson King

https://escholarship.org/uc/item/6rj182v7
2018
The two greatest gifts to the University of California have been the institutional autonomy given to its Board of Regents in the Constitution of 1878 and the unprecedented grant of authority the board assigned to the Academic Senate in 1920. These two gifts constitute the institutional foundation for the growth in distinction of the University of California.

—Clark Kerr¹  President UC 1957 – 1967

Faculty governance is rarely simple, is frequently ponderous, and is sometimes frustratingly ineffective. The degree of faculty participation may be low and variable. Overall, however, it has served the universities well, and it remains an essential factor in the vigour of university life.

—Frank H. T. Rhodes²  President Cornell 1977-1995

At its core, shared governance is simply a methodology for managing a particular kind of diverse and complex organization, and like any methodology, it can go awry if implemented poorly.

—James C. Garland³  President Miami University 1996 - 2006

The contemporary university is too complex and fragmented to allow for substantive faculty involvement in the broader governance of the university.

—James Duderstadt  President University Michigan 1988 - 1996

Administrative View of Shared Governance
UC President Benjamin Ide Wheeler 1899-1919
Formerly Professor of Philology – Cornell University

1) President should be in fact, as in theory, the sole organ of communication between the faculty and regents
2) President shall have sole initiative in appointments and removals of professors and other teachers and in matters affecting salary
3) Board should in all things the president is called upon to do regarding the faculty, support him as a unit
4) President shall be charged with the direction, subject to the board, of all officers and employees of the university
Origin of UC Academic Senate

- Determine its own membership, its own organization, its own officers and committee memberships, and how it wishes to delegate responsibilities internally;
- Determine the conditions for admissions of students and for degrees and certificates and shall be consulted in connection with the award of honorary degrees
- authorizes and supervises all courses and curricula;
- Select committees to advise chancellors on campus budgets and advise the president on the university-wide budget;
- Present to the Board of Regents, through the president, its views on any matter pertaining to the conduct and welfare of the university;
- Review, evaluation, and recommendation of faculty members for promotion and advancement along the professorial scale of ranks and salaries

- Organic Act of 1868 – but ill-defined and ineffective
- President Wheeler operated with little input
- March 1920 – standing orders of Academic Senate
Loyalty Oath 1950 - 1952

“I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of California, and that I will faithfully discharge the duties of my office according to the best of my ability; that I am not a member of the Communist Party or under any oath, or party to any agreement, or under any commitment that is in conflict with my obligation under oath.”

- Signed by only 50% of Faculty Berkeley, 40% UCLA
- Non-signers fired
- Decided by CA Supreme Count in favor of non-signers
- Reinstatement and financial restitution

With advice from the leadership of the Academic Senate, but also without an appreciation of the full spread of faculty opinions and the strengths with which they were held, President Sproul worked with the regents and accepted a resolution worded as follows ...
UCSD Senate demand for Shared Governance

**Academic Senate Votes 360-219**

‘No Confidence;’ McElroy: I’ll Stay

By Jeff Beresford-Howe
News Editor

The Academic Senate voted 360-219 in favor of a resolution of “no confidence” in Chancellor William McElroy last week, but McElroy says he won’t resign “under pressure” and President Saxon issued a statement yesterday supporting the chancellor.

The mail ballot vote, the results of which were announced last night by Senate chairman Russell Doolittle, is interpreted by many of the faculty as a call for the chancellor’s resignation, and an affirmation of the May 29 vote of 331-116 in favor of the same resolution.

But McElroy, addressing a press conference after the vote, said there was “no way” he would resign, adding, “I stand on my position. I think my record is a good one. I’m prepared to go to the Regents Friday and say I want to stay on. The decision will then be left to them. I am confident that they will allow me to stay on.”

The Regents will meet tomorrow and Friday in Los Angeles and hear from the chancellor and Saxon on UCSD’s administrative crisis.

McElroy also said he was not surprised by the vote’s outcome.

