UNIVERSITY OF CALIFORNIA
SAN DIEGO DIVISION OF THE ACADEMIC SENATE
REPRESENTATIVE ASSEMBLY
[see pages 3 and 4 for Representative Assembly membership list]

NOTICE OF MEETING
Tuesday, June 6, 2017, 3:30 p.m.
Garren Auditorium, Biomedical Sciences Building, 1ˢᵗ Floor

ORDER OF BUSINESS

_____

[Any member of the Academic Senate may attend and make motions at meetings of the Representative Assembly; however, only members of the Representative Assembly may second motions and vote.]

(b)   Marshall College Faculty   36
       Proposed amendment to Divisional Senate Regulation 615, Academic
       Requirements of Thurgood Marshall College

(12)   Petitions of Students *[none]*

(13)   Unfinished Business *[none]*

(14)   New Business

REPRESENTATIVE ASSEMBLY 2016-2017 MEMBERSHIP

Ex Officio Members:

Chair of Division	Kaustuv Roy
Chancellor	Pradeep Khosla
Vice Chair of Division	Farrell Ackerman
2015-16 Chair of Division	Robert Continetti
Chair, Committee on Academic Personnel	Ulrike Strasser
Chair, Committee on Admissions	Gilberto Mosqueda
Chair, Campus Community Environment	David Stegman
Chair, Committee on Committees	Kimberly Prather
Chair, Committee on Diversity and Equity	Olivia Graeve
Chair, Educational Policy Committee	Matthew Herbst
Chair, Committee on Faculty Welfare	Gedeon Deak
Chair, Graduate Council	Richard Arneson
Chair, Committee on Planning and Budget	Andrew Kahng
Chair, Committee on Privilege and Tenure	Katja Lindenberg
Chair, Committee on Research	Emmanuel Theodorakis
Chair, Undergraduate Council	Geoffrey Cook
Member, Academic Council	Isaac Martin
Member, Academic Council	Kwai Ng
Member, Academic Assembly	Nadine George-Graves
Member, Academic Assembly	Gail Heyman
Member, Academic Assembly	Gentry Patrick
Interim Executive Vice Chancellor, Academic Affairs	Peter Cowhey
Vice Chancellor, Health Sciences	David A. Brenner
Vice Chancellor, Marine Sciences	Margaret Leinen
Vice Chancellor, Research	Sandra Brown

Representatives:	Elected Members		Alternates	
Divisional Representative (at-large)	Lorraine Pillus	('18)	_____	
	Anna Joy Springer	('18)	_____	
Revelle College	Sarah Gille	('17)	_____	
	Vlado Lubarda	('17)	Charles Perrin	('17)
John Muir College	Kim Albizati	('17)	Eric Bakovic	('17)
	Adam Burgasser	('18)	James Nieh	('18)
Thurgood Marshall College	Stanley Lo	('17)	Sheng Xu	('18)
	Robert Cancel	('18)		
	Dan Hallin	('18)	Christine Hunefeldt	('18)
Earl Warren College	Yuri Bazilevs	('18)	Ella Tour	('18)
	John Hildebrand	('18)	Doug Nitz	('18)
Roosevelt College	Gershon Shafir	('18)	_____	
	Babak Rahimi	('18)	_____	
Sixth College	Lei Ni	('18)	Eduardo Macagno	('18)
	Robert Pomeroy	('18)	Haim Weizman	('18)
Emeritus Faculty	Henry Powell	('17)	_____	
Anesthesiology	_____		_____	
Anthropology	_____		_____	
Bioengineering	Peter Wang	('17)	Gert Cauwenberghs	('17)
Biological Sciences	David Holway	('17)	Jonathan Shurin	('17)
	Takaki Komiyama	('17)	Dong-Er Zhang	('17)
Cellular & Molecular Med.	George Sen	('17)	Gene Yeo	('17)
Chemistry & Biochemistry	Jerry Yang	('17)	Nathan Gianneschi	('17)
	Navtej Toor	('18)	Mike Tauber	('18)
Cognitive Science	_____		Angela Yu	('18)
Communication	Brian Goldfarb	('18)	Robert Horwitz	('18)
Computer Science & Engineering	Leo Porter	('17)	_____	
	Chung K Cheng	('17)	_____	
Dermatology	Bryan Sun	('18)	Lawrence Eichenfield	('18)
Economics	James Andreoni	('17)	Karthik Muralidharan	('17)
	David Lagakos	('18)	Prashant Bharadwaj	('18)
Education Studies	Shana Cohen	('18)	Carolyn Hofstetter	('18)
Electrical & Computer Engineering	David Sworder	('18)	Zhaowei Liu	('18)
	Yuan Taur	('18)	Ken Kreutz-Delgado	('18)
Emergency Medicine	Richard Clark	('17)	Chris Kahn	('17)
Ethnic Studies	Kalindi Vora	('18)	Jillian Hernandez	('18)

Department	Member	Year	Member	Year
Family Medicine and Public Health	Elena Martinez	('18)	Cheryl Anderson	('18)
History	Rebecca Plant	('18)	Mark Hanna	('18)
	Robert Westman	('18)	_____	
Global Policy and Strategy	Roger Bohn	('18)	_____	
Linguistics	Grant Goodall	('17)	Rachel Mayberry	('17)
Literature	Amelia Glaser	('17)	Seth Lerer	('17)
	Stephanie Jed	('18)	Daniel Vitkus	('18)
Mathematics	James McKernan	('17)	David Meyer	('17)
	Jason Schweinsberg	('18)	Dimitris Politis	('18)
Mechanical & Aerospace Engineering	Xanthippi Markenscoff	('17)	James Friend	('17)
	William McEneaney	('17)	Kal Seshadri	('17)
Medicine	David Smith	('17)	Doug Conrad	('17)
	_____		_____	
Music	Stephanie Richards	('18)	Sarah Hankins	('18)
NanoEngineering	Jian Luo	('18)	Donald Sirbuly	('18)
Neurosciences	Richard Haas	('17)	Ronald Ellis	('17)
	_____		_____	
Ophthalmology	Bobby Korn	('17)	Linda Zangwill	('17)
Orthopaedics	Simon Schenk	('17)	Sameer Shah	('17)
Pathology	David Herold	('17)	David Bailey	('17)
	Jonathan Lin	('18)	David Pride	('18)
Pediatrics	_____		_____	
	_____		_____	
Pharmacology	Richard Daneman	('17)	Hyam Leffert	('17)
Philosophy	Matthew Fulkerson	('18)	Clinton Tolley	('18)
Physics	Massimo Vergassola	('17)	Oleg Shpyrko	('17)
	Massimo Di Ventra	('18)	Richard Averitt	('17)
Political Science	David Mares	('18)	_____	
	Simeon Nichter	('18)	_____	
Psychiatry	Niloo Afari	('18)	Gregory Aarons	('18)
	Jared Young	('18)	Barton Palmer	('18)
Psychology	Adam Aron	('17)	Stephan Anagnostaras	('17)
Radiation Medicine & Applied Sciences	_____		_____	
Radiology	Amilcare Gentili	('18)	Roland Lee	('18)
	David Dubowitz	('18)	Jiang Du	('18)
Rady School of Management	David Schkade	('17)	Yuval Rottenstreich	('17)
Reproductive Medicine	David Natale	('18)	Dwayne Stupack	('18)
SIO	Sarah Giddings	('17)	Paola Cessi	('17)
	Guy Masters	('17)	Anne Pommier	('17)
	George Sugihara	('17)	Laurence Armi	('18)
	Andrew Allen	('18)	Amato Evan	('18)
	Andreas Andersson	('18)	Stuart Sandin	('18)
	Jennifer Taylor	('18)	_____	
Sociology	_____		_____	
SSPPS	Bradley Moore	('18)	Dionicio Siegel	('18)
Structural Engineering	John McCartney	('18)	Chia-Ming Uang	('18)
Surgery	Justin Brown	('18)	_____	
	Christina Jamieson	('18)	_____	
Theatre and Dance	Robert Castro	('18)	Victoria Petrovich	('18)
	Charles Means	('17)	Kim Rubinstein	('17)
Visual Arts	John Welchman	('18)	Grant Kester	('18)
	Ruben Ortiz	('18)	Kuiyi Shen	('18)

Advisors:

Research - General Campus	Amarnath Gupta	('17)	Harinath Garudadri	('17)
Research - Health Sciences	Ellen Breen	('17)	Charles King	('17)
Research - Marine Sciences	_____		_____	
Undergraduate Student	Rushil Patel	('17)		
Undergraduate Student	Dylan Trinh	('17)		
Graduate Student	Tatiana Zavodny	('17)		
Graduate Student	_____			

Parlamentarian   Gerry Mackie

UNIVERSITY OF CALIFORNIA
SAN DIEGO DIVISION OF THE ACADEMIC SENATE
REPRESENTATIVE ASSEMBLY
April 4, 2017
MINUTES

Chair Roy called the meeting to order. A quorum was present (see attached attendance sheet), along with other Academic Senate members and guests. Chair Roy welcomed everyone to the meeting and shared that Senate Vice Chair Farrell Ackerman was not present because he was representing UC San Diego at a meeting at the UC Office of the President. Chair Roy introduced the Academic Senate Office staff present: Ray Rodriguez, Director of the Academic Senate Office; Tara Mallis, Assembly Recorder; Trevor Buchanan, Programmer Analyst and technical support; Bunnie Jacquay, Senate Analyst; and Alex Tea, Executive Assistant. Chair Roy reviewed the Academic Senate Bylaws governing membership, privileges of the floor, and voting.