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**Statement from William McElroy with his plans to resign; Statement from David Saxon accepting McElroy’s resignation; Biographical data of William McElroy**

**August 13, 1979**

**STATEMENT FROM WILLIAM D. McELROY, CHANCELLOR, UNIVERSITY OF CALIFORNIA, SAN DIEGO**

On Friday, August 10, I submitted my resignation to President David Saxon, to be effective no later than July 1, 1980. I plan to resume my professorship in biology and do research and teaching in a number of areas concerned with marine biology, energy resources, and of course bioluminescence.
Senate Memorials - Divestment from Fossil Fuels

• Memorial on Divestment from Fossil Fuels July 2019
  • Senate petitions Regents to divest the University’s endowment portfolio of all investments in the 200 publicly traded fossil fuel companies with the largest carbon reserve

• UC completely divests from fossil fuels March 2020 (> $1B)

• Memorial Reducing Fossil Fuel Combustion June 2022
  • Senate petitions the Regents for investments in UC’s infrastructure that will reduce on-campus fossil fuel combustion by at least 60% of current levels by 2030 and by 95% of current levels by 2035.

• Plans for carbon neutral campuses due in 2024
UC Online Degrees

• UC Online (2009) “Virtual” Eleventh Campus
  • Created by UCOP – Academic Senate backlash
  • Used $7M internal “loan” to fund 21 courses
  • Only ONE at UCSD and was never created

• Academic Council (2022) endorses proposal to restore the student residency requirement. Residency would require students to be on campus for at least one year during their careers, taking a minimum of 6 units of in-person instruction per quarter or semester

• UC Regents reverse systemwide Senate residency requirement to allow fully online degrees (2024) as campus decision

• Ongoing UCSD dialog on what to do about Online Courses and Degrees
UAW and Graduate Education

- Grad Housing Cost – Senate referendum on reducing costs
- UAW Strike Dec 2022 – massive disruption of education/research
- Negotiation between UCOP and UAW – lack of faculty input
- UCSD – senate worked closely with administration to min impact
- Going into the May 2025 end of contract (Strike)
  - Academic Council to advise UCOP on negotiation
  - Better definition of employment and education
SENATE-ADMINISTRATIVE WORKGROUP ON THE FUTURE OF GRADUATE EDUCATION
OUR APPROACH

- Brought together 17 administrative, faculty, staff, and student leaders, representing perspectives from all parts of campus

- In Spring, Summer, and Fall 2023, we met 22 times in plenary or subgroups, with the full group endorsing all major proposals

- Report begins with core values, tying each proposal to values it advances
OVERALL RECOMMENDATIONS

- Maintain commitment to predictable and durable multi-year funding for all PhD students (for five years) and MFA students (for three years)

- Administrative, Senate, and student leaders collaborate toward new graduate housing that would provide each student a housing guarantee for their expected time to degree

- Departments and faculty follow recommendation of UC-wide Workgroup and UC San Diego’s Graduate Council to create syllabi that clearly delineate work and research activities in research-based courses such as 299s
Financial support should prioritize the time and freedom for independent research or creative work.

Programs should assess curriculum and requirements to maximize time for thesis and reduce time to degree.

University should provide access to trained professionals familiar with specific stressors of graduate school as part of available counseling services, thereby prioritizing and supporting student mental health.

Programs should work toward developing mentoring guidance and implement mentor-training activities. Programs should explicitly recognize and assess mentoring of graduate students in faculty academic review files.

Consider models returning a larger portion of the tuition & fees for graduate research positions when grant caps are reached and for disciplines where extramural funding is scarce.

Departments should communicate funding models to students, support staff in reducing administrative errors, and facilitate streamlined and prompt reimbursement of students for research expenses and conference travel.

Campus and UC leadership should push for increased graduate student support by emphasizing to government officials and donors that graduate creativity and energy underlies many of our research advances.
GRADUATE TEACHING

- Fully fund the TA Load Factors, now funded at only \( \frac{2}{3} \) of the curriculum-based need. (Before the UAW contract, TA Loads funded at 78% percent of target levels; with 15% reduction in TA positions, they now provide only 66%).

- TA Load Factors determined by a past Senate-Administration Workgroup are fundamentally sound, but should be adjusted for departments with outlying Load Factors to ensure that similar courses are funded at similar levels.

- Currently, nearly 30% of the funded graduate teaching positions at our university go to masters students, paying full tuition, fees, and salaries. Prioritize PhD and MFA students.

- Cohort sizes should not be driven exclusively by undergraduate teaching demand, but also on: a) availability of jobs in field, b) speed with which new PhDs and MFAs secure them, and c) availability of financial resources.

- Teaching and pedagogy should be treated as professional development and learning opportunities in their own right; departments should work with students to create progressive teaching plans to prepare for careers after UCSD.

- Units should emphasize mentorship and provide training for TAs and faculty on how to support students in distress or with disabilities.

- Increasing opportunities for graduate students to teach in summer quarter through either remote or in-person.
CLIMATE OF DIVERSITY, EQUITY, AND INCLUSION

- Programs should develop three-year plans that assure diversity in recruitment and retention, and strengthen climate of equity and inclusion. Incentivize programs to meet their goals and milestones.

- Address financial hardships faced by students from historically underserved communities; explore providing a $1,200 benefit to help transition costs at the start of graduate school for students who demonstrated financial need as undergraduates.

- Current diversity initiative funding should be combined with GEPA funds to form larger block grants for each program, rather than setting aside diversity funding. Programs would then be required to devote at least 7% of their Block Grants to the diversity initiatives that best fit their strategic needs, and to report these activities through a streamlined process.
Financial models should be simple and transparent, providing departments with autonomy in making financial decisions. Revise with deliberation, consultation and care to avoid causing complex ripple effects.

Do not recommend elimination of tuition and fees. But because this is legitimately raised across the university, deeper discussion with more detailed explanation of financial accounting of this issue is warranted.

We do not recommend eliminating the GSGEI program without further study. Its elimination would create obstacles to the admission of nonresident students without providing any certain increase in available resources.

Before changes are made to GSRTF, administration should present a formal “One Rate” proposal to Academic Senate and consider feedback about potential impact and benefits of administrative simplification.

Departments should present three-year plans for sizes of programs based on career prospects size of applicant pool, size of faculty, extramural funding, student success, and student satisfaction.

Expand philosophy of block grant – three quarters plus two summers of funding – with scalar to provide lower but certain funding for programs with strong extramural funding.

Consider ways to allow departments the flexibility to admit smaller cohorts with stronger funding packages, as long as departments can meet undergraduate needs.
NEXT STEPS

Report is now posted on the Academic Senate website and will be actively shared with administrative, faculty, and student leaders, beginning tomorrow.

Listening tour of key campus constituencies in Spring 2024 will generate feedback, conversation, and further deliberation.

This feedback can inform Senate and administration’s policy deliberations and work through deans and departments to spread best practices.

Report proposes a Senate-Administration implementation group to carry this work forward.
Master of Advanced Studies
Precision Medicine Therapeutics in Oncology

UCSD Representative Assembly
1. Leadership Team

Scott Lippman, MD
Distinguished Professor, Medicine
Associate Vice Chancellor, Cancer Research

Sandip Patel, MD
Professor, Medical Oncology, UC San Diego
Leader, Experimental Therapeutics
Deputy Director, San Diego Center for Precision Immunotherapy

Williams S. Ettouati, Pharm.D.
Executive Advisor, Graduate Programs
Office of the Vice Chancellor Health Sciences, UC San Diego
Managing Director, Master of Science in Drug Development & Product Management
Skaggs School of Pharmacy & Pharmaceutical Sciences
Health Sciences Associate Clinical Professor, N.S.
2. Market Needs & Opportunities

Nationwide Job Postings Requiring Oncology Skills

US Job Postings for Occupations Related to Precision Medicine

Source: Lightcast. (2023) Cancer Biology, Cancer Genetics, Cancer Treatments, Cancer Immunology, Cancer Epigenetics, Epidemiology of Cancer, Cancer, Cancer Prevention, Cancer Screening, Cancer Detection, Cancer Genomics, Management of Cancer, Oncology; education includes: Master’s, Ph.D. or professional degree.
3. MAS Program Mission & Objectives

Mission:
Train upcoming leaders in healthcare in innovative precision medicine treatment and drug development in oncology.