MINUTES OF MEETING OF JANUARY 31, 2017
There were no objections and the minutes of the meeting of January 31, 2017 were approved.

ANNOUNCEMENTS BY THE CHAIR OF THE DIVISION

Systemwide Academic Council Update

- Healthcare – Campus Healthcare Facilitators
  It was noted that there have been issues systemwide regarding faculty and staff members' ability to access health care. Each campus has a Health Care Facilitator whose purpose is to liaise with insurance companies on behalf of faculty and staff. The UC San Diego Health Care Facilitator is Debra Wells (email: dmwells@ucsd.edu phone: (858) 822-2197). Chair Roy encouraged attendees to share this information with their home departments.

- International Travel
  The Regents, President Napolitano, and the Academic Senate have expressed increasing concern for the safety of faculty, staff, and students travelling abroad on UC business. In the recent past, one UCSD student and one UCSD postdoctoral scholar tragically lost their lives overseas. UC personnel are being encouraged to sign up for the UC travel insurance program prior to traveling internationally. The program is provided to UC personnel free of charge. The program provides broad coverage that includes evacuation for medical issues or natural disasters, extraction due to political situations, and more. Coverage is automatic when trips are booked through Connexus. If travel is booked by other means, travelers can sign up for coverage online. Currently, coverage is provided on an opt-in basis but will likely become mandatory for personnel leading student groups or teaching abroad. Chair Roy asked attendees to please share this information with their departments.

  [Note: More information regarding UC traveler insurance can be located here: http://www.ucop.edu/risk-services/loss-prevention-control/travel-assistance/]

- Enrollment Cap
  In late February, the Office of the President proposed a plan to freeze non-resident enrollments for UCLA, UC Berkeley, and UC San Diego at current levels while imposing a systemwide cap of 20% on the remaining campuses. The Senate opposed this plan. Initially, the Regents were scheduled to discuss and vote on this plan at their March meeting, but discussion is now scheduled for the May meeting. A group of legislators have written to President Napolitano pushing for a 16.5% non-resident enrollment cap, and a number of op-eds have been written in support of a 20% systemwide cap. It appears that some of the Regents are aware of the repercussions of such caps, but the caps are popular politically. Chair Roy

thanked Chancellor Khosla for actively engaging the Regents regarding this issue.

At the close of announcements, Chair Roy invited Chancellor Khosla to address the assembly.

PRESENTATION BY CHANCELLOR PRADEEP KHOSLA

Chancellor Khosla shared that the issue of the non-resident enrollment cap will be discussed at the upcoming Chancellor's meeting. Chancellor Khosla noted that the Regents endorsed UC San Diego's $2 billion fundraising campaign. The public launch of the campaign was attended by over 600 people on March 25, 2017. The campaign was started in July 2012 and will run through June 2022.Since the campaign's start in July 2012, $1.3 billion has been raised from over 95,000 unique donors. During this campaign UC San Diego has received two large gifts. The first gift was from the TATA Institute, an organization previously unaffiliated with the campus. The second, more recent gift was for $75 million from a relatively young alumnus. The campus advancement team is now complete and the Chancellor is asking the team to meet with department Chairs and faculty members to discuss other possible fundraising ideas. The Chancellor encouraged faculty to get involved in the campaign at the level at which they are comfortable.

At the close of Chancellor Khosla's presentation, Chair Roy opened the floor to questions. There were no questions. Chair Roy thanked Chancellor Khosla for his presentation and introduced Juan Gonzalez, Vice Chair – Student Affairs, and Jeff Orgera, Assistant Vice Chancellor – Student Retention & Success to provide an update regarding immigration issues on campus.

Immigration Update

Vice Chair Gonzalez thanked Chair Roy for the opportunity to address the Assembly. VC Gonzalez shared that when the Executive Orders (EOs) were first introduced, the offices of the Chancellor, The Interim Executive Vice Chancellor, and the Vice Chancellor – Student Affairs quickly coordinated a response. In addition to messages in support of all members of the campus community, emails went out to publicize the International Center as the central resource for immigration information and assistance. Within the International Center, the International Faculty and Scholars Office (IFSO) serves faculty and scholars, and the International Students and Programs Office (ISPO) serves students. Although the first two EOs were quickly halted, faculty, scholars, and students remain concerned. VC Gonzalez acknowledged that this is an evolving situation that requires daily monitoring of developments. VC Gonzalez introduced Assistant Vice Chancellor Jeff Orgera who is helping to coordinate campus efforts.

AVC Orgera referred attendees to the International Center website and introduced Dulce Dorado, Director of the ISPO and Assistant Dean of the International Center, and Roark Miller, Director of the IFSP and Associate Director of the International Center, to share information on resources available at the International Center. Directors Dorado and Miller noted that while the IFSO and ISPO serve different populations, they perform similar functions and coordinate information. Director Dorado pointed attendees to the Immigration Policy Updates and FAQ section of the International Center website and highlighted an emergency wallet card that lists resources for international students, scholars, and faculty. The card also includes tips on what to do if arrested or detained. Director Miller gave an update on the suspension of H1B premium processing service. Typically an H1B visa takes six months to process and premium processing reduces that time to 15 calendar days. The premium processing service is no longer available. A number of appointees are hired using H1Bs and the suspension of this service will impact both faculty and non-faculty hiring. The IFSO will work to determine whether potential appointees may be eligible for different visas. Chair Roy opened the floor to questions.

An attendee asked how the H1B premium processing suspension would affect new hires who already have an H1B visa from another university. Director Miller explained that an individual already in the United States with an H1B who has filed a petition for another H1B at a different organization can stay in the country but they might have trouble obtaining a California driver's license. Another attendee shared that a colleague from a different state university told her that all their graduate students, both naturalized and non-naturalized, are being asked to have informal meetings with the Department of Homeland Security. The attendee asked if there was anything that

could be done to preemptively prepare UC San Diego students for this type of situation. Director Dorado highlighted item 10 on the Immigration Policy Updates and FAQ page of the International Center website that provides information on what to do if approached by a government officer. Director Dorado noted that interviews with government officers or representatives can be hosted on campus with an International Center staff member present for support.

At the close of questions, Chair Roy thanked VC Gonzalez, AVC Orgera, Director Dorado, and Director Miller for their presentation.

[Note: The slides from this presentation are attached to these minutes as Enclosure A.]

Chair Roy invited Professor Stephanie Jed to share information about the Scholars at Risk Network.

SCHOLARS AT RISK NETWORK PRESENTATION, PROFESSOR STEPHANIE JED, DEPARTMENT OF LITERATURE
Chair Roy thanked Professor Stephanie Jed for bringing the Scholars at Risk Network (SARN) to the attention of the Senate and noted that the IEVC supports UC San Diego's membership in this organization. Professor Jed explained that the SARN is a non-profit organization based out of New York University that works to protects scholars whose lives are at risk by arranging temporary appointments at other universities elsewhere in the world. UC San Diego is in the process of becoming an institutional member. Professor Nancy Postero from the department of Anthropology has agreed to serve as UC San Diego's representative to the SARN. Professor Jed also highlighted some of the benefits of membership including the opportunity to host speakers and to allow students to participate in research and advocacy efforts. Professor Jed shared SARN websites and encouraged attendees to visit the sites for more information.

[Note: The slide from this presentation is attached to these minutes as Enclosure B.]

SPECIAL ORDERS

Consent Calendar

Academic Senate Elections
Chair Roy explained that the Senate Vice Chair is tasked with overseeing Senate elections, but in Vice Chair Ackerman's absence, Professor Gedeon Deák, Chair of the Committee on Faculty Welfare, would introduce the slate of nominees for the Committee on Committees (ConC) for Representative Assembly's approval. Professor Deák explained that although Senate Council is charged with generating a list of candidates, nominations could also be made from the floor. However, an individual making a nomination should have already determined that the potential nominee is willing to run and serve the specified term. Professor Deák read out the list of nominees.

- Health Sciences Department
  Nominees cannot be from the Department of Pathology nor the Department of Pediatrics.
  (1) Wendy Campana (Professor, Anesthesiology)
  (2) David Salmon (Professor, Neurosciences)

- SIO
  (1) Lihini Aluwihare (Professor, SIO-GRD)
  (2) Jeffrey Gee (Professor, SIO-GRD)

- Social Science Department
  (1) Timothy Rickard (Professor, Psychology)
  (2) Stefan Tanaka (Professor, Communication)

Chair Roy asked if there were any additional nominations from the floor. There being none, Chair Roy called for a voice vote to approve the slate of candidates. The slate passed unanimously and the candidates will be placed on the ballot. Professor Deák also read out the list of candidates for the Senate Vice Chair and Divisional Representative positions for informational purposes only, no action was needed from the Assembly. Chair Roy thanked Professor Deák for presenting the nominees.

REPORTS OF SPECIAL COMMITTEES [*None*]

REPORTS OF STANDING COMMITTEES

Committee on Senate Awards, 2016-17 Distinguished Teaching Awards
Chair Roy introduced Professor David Serlin, member of the Committee on Senate Awards (CSA), to present the nominees for the 2016-17 Distinguished Teaching Awards. Professor Serlin outlined the available awards and read the list of nominees.

(1) Distinguished Teaching Award, Senate Members
- Professor Christine Alvarado – Computer Science & Engineering
- Professor Melissa Famulari – Economics
- Professor Peter Franks – Scripps Institution of Oceanography
- Professor Rachel Klein – History
- Professor Oleg Shpyrko – Physics

(2) Barbara and Paul Saltman Distinguished Teaching Award, Non-Senate Members
- Sean Evans – Neuroscience
- Eduardo Fricovsky – Skaggs School of Pharmacy and Pharmaceutical Sciences
- Leslie Lewis – Urban Studies and Planning

(3) Barbara and Paul Saltman Excellent Teaching Award, Graduate Students
- Erica Bender – Sociology
- Grant Johnson – Economics
- Niema Moshiri – Bioinformatics and Systems Biology

Professor Serlin made a motion on behalf of the CSA to approve the nominees. Since the motion was made on behalf of a Senate committee, no second was required. Chair Roy opened the floor to questions and comments.

A member asked how many awards would be given out. It was explained that, if approved, all the nominees would receive awards. There were no further questions and Chair Roy called for a voice vote. The nominees were approved unanimously.

REPORTS OF FACULTIES [*None*]

PETITIONS OF STUDENTS [*None*]

UNFINISHED BUSINESS [*None*]

NEW BUSINESS

Chair Roy called for new business. There being none, the meeting was adjourned at 4:24 p.m.

Tara A. Mallis, Senate Analyst

REPRESENTATIVE ASSEMBLY 2016-2017 MEMBERSHIP	10/11	11/29	1/31	4/4	6/6
Ex Officio Members:					
Kaustuv Roy (Chair of Division)	+	+	+	+	
Pradeep Khosla (Chancellor)	+		+	+	
Farrell Ackerman (Vice Chair of Division)	+	+			
Robert Continetti (2015-16 Chair of Division)	+	+	+		
Ulrike Strasser (Chair, Committee on Academic Personnel)					
Gilberto Mosqueda (Chair, Committee on Admissions)	+	+		+	
David Stegman (Chair, Campus Community Environment)	+	+			
Kimberly Prather (Chair, Committee on Committees)	+	+	+		
Olivia Graeve (Chair, Committee on Diversity and Equity)					
Matthew Herbst (Chair, Educational Policy Committee)	+	+		+	
Gedeon Deak (Chair, Committee on Faculty Welfare)	+		+	+	
Richard Arneson (Chair, Graduate Council)			+		
Andrew Kahng (Chair, Committee on Planning and Budget)		+	+		
Katja Lindenberg (Chair, Committee on Privilege and Tenure)	+			+	
Emmanuel Theodorakis (Chair, Committee on Research)	+				
Geoffrey Cook (Chair, Undergraduate Council)	+	+	+	+	
Isaac Martin (Member, Academic Council)					
Kwai Ng (Member, Academic Council)					
Nadine George-Graves (Member, Academic Assembly)		+	+	+	
Gail Heyman (Member, Academic Assembly)	+				
Gentry Patrick (Member, Academic Assembly)					
Peter Cowhey (Interim Executive Vice Chancellor, Academic Affairs)	+	+	+		
David A. Brenner (Vice Chancellor, Health Sciences)					
Margaret Leinen (Vice Chancellor, Marine Sciences)		+	+		
Sandra Brown (Vice Chancellor, Research)	+				

Elected Members *[Alternates in square brackets]*

	10/11	11/29	1/31	4/4	6/6
Lorraine Pillus / [ ] (Divisional Representative (at-large))	+			+	
Anna Joy Springer / [ ] (Divisional Representative (at-large))					
Sarah Gille / [ ] (Revelle College)	+	+	+	+	
Vlado Lubarda / [Charles Perrin] (Revelle College)		[+]	[+]	+	
Kim Albizati / [Eric Bakovic] (John Muir College)					
Adam Burgasser / [James Nieh] (John Muir College)	+	+	+	+	
Robert Cancel / [Sheng Xu] (Thurgood Marshall College - Wtr/Sp)	[+]				
Stanley Lo (Thurgood Marshall College - Fall)	+	+	-	-	-
Dan Hallin / [Christine Hunefeldt] (Thurgood Marshall College)	+, [+]	+, [+]	+, [+]		
Yuri Bazilevs / [Ella Tour] (Earl Warren College)					
John Hildebrand / [Doug Nitz] (Earl Warren College)	+		+	+	
Gershon Shafir / [Charles Tu] (Roosevelt College)		+	+	+	
Babak Rahimi / [ ] (Roosevelt College)					
Lei Ni / [Eduardo Macagno] (Sixth College)	+, [+]			[+]	
Robert Pomeroy / [Haim Weizman] (Sixth College)	[+]	+	+		
Henry Powell / [ ] (Emeritus Faculty)	+	+			
/ [ ] (Anesthesiology)	-	-			
/ [ ] (Anthropology)	-	-			
Peter Wang / [Gert Cauwenberghs] (Bioengineering)	[+]	+	[+]		
David Holway / [Jonathan Shurin] (Biological Sciences)	+	+	[+]		
Takaki Komiyama / [Dong-Er Zhang] (Biological Sciences)					
George Sen / [Gene Yeo] (Cellular & Molecular Med.)			+		
Jerry Yang / [Nathan Gianneschi] (Chemistry & Biochemistry)	+	+	+	+	

Key: + representative present; [+] alternate present; - not member or advisor at the time of meeting