Objectives:
Provide students, MDs, PharmDs, Health Care professionals, with unique skills in Precision Medicine in Oncology including for example:
• Genomics, cancer diagnostic, immunotherapy, cell therapeutics
• Ethics, regulatory strategy, clinical trials as it relates to precision medicine
• Commercial understanding, and policy strategies applied in the field of precision medicine...
4. Value Proposition

- Unique program with courses not offered in any other similar masters
- Taught by leading Faculty in oncology, genomics, cell therapy, imaging, infectious diseases and pharmaceutical sciences such as regulatory and clinical development
- 36 units with flexible schedule
  - Full time over three quarters in one year
  - Part time over six quarter in two years
- Global students reach working in health care and the life science industry
- Fully self-funded & self-supported program
  - 45 students per year makes the program financially sustainable by year 3
### 5. Courses & Faculty

Pace of Study can be one year over three quarters or two years over six quarters

#### Appendix A: MAS Degree in Precision Medicine Therapeutics in Oncology

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Units</th>
<th>Faculty</th>
<th>Q1 FA24</th>
<th>Q2 WI25</th>
<th>Q3 SP25</th>
<th>Q Total</th>
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<tr>
<td>Precision Medicine Overview for Cancer Screening</td>
<td>PMT 200</td>
<td>1</td>
<td>Samir Gupta MD</td>
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<td>Applied Precision Medicine: Impacting Patients, Families, and Populations</td>
<td>PMT 201</td>
<td>1</td>
<td>Lisa Madlensky PhD</td>
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<td>Biological Basis of Precision Medicine in Cancer</td>
<td>PMT 202</td>
<td>3</td>
<td>Dwayne Stupack PhD</td>
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<td>Companion Diagnostics in Oncology Drug Development: Regulatory Implications and FDA Approval</td>
<td>PMT 203</td>
<td>1</td>
<td>Ramez Eskander MD</td>
<td>X</td>
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<td>Analytical Approaches to Precision Medicine in Cancer: Data, Models and Paradigms</td>
<td>PMT 204</td>
<td>3</td>
<td>Pablo Tamayo PhD &amp; William Kim PhD</td>
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<td>Precision Cancer Imaging, and Artificial Intelligence</td>
<td>PMT 205</td>
<td>1</td>
<td>Haydee Ojeda-Fournier MD</td>
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<td>Precision Cancer Diagnosis, and Individualized Treatments</td>
<td>PMT 206</td>
<td>2</td>
<td>Lukas Chavez PhD</td>
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<td>Genomics: Human Somatic &amp; Hereditary Alteration and Cancer</td>
<td>PMT 207</td>
<td>3</td>
<td>Shumei Kato, MD &amp; Sandip Patel MD</td>
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<td>Immunotherapy, Impact of Precision Medicine (Omics and Immunotherapy) on Diagnosis and Therapy</td>
<td>PMT 208</td>
<td>3</td>
<td>Ezra Cohen, MD &amp; Scott Lippman MD</td>
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<td>Regulatory and Ethical Framework for Clinical Trials</td>
<td>PMT 209</td>
<td>2</td>
<td>Anthony Magit MD MPH</td>
<td>X</td>
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<td>Cell and Gene Therapy</td>
<td>PMT 210</td>
<td>4</td>
<td>Alysson Muotri PhD &amp; Dan Kaufman MD PhD</td>
<td>X</td>
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<tr>
<td>Precision Medicine to Prevent or Treat Infectious Diseases in Hospitalized and/or Immunocompromised Patients</td>
<td>PMT 211</td>
<td>3</td>
<td>Victor Nizet MD</td>
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<tr>
<td>Clinical Trial Drug Development in Oncology</td>
<td>PMT 212</td>
<td>3</td>
<td>Joseph Ma PharmD, FCP &amp; Andy Chang PharmD PhD</td>
<td>X</td>
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<tr>
<td>Regulatory Sciences</td>
<td>PMT 213</td>
<td>2</td>
<td>Jeremiah Momper, PharmD, PhD</td>
<td>X</td>
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<tr>
<td>Drug Commercialization and Post Market Utilization in the Era of Precision Medicine Therapeutics</td>
<td>PMT 214</td>
<td>2</td>
<td>Williams Ettoati, PharmD</td>
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<td>Capstone Independent Study Project</td>
<td>PMT 299</td>
<td>2</td>
<td>Raphael Cuomo, PhD</td>
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**Total Units for MAS Degree:**