REPRESENTATIVE ASSEMBLY 2016-2017 MEMBERSHIP	10/11	11/29	1/31	4/4	6/6
Navtej Toor / [Mike Tauber] (Chemistry & Biochemistry)	[+]	[+]		+	
/ [Angela Yu] (Cognitive Science)					
Brian Goldfarb / [Robert Horwitz] (Communication)	+	+	[+]	+, [+]	
Leo Porter / [ ] (Computer Science & Engineering)	+	+	+		
Chung K Cheng / [ ] (Computer Science & Engineering)	+	+	+	+	
Bryan Sun / [Lawrence Eichenfield] (Dermatology)	-	+	+	+	
James Andreoni / [Karthik Muralidharan] (Economics)	+		+	+	
David Lagakos / [Prashant Bharadwaj] (Economics)	[+]	+	+	+	
Shana Cohen / [Carolyn Hofstetter] (Education Studies)		+	+		
David Sworder / [Zhaowei Liu] (Electrical & Computer Engineering)	+	+		+	
Yuan Taur / [Ken Kreutz-Delgado] (Electrical & Computer Engineering)		+			
Richard Clark / [Chris Kahn] (Emergency Medicine)	+	+	+	+	
Kalindi Vora / [Jillian Hernandez] (Ethnic Studies)	[+]	[+]	+	+	
Elena Martinez / [Cheryl Anderson] (Family Medicine and Public Health)	+	+, [+]	+	[+]	
Rebecca Plant / [Mark Hanna] (History)	+	+		+	
Robert Westman / [ ] (History)				+	
Roger Bohn / [Bruce Lehman] (Global Policy and Strategy)	+	+	+	[+]	
Grant Goodall / [Rachel Mayberry] (Linguistics)	+	+	[+]	+	
Seth Lerner / [Amelia Glaser] (Literature)					
Stephanie Jed / [Daniel Vitkus] (Literature)	[+]	[+]	+	+	
James McKernan / [David Meyer] (Mathematics)	+, [+]	[+]	+	+	
Jason Schweinsberg / [Dimitris Politis] (Mathematics)	+	+	+	+	
Xanthippi Markenscoff / [James Friend] (Mechanical & Aerospace Engineering)	[+]				
William McEneaney / [Kal Seshadri] (Mechanical & Aerospace Engineering)	+				
David Smith / [Doug Conrad] (Medicine)	[+]	+	+	[+]	
/ [ ] (Medicine)	-	-			
Stephanie Richards / [Sarah Hankins] (Music)	+	+	+		
Jian Luo / [Donald Sirbuly] (NanoEngineering)	+	+	+		
Richard Haas / [Ronald Ellis] (Neurosciences)					
/ [ ] (Neurosciences)	-	-			
Bobby Korn / [Linda Zangwill] (Ophthalmology)			[+]		
Simon Schenk / [Sameer Shah] (Orthopaedics)	[+]	+		+	
David Herold / [David Bailey] (Pathology)	[+]	[+]	+	+, [+]	
Jonathan Lin / [David Pride] (Pathology)	+	[+]	+	+	
/ [ ] (Pediatrics)	-	-			
/ [ ] (Pediatrics)	-	-			
Richard Daneman / [Hyam Leffert] (Pharmacology)	+	+	+	+	
Matthew Fulkerson / [Clinton Tolley] (Philosophy)	+	+	+	+	
Massimo Vergassola / [Oleg Shpyrko] (Physics)	[+]	+	[+]		
Massimo Di Ventra / [Richard Averitt] (Physics)	+		+	+	
David Mares / [ ] (Political Science)					
Simeon Nichter / [ ] (Political Science)	+	+		+	
Niloo Afari / [Gregory Aarons] (Psychiatry)	+	+	+	+	
Jared Young / [Barton Palmer] (Psychiatry)	+	+	[+]	+	
Adam Aron / [Stephan Anagnostaras] (Psychology)	+	+	+	+, [+]	
/ [ ] (Radiation Medicine & Applied Sciences)	-	-			
Amilcare Gentili / [Roland Lee] (Radiology)	-		+	+	
David Dubowitz / [Jiang Du] (Radiology)	-	+		+	
David Schkade / [Yuval Rottenstreich] (Rady School of Management)		+	+	+	
David Natale / [Dwayne Stupack] (Reproductive Medicine)	[+]	[+]	+	+	
Sarah Giddings / [Paola Cessi] (SIO)					

Key: + representative present; [+] alternate present; - not member or advisor at the time of meeting

REPRESENTATIVE ASSEMBLY 2016-2017 MEMBERSHIP	10/11	11/29	1/31	4/4	6/6
Guy Masters / [Anne Pommier] (SIO)	[+]	[+]	[+]	+	
George Sugihara / [Laurence Armi] (SIO)		+		+, [+]	
Andrew Allen / [Amato Evan] (SIO)			+	+	
Andreas Andersson / [Stuart Sandin] (SIO)	+	+	+	+	
Jennifer Taylor / [ ] (SIO)	+		+		
/ [ ] (Sociology)	-	-			
Bradley Moore / [Dionicio Siegel] (SSPPS)					
John McCartney / [Chia-Ming Uang] (Structural Engineering)	+	+	[+]		
Justin Brown / [ ] (Surgery)					
Christina Jamieson / [ ] (Surgery)	+	+	+	+	
Robert Castro / [Victoria Petrovich] (Theatre and Dance)	+	+	+	+	
Charles Means / [Kim Rubinstein] (Theatre and Dance)	+	[+]	+	+	
John Welchman / [Grant Kester] (Visual Arts)			+		
Ruben Ortiz / [Kuiyi Shen] (Visual Arts)					

Advisors:

	10/11	11/29	1/31	4/4	6/6
Amarnath Gupta / [Harinath Garudadri] (Research - General Campus)	+, [+]		+, [+]	[+]	
Ellen Breen / [Charles King] (Research - Health Sciences)	+, [+]	+	+, [+]	+	
/ [ ] (Research - Marine Sciences)	-	-			
Rushil Patel (Undergraduate Student)	+	+	+		
Dylan Trinh (Undergraduate Student)	+		+		
Tatiana Zavodny (Graduate Student)	+	+	+		
Nathaniel Wood-Cohen (Graduate Student)	-	+	+	+	

| **Gerry Mackie** | + | + | | | |

Key: + representative present; [+] alternate present; - not member or advisor at the time of meeting

Responding to the Changing Federal Immigration Mandates

- Web resource to provide EO updates and respond to FAQs
  Immigration Policy Update and FAQ Webpage

- International Student and Faculty/Scholar Emergency Wallet Card

- Communication to impacted students/scholars, faculty and staff

- Reaffirmed campus protocol for government agency visits and requests pertaining to international students and faculty/scholars

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UC San Diego
InternationalStudents &ProgramsOffice

CONTACT US

istudents@ucsd.edu
(858) 534 - 3730
istudents.ucsd.edu

———

HOURS OF OPERATION

Monday - Friday
9am - 4pm

Responding to the Changing Federal Immigration Mandates

IFSO works in tandem with ISPO to provide consistent messaging and information for the student and scholar populations

- Web resource to provide EO updates and FAQs
- International Student and Faculty/Scholar Emergency Wallet Card
- Communication to impacted population
- Reaffirmed campus protocol for gov't agency visits and requests

IFSO CONTACT US
858 246 1448
ischolars@ucsd.edu
Ischolars.ucsd.edu

IFSO HOURS OF OPERATION
M – F
9am - 4pm

US Citizenship & Immigration Services (USCIS): Suspension of H-1B Premium Processing Service

- Premium Processing guarantees 15-day turnaround time at USCIS
  - USCIS regular processing is approximately 6-8 months
  - Suspension effective April 3rd
  - Suspension may last up to 6 months
- Affected groups:
  - New faculty hires (not already in H-1B status)—some searches still ongoing
  - New non-faculty hires needing H-1B status and not already in H-1B status
  - Current employees with J-1/F-1 status expiring and who planned to file H-1Bs
- Current actions:
  - Use of alternative visa classifications wherever possible (F-1 to J-1 (J-1 not available for tenure-track faculty hires); maintain F-1 STEM OPT if possible; O-1 if no other option)
  - File H-1B regular processing and prepare to upgrade if/when Premium Processing service resumes
  - Work with Academic Personnel to adjust start dates for new faculty hires if needed
  - Advocacy from the UC system/universities across the nation in Washington, D.C.

Scholars at Risk Network

https://www.scholarsatrisk.org/

https://www.scholarsatrisk.org/actions/action-campaigns/

June 6, 2017

REPORT OF THE EDUCATIONAL POLICY COMMITTEE

The Educational Policy Committee (EPC) considered and approved a UC San Diego Credit Hour Policy. The Policy was developed in response to a requirement from the WASC Senior College and University Commission (WSCUC) that each institution it accredits provide a reasonable and transparent formula describing how course credits are awarded and is consistent with WSCUC's Credit Hour Policy. EPC was asked by the systemwide Academic Senate to develop a local credit hour policy to be in compliance with this WSCUC requirement.