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<th>Q1 FA24</th>
<th>Q2 WI25</th>
<th>Q3 SP25</th>
<th>Total</th>
</tr>
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<td>12</td>
<td>12</td>
<td>36</td>
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Questions
URBAN STUDIES & PLANNING
BY THE NUMBERS

First graduate program est. **1923** at Harvard

3 Ph.D. programs in the UC system, the most recent est. **1992**

UC San Diego program est. **1971** and Department est. **2019**

18 senate faculty

19 non-senate instructors, most with jobs in planning or land-use related fields

2 growing majors: **B.A. in USP, B.S. in Real Estate & Development**

210 USP majors

245 RE&D majors

c. **4,200** undergraduate students enrolled in AY2023-24

16 graduate students per year take our undergraduate courses
Proposed Master’s of Urban and Regional Planning

Overview and aims

To train students to understand and improve the physical, social, economic, environmental, and cultural conditions of neighborhoods, cities and regions.

To impart the knowledge, skills, and values of the planning profession as codified by the ACSP, including the theoretical, historical, ethical, technical, and legal dimensions of planning; along with the research, decision-making, and communication skills necessary for planning.
Proposed Ph.D. in Urban Studies & Planning

Overview and aims

To train students to understand and improve the physical, social, economic, environmental, and cultural conditions of neighborhoods, cities and regions.

To impart the knowledge, skills, and values necessary for leadership in urban studies and planning research, including theoretical and historical dimensions of human settlements and planning; ethical principles; and methodological, decision-making, and communication skills necessary to make innovative contributions to planning research and education.
Proposed MURP & Proposed PhD

Core strategic emphases

- Planning for justice, equity, diversity and inclusion
- Planning for climate change mitigation and adaptation
- Multinational planning

These correspond to locational advantages of our region; they are consistent with the UC San Diego strategic plan; and they include curriculum priorities identified by the Association of Collegiate Schools of Planning.
Proposed MURP

Need for the program

• A market study by UC San Diego Extended Studies found a labor market supply gap of 560 job openings per year in California alone that could be filled with MURP graduates.

• The program will provide applied research for the planning needs of our region.

• We have an opportunity to set standards for the field.
Proposed Master’s of Urban and Regional Planning

Program of study: 72 units in 2 years

- Foundation courses (28 units)
  - Planning histories
  - Planning theories
  - Introduction to planning research methods
  - Land use planning
  - Planning law and policy
  - Economic analysis for urban and regional planning
  - Climate justice and planning

- Advanced research methods (4 units)
- Human settlements requirement (4 units)
- Practicum (4 units)
- Elective courses (24 units)
- Thesis or capstone preparation (8 units)
Proposed Master’s of Urban and Regional Planning

Program of study

Plan I  •  Thesis

• Supervised by a three-person committee of senate faculty, of whom two must be in the Department, appointed according to GEPA policy

Plan II  •  Capstone

• Supervised by a two-person committee of Department faculty, of whom one must be tenured
• Must **describe** a real-world planning problem; **apply** appropriate analytical methods to the problem; **evaluate** alternative solutions; and **propose** a course of action
• Must include a written report, and **may** also include oral presentations, visual renderings, video recordings, software products, or research communication in another format as appropriate and if approved in advance
Proposed Ph.D. in Urban Studies & Planning

Need for the program

• State of California’s demand for academic planning research is robust

• The academic labor market for planning PhDs is competitive but healthy

• There is a strong nonacademic labor market for PhD holders in Urban Studies and Planning
Proposed Ph.D. in Urban Studies & Planning

Program of study: 64 units, of which 16 can be waived

- Foundation courses (24 units, of which 8 can be waived)
  - Planning histories
  - Planning theories
  - Research colloquium
  - Introduction to planning research methods
  - Land use planning
  - Climate justice and planning

- Advanced research methods (8 units, of which 4 can be waived)
- Human settlements requirement (4 units, which can be waived)
- Teaching preparation (8 units)
- Elective courses (20 units)
Proposed Ph.D. in Urban Studies & Planning

Program of study

Field examination in year three consisting of three papers and an oral defense

- A topic in planning theory
- A topic from the list of courses that meet the human settlements requirement
- A topic from the list of core emphases

Committees will ensure sufficient breadth that this may also count as a comprehensive examination for a terminal M.A.