Currently, the San Diego Division of the Academic Senate follows systemwide Senate Regulation 760, which specifies that "The value of a course in units shall be reckoned at the rate of one unit for three hours work per week per term on the part of a student, or the equivalent." The WSCUS's Policy is more precise, specifying that a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is established by the institution. This must be:

1. No less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The UC San Diego Credit Hour Policy developed by EPC meets these more specific requirements. There is flexibility for departments and programs to deviate from the standard values for units by providing a justification for how unit value will be awarded. This justification should be included as part of the course approval form submitted to the Undergraduate Council, for undergraduate courses, or Graduate Council, for graduate courses.

EPC is bringing the Policy to Representative Assembly to inform members that it will take effect September 1, 2017. All requests for new courses or changes to existing courses submitted by departments and programs on or after September 1, 2017 with a proposed effective date of Fall 2017 or after are required to follow the UC San Diego Credit Hour Policy's requirements.

> Matthew Herbst, Chair
> Educational Policy Committee

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UC San Diego Credit Hour Policy

Unit value for course offerings is described in general terms by Academic Senate Regulation (SR) 760:

> *760. The value of a course in units shall be reckoned at the rate of one unit for three hours' work per week per term on the part of a student, or the equivalent.*

Quarter system. As UCSD uses the quarter system (ten weeks of instruction), the credit hour in this policy will be reckoned the "one quarter-based hour of credit".

Definition of one hour of instruction. In this policy, one hour of instruction is reckoned to accrue from 50 minutes net of time spent in the classroom or in interaction with the instructor.

Three-hour work unit. In agreement with the WASC Senior College and University Commission's (WSCUC) Credit Hour Policy, the three-hour work unit as a commonly accepted quantification of student academic learning shall be composed of

(1) one hour of classroom or direct faculty instruction or instructor-led discussion and a minimum of two hours of out-of- class student work each week of the ten week quarter; or

(2) an equivalent amount of work for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Justification of course units. If the unit value proposed for a course deviates from this policy, the responsible department needs to submit to the Undergraduate or Graduate Council a course approval request with a detailed description of how unit value is justified.

Compensation for variable duration. A course offered in a quarter term of less than ten weeks shall contain the same contact hours, preparation time, content, and requirements as the same course offered over a ten-week quarter. For instance, one unit for a lecture-based course taught in the summer quarter over the duration of five weeks will consist of two hours of lecture and four hours of out-of-class student preparation per week.

Additional units. An additional unit of credit may be requested for courses that demand extensive reading, writing, or other academic work outside the classroom. All proposals for increased unit values beyond what are stipulated in Senate Regulations and EPC policy must be specifically justified for each course affected and approved by the Undergraduate Council for undergraduate courses and the Graduate Council for graduate courses. Specific justification for the additional unit implies that the student is expected to have to dedicate time above and beyond the normal amount of hours per unit. As a guide, instructors should keep in mind that an additional unit represents 30 additional hours of work expected of a student during the quarter. In justifying an additional unit, an instructor must explain how students will have to commit this additional time to the course (e.g., extra readings, extra assignments, or discussion sections). This requirement is applied to all new courses and all new requests for changes in unit value or course format.

Largest number of units. In general, undergraduate courses should not be assigned more than four units. Exceptions should be limited to cases where intensive study is appropriate and practicable, such as introductory language courses. Special justification must be presented for courses with more than four units of credit.

Remote courses. A lecture or seminar course may be delivered by "remote" instruction as defined in the Policy on Remote and Distance Instruction.

Additional level of justification for remote courses. For a remote course, justification of the format of the course must be submitted with the goal of ensuring equivalency of the amount of work performed by a student in the remote course to the three-hour work unit for a lecture/seminar course as quantified in (1) and (2).

Approved by the Educational Policy Committee on March 20, 2017

June 6, 2017

REPORT OF THE EDUCATIONAL POLICY COMMITTEE

The Educational Policy Committee (EPC) proposes to amend Section J (Standards for Award of Honors at Graduation) of San Diego Senate Regulation 600 – Campuswide Graduation Requirements.

Section J currently requires that a student must receive letter grades for at least 80 quarter units of course work at the University of California to be eligible for college honors. EPC proposes to reduce the minimum number of letter-graded units to 72 in order to eliminate an inequity whereby transfer students are able to complete all graduation and major requirements with fewer than 80 letter-graded units, but are then barred from receiving honors. This will achieve a better balance between supporting opportunities for all UC San Diego students to earn honors and maintaining the exclusive nature of an honors designation.

EPC supports amending the text in J(1) as follows:

1. There shall be a campuswide requirement for the award of college honors at graduation. No more than fourteen percent of the graduating seniors on campus shall be eligible for college honors. Normally, no more than the top two percent shall be eligible for summa cum laude and no more than the next four percent for magna cum laude, although minor variations from year to year shall be permitted. The remaining eight percent are eligible for cum laude. The ranking of students for eligibility for college honors shall be based upon the grade point average. In addition, to be eligible for honors, a student must receive letter grades for at least 72 ~~80~~ quarter units of course work at the University of California. Each college may award honors at graduation only to those who are eligible to receive college honors.

In Fall 2016, faculty raised the issue with EPC that transfer students with high cumulative UC GPAs were being excluded from eligibility from college honors based on Section J's unit requirement for letter-graded coursework. EPC reviewed the current requirements and consulted with the Council of Provosts. Based on data provided by the Council of Provosts, the 80 quarter unit requirement does prevent some transfer students from being eligible for honors. From 2013-2016, 671 (10%) of transfer students at all six colleges graduated with a GPA in the honors range. Yet, more than a third of those students (37%) were excluded from honors eligibility due to the current policy. To correct this, EPC proposes revising the requirement to 72 units, which is equivalent to completing three graded courses per quarter over two years and aligns with minimum academic progress requirements. This change would address the inequity that has been created by the current policy.

In addition, EPC compared UC San Diego's requirements to other UC campuses. UC San Diego has the second highest number of units required for honors. The average number of required units is about 70, with a range from 45 to 90 units.

The Committee on Rules and Jurisdiction has reviewed the proposed changes and finds them consonant with the Code of the Academic Senate. EPC recommends that the Representative Assembly approve the amendment to SD Regulation 600(J) and that it takes effect on the first day of instruction in Fall 2017.

Matthew Herbst, Chair
Educational Policy Committee

MANUAL OF THE SAN DIEGO DIVISION
OF THE ACADEMIC SENATE

REGULATION

600. Campuswide Graduation Requirements [En 6/13/78; Am 5/26/15; Am 4/12/16]

    (A)   Every candidate for a Bachelor's degree must have completed a major. [En 11/27/90]

        (1)   A major shall require the equivalent of 12 or more upper division courses (48 or more units).

        (2)   Requirements for majors shall be determined by departments and programs, subject to the approval of the Undergraduate Council. [Am 3/1/11]

        (3)   Double Majors

With the approval of both departments or programs and of the college provost, a student in good standing may declare a double major. [Am 2/27/96]

            (a)   A student with a double major must fulfill the separate requirements of each major, and the equivalent of at least ten upper-division courses (40 units) must be unique to each major. Courses taken in fulfillment of lower-division requirements may overlap to any degree. [Am 2/27/96]

            (b)   The two majors may not be within the School of Engineering, nor, except with the approval of the Undergraduate Council, within a single department. When a departmental major is combined with a major in an interdepartmental or interdisciplinary program, the ten courses counted as unique to the interdepartmental or interdisciplinary program must all be drawn from outside the departmental major. [En 2/27/96; Am 3/1/11]

            (c)   A student who has declared a double major is not subject to the maximum-unit limitations of Regulation 600(C) and may accrue up to 240 units. [En 2/27/96]

            (d)   A student with a double major may graduate only upon completion of all requirements for both majors. Both majors will be noted on the student's transcript and diploma. If the two majors lead to different degrees (B.A. and B.S.), that fact will be noted on the transcript, and the two degree designations will appear on one diploma. [Am 2/26/91; Am 2/27/96]

            (e)   A student who has declared a double major may graduate in one major upon the completion of all requirements for that major, but may not continue in the University for completion of the second major. [Am 4/25/95; Am 2/27/96]

        (4)   An undergraduate student must have declared a major or pre-major upon completion of 90 units.

    (B)   (1)   Other requirements for graduation shall be determined by the colleges in conformity with Universitywide regulations and subject to approval by the San Diego Division of the Academic Senate.

        (2)   Each college must set a minimum requirement for a bachelor's degree equivalent to at least 180 units, including not less than 60 at the upper division level. The minimum number of units required by a college must be the same for the degrees of Bachelor of Arts and Bachelor of Science. Except as may be otherwise provided in the Regulations of the Academic Senate or of the San Diego Division, no college may set a standard higher than passing for the satisfaction of any requirement for graduation. [Am 5/23/95]

        (3)   The value of a course in units ("quarter units" or "quarter credits") shall be reckoned at the rate of one unit for three hours' work per week per quarter on the part of the student, or the equivalent [SR 760]. [Am 5/22/90; Am 11/27/90]

    (C)   Maximum Unit Limitation [En 11/27/90]

        (1)   An undergraduate student may register for no more than 200 course units. An exception is permitted for candidates for B.S. degrees in engineering, for whom the limit is 240 units in Revelle and Eleanor Roosevelt Colleges and 230 units in all other colleges. Other exceptions will be granted only for compelling academic reasons and only with the approval of the college provost and the concurrence of the Educational Policy Committee. [Am 3/1/11]

        (2)   Transfer units applicable toward general education requirements or major requirements are to be included in the maximum unit calculation; all other transfer units are to be excluded. Advanced Placement and International Baccalaureate units are to be excluded.

(D)   Special kinds of study -- e.g., laboratories, reading programs, studio work -- may be required in addition to the basic course work in given curricula.

(E)   Minors [En 5/28/91; Am 5/28/96 (changes effective for students entering after January 1, 1998); Am 4/12/16]

A minor is not required for graduation. A student in good standing may declare an optional minor. [Am 5/28/96]

     (1)   A minor shall consist of at least 28 units, of which at least 20 units must be upper division. For sound academic reasons and with the approval of the Undergraduate Council a minor may be established with fewer than 20 upper-division units. [Am 5/28/96; Am 3/1/11]

     (2)   Requirements for minors shall be determined by departments and programs, subject to the approval of the Undergraduate Council. [Am 3/1/11]

     (3)   A student may apply the equivalent of two upper-division courses (a maximum of eight units) to fulfill the requirements for a minor that have also been used to satisfy the requirements of a major. [Am 5/26/92; Am 4/12/16]

     (4)   Double Minors

          (a)   With the approval of both departments or programs and of the college provost, a student in good standing may declare a double minor.

          (b)   A student with a double minor must fulfill the separate requirements of each minor, with no overlap of upper-division courses. Courses taken in fulfillment of lower-division requirements may overlap to any degree.

(F)   [SR 638] American History & Institutions Requirement [Am 1/26/71; Am 1/21/86, Rt by Assembly 5/6/86]

Knowledge of American history and of the principles of American institutions under the federal and state constitutions is required of all candidates for the degree of A.B., B.Arch., or B.S. This requirement may be met in any one of the following ways:

     (1)   One high school unit in American history, or one-half high school unit in American history and one-half high school unit in civics or American government, with a grade of C or better. [Am 10/23/90]

     (2)   By completing, with a grade of C- or better or a grade of P, any one-quarter UCSD course of instruction accepted as satisfactory by the Undergraduate Council. Courses suitable for fulfilling the requirement will be designated by the Undergraduate Council. The list of suitable courses will be indicated in the UCSD Catalog, or other official academic publications of the colleges. [EC 5/29/73; Am 10/23/90; Am 3/1/11]

     (3)   By presenting proof of having received a grade of 3 or higher on the Advanced Placement Test in American History administered by the Educational Testing Service of Princeton, New Jersey.

     (4)   By presenting proof of having satisfied the present requirement as administered at another collegiate institution within the state.

     (5)   By presenting proof of successful completion of a one-quarter or one-semester course, with a grade of C or better, in either American history or American government at a junior college within the state.

     (6)   By presenting proof of successful completion of a one-quarter or one-semester course, with a grade of C or better, in either American history or American government at a recognized institution of higher education, junior college included, in another state. [Am 2/25/69]

     (7)   An alien attending the University on an F-1 or J-1 student visa may, by showing proof of his or her temporary residence in the United States, petition for exemption from this requirement through the office of the student's college provost.

(G)   Requirement in Diversity, Equity, and Inclusion [En 3/1/11; Am 4/12/16]

A knowledge of diversity, equity, and inclusion is required of all candidates for a Bachelor's degree who begin their studies at UC San Diego in lower-division standing in Fall 2011 or thereafter, or in upper-division standing in Fall 2013 or thereafter.

     (1)   This requirement shall be satisfied by passing, with a grade not lower than C- or P, a one-quarter, four-unit course expressly approved by the Undergraduate Council for that purpose. A list of approved courses will be provided in the UC San Diego General Catalog. [Am 4/12/16]

     (2)   This requirement may be satisfied by presenting proof of having passed a one-quarter, four-unit transfer course, or its equivalent, at a recognized institution of higher education, community

colleges included, that has been articulated to one of the courses approved by the Undergraduate Council for the purpose of meeting the Diversity, Equity, and Inclusion requirement. [Am 4/12/16]

(H)   Residence

Except as provided in SR 614, the minimum residence at the University of California required for a degree is three terms. Each summer session in which a student completes a course of at least two units may be used in satisfaction of half a term's residence. [Am 12/2/08]

Except as otherwise provided in this section and SR 614, 35 of the final 45 units completed by each candidate for the Bachelor's degree must be earned in residence in the college or school of the University of California in which the degree is to be taken. A student who completes the graduation requirements while in the Education Abroad Program, the UC Washington, D.C. program, or the UC Center in Sacramento Program may satisfy the requirement with the final 45 units preceding the student's entrance into any of these programs. [Am 5/23/01; Am 12/2/08]

Faculties may permit a student who is enrolled in the Education Abroad Program, the UC Washington, D.C. program, or the UC Center in Sacramento Program to satisfy the residence requirement by earning at least 35 of the final 90 units, including the final 12 units, in residence in the college or school of the University in which the degree is to be taken. [En 4/1/75; Am 12/2/08]

(I)   Part-Time Study [En 11/24/92]

   (1)   Degree programs in the University may be open to part-time students whenever there are good educational reasons for so doing. No majors or other degree programs will be offered only for part-time students, except as specifically authorized by the Academic Senate.

   (2)   A part-time undergraduate student is one who is approved to enroll for ten units or fewer, or an equivalent number of courses per quarter.

   (3)   The same admissions standards that apply to full-time students will apply to part-time students. Approval for individual students to enroll on a part-time basis will be given for reasons of occupation, family responsibilities, health, or *for one quarter only* graduating senior status. Approval to enroll as a part-time undergraduate student shall be given by the appropriate provost.

   (4)   Residence in any regular term is validated for a part-time student on the San Diego campus by a program of one or more courses. Part-time undergraduate students shall not be required to meet minimum progress requirements.

{(I)   Subject A Requirement [Variance En 5/27/75, Rt by Academic Council 7/14/76; Rp 11/27/84 because variance rescinded by amendment of SR 636] [See SR 636]}

(J)   Standards for Award of Honors at Graduation [En 5/23/78, Rt by Assembly 3/28/79]

   (1)   There shall be a campuswide requirement for the award of college honors at graduation. No more than fourteen percent of the graduating seniors on campus shall be eligible for college honors. Normally, no more than the top two percent shall be eligible for *summa cum laude* and no more than the next four percent for *magna cum laude*, although minor variations from year to year shall be permitted. The remaining eight percent are eligible for *cum laude*. The ranking of students for eligibility for college honors shall be based upon the grade point average. In addition, to be eligible for honors, a student must receive letter grades for at least 72 80 quarter units of course work at the University of California. Each college may award honors at graduation only to those who are eligible to receive college honors.