Candidacy examination in year four consisting of a dissertation prospectus and an oral defense
Proposed Master’s of Urban and Regional Planning

Resources

• We have 18 Senate faculty

• We project 15 MURP students in the first cohort to 25 at steady state, of whom 20% are international and 20% are domestic out-of-state, with conservative assumptions about selectivity and yield

• State-supported program with Professional Degree Supplemental Tuition (PDST) comparable to our UC peers yields positive net annual revenue in year 4 and net cumulative revenue in year 5

• PDST will require consultation and Regental approval
Proposed Ph.D. in Urban Studies & Planning

Resources

• We have 18 Senate faculty

• We project annual cohorts of 3 PhD students, of whom 1 is international and 1 domestic out-of-state

• Our budget conservatively assumes slow growth of UG enrollment and external grant funds

• We have requested the space needed for graduate student offices
Proposal to Amend San Diego Divisional Regulation 525, Undergraduate Instructional Apprentice

Submitted by the Undergraduate Council
Summary of Proposed Amendments

- At its April 12, 2024 meeting, the Undergraduate Council approved proposed amendments to SD Regulation 525, Undergraduate Instructional Apprentice.
- These revisions update the name of the student role to Pedagogy and Learning Apprentice (PLA) and add 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 Undergraduate Council asserts that clarification of this undergraduate role is critical to making it distinct from graduate student assistantships and other compensated positions on campus. This is an effort to clearly delineate responsibilities and protect undergraduate students from harmful or exploitative practices.
Overview of Senate Regulation 525

- SD 525 defines the policies around the governance of UGIAs. It states that the purpose of the UGIA is to “learn the methodologies of teaching through actual practice in a regularly scheduled course.”
- UGIA policy was established in 1976 and has had limited review since that time.
- In 2008, the Committee on Education Policy distributed a memo to campus stakeholders to provide changes to the procedures for processing UGIA requests. CEP was concerned that some positions:
  - Did not provide UGIAs with “significant instructional experience and mentoring from the faculty member.”
  - Focused the UGIA role on assisting lab sections or holding office hours. These were determined to be tutor-like duties, which CEP found to be “inappropriate for the UGIA position.”
- Policy was revisited again commencing in May 2023 at the request of Dean John Moore, Division of Undergraduate Education and Dean James Antony, Division of Graduate Education and Postdoctoral Affairs.
Review of the UGIA Role on Campus

• UGC spent 10 months on a thorough review of UGIAs on campus
• UGC met and consulted with numerous stakeholders including senate committees, faculty, staff, administrators and labor relations
• UGC collected and analyzed data on UGIA policies and practices at the departmental level
• Our analysis found that 44% of academic units currently use UGIAs
• **Challenges**: significant variation with UGIA duties between and within departments, and some UGIAs are engaging in unpaid labor for which graduate students are compensated such as grading and leading sections
• **Strengths**: UGIA positions are of value to students who hold the positions; they provide value to students enrolled in courses with UGIAs; they are highly valued by the faculty who use them
UGC’s Proposal to Amend SD Senate Regulation 52

- Change the name of the student position from Undergraduate Instructional Apprentice to Pedagogy and Learning Apprentice
- Add the requirement “A student may not hold more than two Pedagogy and Learning Apprentice positions during their academic tenure”
- Update the application procedure to permit departments to solicit, review, and approve applicants that fall within approved policy
- Exceptions will still be handled by Undergraduate Council
UGC’s Proposal to Amend SD Senate Regulation 525 (cont.)