   (2)   Each department or program may award honors to a student at graduation in accordance with the following criteria:

      (a)   The student must have completed a *special* course of study within the department or program. The requirements for this *special* course of study shall be approved by the divisional Undergraduate Council and published in the Catalog. The requirements must include 8-12 units of supervised research or other creative activity leading to the preparation of a paper or other appropriate project. Public presentation of the project, through performance, participation in the undergraduate research conference, or other appropriate means, shall explicitly be encouraged. [Am 4/23/96; Am 3/1/11]

      (b)   The department or program shall establish formal procedures and criteria for application and admission to the program, which shall normally include a GPA of 3.5 in the major as a

prerequisite. Students with a GPA lower than 3.5 may be admitted by exception if they show promise of success in research or creative activity. [En 4/23/96]

      (c)   Each student whose project earns the equivalent of a grade of B or better and who has maintained a GPA of at least 3.25 in the major shall be entitled to the designation "with distinction" on the diploma after the departmental or program name. Subject to the approval of the Undergraduate Council, each department or program shall establish criteria for the award of the designations "with high distinction" and "with highest distinction". [Am 4/23/96; Am 3/1/11]

(K)   University of California Entry Level Writing Requirement (formerly called the Subject A Requirement) [Variance En 5/27/75; Rp 11/27/84; SR 636 governed campus practice from 1984 to 1996; En 6/10/97 (also see 600H above); Am 5/26/15]

      (1)   University of California Entry Level Writing Requirement is a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty. [SR 636(A) Am 5/23/96; [Am 5/26/15]]

      (2)   Satisfaction of the University of California Entry Level Writing Requirement is a prerequisite for every university level undergraduate course in English composition, including all courses approved as meeting the writing requirements of the undergraduate colleges at UCSD. [Am 5/26/15]

      (3)   Prior to his or her first quarter of study at UCSD, each student may satisfy the University of California Entry Level Writing Requirement by any of the means approved by the Universitywide Committee on Preparatory Education and authorized under Universitywide Senate Regulation 636. [Am 5/26/15]

      (4)   A student who has not satisfied the University of California Entry Level Writing Requirement prior to his or her first quarter of study at UCSD must satisfy the requirement by completing with a grade of "C" or better a course approved for this purpose by the divisional Committee on Preparatory Education. No baccalaureate credit will be awarded for completion of the course specified in this paragraph. Workload credit towards satisfaction of the Minimum Progress Requirement (SDR 516) will, however, be awarded. [Am 5/26/15]

      (5)   A student who has not satisfied the University of California Entry Level Writing Requirement must register for the course in Paragraph 4 during each quarter of residence at UCSD until the University of California Entry Level Writing Requirement is satisfied. [Am 5/26/15]

      (6)   In accordance with Universitywide Senate Regulation 636, a student who has not satisfied the University of California Entry Level Writing Requirement after three quarters of enrollment at any campus of the University of California will not be eligible to enroll for a fourth quarter. Exceptions to this regulation may be considered in accordance with Divisional Bylaw 200, but only within policies established by the Divisional Educational Policy Committee and the Divisional Committee on Preparatory Education. [Am 3/1/11, Am 5/26/15]

March 17, 2017

MATTHEW HERBST
Chair, Educational Policy Committee

SUBJECT: Review of the Educational Policy Committee's Proposed Revision to San Diego Senate Regulation
             600, Campuswide Graduation Requirements

Dear Matthew:

The Committee on Rules and Jurisdiction (CRJ) reviewed the Educational Policy Committee's (EPC) proposed
changes to San Diego Senate Regulation 600, Campuswide Graduation Requirements. CRJ found the proposed
revision to change the number of letter grade units required to receive the honors designation consonant with the
code of the Academic Senate.

Sincerely,

Professor Joel Sobel, Chair
Committee on Rules and Jurisdiction

cc: L. Hullings

June 6, 2017

REPORT OF THE EDUCATIONAL POLICY COMMITTEE

The Educational Policy Committee (EPC) proposes amendments to **San Diego Senate Regulations 500.** *Grading Policy* and **501.** *Adding and Dropping Courses and Withdrawal*. The revisions to SD 500 are included as Appendix 1. The revisions to SD 501 are included as Appendix 2. The rationale for putting forward the changes for consideration by the Representative Assembly is below. EPC proposes that the revisions to SD 500 and 501 become effective Fall Quarter 2018.

The Committee on Rules and Jurisdiction has reviewed the proposed changes and finds them consonant with the Code of the Academic Senate.

Summary of Proposed Revisions
SD 500. *Grading Policy* addresses how grades are assigned and includes the circumstances under which a W grade is assigned. **SD 501.** *Adding and Dropping Courses and Withdrawal* specifies the deadlines for adding, dropping and withdrawing from courses and withdrawing from the University.

Under the current requirements:
- Both undergraduate and graduate students have up until the end of the fourth week to drop a course or withdraw from the University without receiving a "W."
- Both undergraduate and graduate students have up until the end of the ninth week to withdraw from a course or withdraw from the University and receive a "W." Students are not permitted to withdraw after the ninth week without approval from EPC.
- According to SD 500(F), students who drop a laboratory course after the second laboratory session receive a "W" for the course. In practice, enforcement is only applied to laboratory courses in the Division of Biological Sciences, the Department of Chemistry and Biochemistry, and the Department of Physics. These departments received explicit approval from EPC to assign a "W" after the second laboratory session. SD 501 does not address an early drop deadline for laboratory courses.

EPC proposes a revision to SD 500 and SD 501 as follows:
1. **Move the withdrawal deadline earlier in the quarter for undergraduate students** withdrawing from a course or from the University with a "W." EPC proposes moving the deadline from the end of the ninth week to the end of the sixth week. The end of the fourth week will remain unchanged as the deadline to drop a course or withdraw from the University without the course appearing on the transcript (i.e. no "W" grade is assigned). EPC's proposal does not impact the withdrawal deadline for graduate students, which remains unchanged.
2. **Clarify the policy on early drop deadlines in laboratory courses** by adding a new section to SD 501 and revising SD 500(F). The updates to SD 500(F) and 501 clarify that departments offering laboratory courses may require that students drop by the end of the second laboratory session with the approval of EPC. The Committee also proposes revisions to SD 500 to explicitly state that students will receive a W after the second laboratory session only in laboratory courses with an early drop deadline.
3. **Remove the requirement that the Registrar is responsible for notifying the appropriate instructors and/or departments if a student withdraws from the quarter.** This is no longer necessary with the current enrollment management system.

Rationale for Changing the Withdrawal Deadline to the End of Sixth Week for Undergraduate Students
EPC proposes to advance the withdrawal deadline from the ninth week to the sixth week to stabilize enrollment earlier in the quarter, while providing undergraduate students with sufficient time to determine whether to remain in the course.

- By advancing the withdrawal deadline, spaces will open up earlier in the quarter for students who were waitlisted. Although the official deadline for adding a course is the end of the second week, students may add a course later in the quarter with the approval of the instructor and the department, assuming space is available.
- After the sixth week, faculty and TAs will teach with a more stable enrollment and will not divert resources to students who ultimately withdraw.
- An earlier withdrawal deadline will encourage instructors to provide more targeted and incisive feedback to students during the first six weeks of the quarter, which will benefit students.
- The proposed withdrawal deadline will encourage students to assess and prioritize the time devoted to each of their courses earlier in the quarter. A deadline at the end of the sixth week will compel students to decide whether they are best served by taking the course and if they should continue based on their performance in the class. If a student is struggling in a course, withdrawing and devoting more time to other courses may lead to a better outcome overall.
- A deadline at the end of the sixth week has the potential to improve the learning environment for students who continue thereafter because there is greater assurance that their peers are committed to completing the course, putting in the necessary effort and completing assignments, including group projects.
- The Council of Deans of Advising reported that the number of "W" grades grew consistently throughout the quarter, with "W" grades in Week 9 accounting for about half of the total.
- Students with a compelling reason for withdrawing from a course or the quarter after the sixth week will still be able to do so by petition. In reviewing the withdrawal policies at the other undergraduate UC campuses, most have withdrawal deadlines earlier than UC San Diego's current deadline and each has procedures for allowing students to withdraw after the deadline due to emergency circumstances. Appendix 3 provides a table comparing the withdrawal deadlines at the undergraduate UC campuses.
  The proposed revisions to SD 501 grants authority to College Provosts to approve petitions between the end of the sixth week and the last day of instruction in the quarter for emergency reasons. While the withdrawal deadline for graduate students remains unchanged (end of the ninth week), the proposed revisions will also grant the Graduate Dean authority to approve petitions between the end of the ninth week and the last day of instruction in the quarter for emergency reasons. The Committee proposes granting the College Provosts and Graduate Dean this authority to facilitate the timely withdrawal from courses for students with good cause. Petitions to retroactively withdraw from a course or the quarter submitted after the last day of instruction or for other reasons will continue to be submitted to EPC, as an exception to the Regulations of the Academic Senate.