**Supplemental documentation outlines additional policy requirements**

- Units must establish a 195P course for PL A students and update existing 195 courses
- A new course request should be submitted for each offering unit
- Units must issue a syllabus to each enrolled student that outlines expectations for the course
- PL A s are not permitted to grade assignments or lead discussion sections
- PL A s must undergo standard assigned trainings
- PL A s must have completed the course for which they are a PL A and have earned a B or better in it
- PL A roles should not exceed 10 hours of work/prep per week
- PL A s must earn units commensurate with the course for which they are a PL A

**Timeline**

- New policy would go into effect in Fall Quarter 2025 in order to give units on campus enough lead time to make the necessary changes
Proposed amendments to Divisional Regulation 502, Grade Appeals

Geoffrey Cook, Chair
Educational Policy Committee
Divisional Regulation 502, Grade Appeals

Proposal

• Clarify the submission process language for grade appeals.
  o The proposed language intends to make the process clearer to each party involved in the appeal process.

• Reorganize sections of the Regulation for improved clarity.
  o The proposed updates organize each part of the grade appeal process sequentially and with an added header for each part of the process.
Proposal

• Update language concerning grade appeals potentially involving the Office for the Prevention of Harassment and Discrimination (OPHD).
  
  o If a grade appeal is based on a claim that a student’s grade was assigned based on a protected trait, the updated language points to PPM 200-23, which states the requirements of a “responsible employee” to report “prohibited conduct” to OPHD.
Proposal

• Incorporate language allowing EPC to consult with the Center for Student Accountability, Growth, and Education (formerly Office of Student Conduct), as appropriate.
  o Allowing EPC to consult with the Center for Student Accountability, Growth, and Education will help the Committee determine whether other avenues of adjudication have been exhausted and inform the Committee’s overall review of the student’s request.
Thank you!

Questions?
The faculty of Revelle College at UC San Diego requests the Assembly to approve the following amendment to Section 605 B.2.c of the Manual of San Diego Division of the Academic Senate Regulation:

“The faculty of Revelle College at UC San Diego requests the Assembly to approve the following amendment to Section 605 B.2.c of the Manual of San Diego Division of the Academic Senate Regulation:

“Three courses in Mathematics which shall include one course of calculus, and two chosen from an approved list.”

**Rationale:**

The proposed amendment will align the math requirements for incoming first-year and transfer students. The approved course list includes (calculus) MATH 10B, 10C, 20B, 20C; (statistics) MATH 11, PSYC 60; (linear algebra) MATH 18; (Logic) PHIL 10; and (principles of data science) DSC 10. The amendment aims to broaden Revelle College undergraduates’ quantitative and analytical skill sets and maintain the standards.

**Current Policy:** The requirement is - Three courses in Mathematics which shall include two courses of calculus, and one chosen from an approved list. Currently PSYC 60 and DSC 10 are not approved.
Charged with assessing performance of each medical student on a quarterly basis to assure appropriate progression in the curriculum.

Comprised of basic science and clinical faculty.

Diversified by personal identity, practice areas, etc.

Transparent standards.

All students can see themselves in the Committee.

Students can trust in the Committee’s unbiased assessment.
Each student’s assessment data flows from all courses into the CLEAR database.

CLEAR’s data visualization system produces a report showing the student’s performance relative to the class and CLEAR’s benchmarks.

A subcommittee of three CLEAR members will be assigned 20 student’s files to review.

For most students, all three CLEAR members will agree that they are in Good Standing, but for a couple, there will be a question of whether they should move to probation.

At the CLEAR meeting, the students in Good Standing will be presented as a group, with normative data for the class.

The students at risk of probation will be evaluated by the whole CLEAR Committee.

If more than half the Committee agrees, the student will be moved to Probationary status.

A student on probation is supported by a huddle of CLEAR subcommittee members, deans, their academic community director, tutorial support, the director of wellness, and healthcare, as needed.
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CLEAR A and CLEAR B

- Too much work (both for faculty and support staff team) for single committee to follow and support all students.
  - CLEAR A will follow students with an odd year of graduation.
  - CLEAR B will follow students with an even year of graduation.
- Chairs of both CLEAR Committees will sit on Committee on Educational Policy and report on student progress.

Questions?
sevans@health.ucsd.edu