Rationale for Clarifying the Policy on Applying Early Drop Deadlines to Laboratory Courses
As mentioned above, enforcement of an early drop deadline for laboratory courses is not uniformly applied across departments as suggested by the current language in SD 500(F). The Committee supports updating Senate Regulations to align the policy with current campus practice and explicitly address early drop deadlines in laboratory courses in both SD 500. *Grading Policy* and SD 501. *Adding and Dropping Courses and Withdrawal*. For laboratory courses approved to have an early drop deadline, information about the early drop deadlines is included on the department websites and through messaging included in the Schedule of Classes.

Rationale for Removing Registrar Notification Requirement for Student Withdrawals from the Quarter
The University Registrar reports that class rosters in TritonEd are updated throughout the quarter to remove students that withdraw from both an individual course and the quarter. A direct notification to instructors and departments when students withdraw from the quarter does not occur. The Committee supports reflecting current practice by removing the requirement that instructors and departments be notified.

Implementation
The Committee proposes that the changes to SD 500 and SD 501 become effective beginning in Fall 2018. The proposed change to the withdrawal deadline will require a re-adjustment for students and faculty. A Fall 2018 effective date will provide time for required updates to administrative systems, for faculty to adjust pedagogy and assessment accordingly, and to communicate the change and prepare students, as well as faculty and staff.   Planning and coordination with college and university administrative offices is required to facilitate the transition.

The current drop and withdrawal procedures for undergraduate and graduate students are posted on TritonLink: https://students.ucsd.edu/academics/enroll/index.html. These processes will not change as a result of the proposed revisions to SD 500 and 501—only the deadlines will be revised to state that undergraduate students will not be permitted to drop a class after Week 6.

The Committee noted that a change in the withdrawal deadline may likely lead to an increase in requests for Incompletes ("I" grades) in order to bypass the "W" and hoping for additional time to complete required course work later. Thus, it will be important that instructors enforce the existing requirements of San Diego Senate Regulation 500(B). *The I Grade* to prevent the use of the "I" grade as a workaround to the new withdrawal deadlines. Instructors may assign an "I" grade only when a student has completed most of the course work and is in good standing, but a present and pressing circumstance bars completion of the final assignment or exam or other final course requirement.

Evaluation
It will be useful to evaluate the impact of an earlier withdrawal deadline on student performance. The Committee proposes that a working group be formed and charged with developing a plan and metrics for assessment. Such a working group could include representatives from EPC, Provosts, Deans of Advising, Office of the Associate Vice Chancellor for Academic Affairs and Dean of Undergraduate Education, Office of Institutional Research, Office of the Vice Chancellor for Equity, Diversity, and Inclusion and the Registrar's Office. The Committee will also evaluate the number and type of exceptions submitted to gauge how the policy is working.

Matthew Herbst, Chair
Educational Policy Committee

MANUAL OF THE SAN DIEGO DIVISION
OF THE ACADEMIC SENATE

REGULATION

500.   Grading Policy [En 6/4/74, Rt by Assembly 12/4/75]

    (A)   Grades and Grade Points

        (1)   The work of students will be reported in terms of the following grades: A (excellent), B (good), C (fair), D (poor), F (fail), I (incomplete), IP (in progress), P (pass), NP (not pass), S (satisfactory), U (unsatisfactory). The grades A, B, and C may be modified by plus (+) and minus (-) suffixes. [Am 2/22/83; Rt by Assembly 5/25/83]

        (2)   At the end of each quarter, the instructor of each course will assign a letter grade to each undergraduate student who was enrolled in that course at the end of the sixth ~~ninth~~ week of instruction and each graduate student who was enrolled in that course at the end of the ninth week of instruction on the basis of the work required for the entire course. An I grade may be assigned, if appropriate [see Regulation 500(B)]. [En 5/27/80, Rt by Assembly 3/11/81]

        (3)   For each student the Registrar will calculate a grade point average (GPA) over courses taken at any campus of the University of California, not including Extension courses. Grade points per unit will be assigned as follows: A 4, B 3, C 2, D 1, F 0. When attached to the grades B and C, plus (+) grades carry three-tenths of a grade point more per unit. The grade of A+, when awarded, represents extraordinary achievement but does not receive grade point credit beyond that received for the grade of A. When attached to the grades of A, B, and C, minus (-) grades carry three-tenths of a grade point less per unit than the unsuffixed grades. Courses in which an I, IP, P, NP, S, U, or W grade has been awarded will be disregarded in grade point calculations. A graduate student's GPA will be calculated over courses taken while in graduate standing. [Am 5/27/80, Rt by Assembly 3/11/81; Am 2/22/83, Rt by Assembly 5/25/83]

    (B)   The I Grade

        (1)   The grade I may be assigned to a student's work when the work is of non-failing quality, but is incomplete for good cause (illness, for example). The deadline for filing a request for an Incomplete shall be no later than the first working day after final examination week. An instructor may not grant a request for an Incomplete for other than such good cause. [Am 5/25/93; Am 4/23/96]

        (2)   The instructor shall make arrangements with the student for completion of the work required at the earliest possible date, but no later than the last day of the finals week in the following quarter. If not replaced by this date, the I grade will lapse into a failing grade. The instructor may neither agree nor require that the student wait until the next time the course is offered in order to make up incomplete work, but must make individual arrangements for the timely completion of the work. [Am 10/25/77; Am 4/23/96; Am 2/23/10]

        (3)   Except as provided under Academic Senate Regulation 634, the I grade shall be disregarded in determining a student's grade-point average.

    (C)   The IP Grade

        (1)   For exceptional and compelling reasons, a course extending over more than one quarter may be authorized with the prior approval of the Undergraduate Council (for undergraduate courses) or the Graduate Council (for graduate courses). In such courses an evaluation of a student's performance may not be possible until the end of the final term. In such cases the instructor may assign the provisional grade IP (in progress). [Am 3/1/11]

        (2)   IP grades shall be replaced by final grades if the student completes the full sequence. The instructor may assign final grades, grade points, and unit credit for completed terms when the student has not completed the entire sequence provided that the instructor has a basis for assigning the grades and certifies that the course was not completed for good cause. An IP not replaced by a final grade will remain on the student's record.

        (3)   In calculating a student's grade point average, grade points and units for courses graded IP shall not be counted. However, at graduation, courses still on the record as graded IP must be treated as

courses attempted in computation of the student's grade point average in assessing a student's satisfaction of Senate Regulation 634.

(D)   The P and NP Grades

(1)   Consistent with college policy, an undergraduate student in good academic standing may elect to be graded on a P/NP basis in a course. No more than one fourth of an undergraduate student's total UCSD course units may be in courses taken on a P/NP basis. Departments may require that courses applied toward the major be taken on a letter grade basis. [Am 5/24/77; Am 4/24/79; Am 5/26/81, Rt by Assembly 12/2/81; Am 4/27/93]

(2)   Registration on a P/NP basis must take place before the end of the fourth week of the quarter. [Am 2/26/91]

(3)   In any course, the minimum standard of performance for a grade of P shall be the same as the minimum for a grade of C-. [EC 2/22/77; Am 5/24/83, Rt by Assembly 5/9/84]

(4)   Units earned with the grade of P shall be counted in satisfaction of degree requirements, but units taken on a P/NP basis shall be disregarded in determining a student's grade-point average.

(5)   An undergraduate student's work in a non-credit course shall be reported on a P/NP basis. [En 5/23/78]

(E)   The S and U Grades

(1)   With the approval of the Graduate Council, departments may offer graduate courses in which graduate students may be graded on an S/U basis, and courses in which graduate students shall be graded only on an S/U basis. [Am 5/24/77]

(2)   A graduate student's work in a non-credit course may be reported on an S/U basis. [Am 5/24/77]

(3)   With the approval of the department and the instructor concerned, a graduate student may elect to have his/her work in any undergraduate course or in a graduate course outside his/her major graded on an S/U basis. [En 5/24/77; Am 11/28/78; Am 11/28/95]

(4)   With the approval of the department and the instructor concerned, a graduate student who has advanced to candidacy for the Ph.D. degree may take any course on an S/U basis. [En 5/24/77; Am 5/23/78]

(5)   The minimum standard of performance for a grade of S shall be the same as the minimum for a grade of B-. [En 5/24/77; Am 5/24/83, Rt by Assembly 5/9/84]

(6)   Registration on an S/U basis must take place at the beginning of the quarter.

(F)   The NR Designation [Rp 4/25/95]

(F)   The W Grade [En 5/27/80; Am 5/20/08]

(1)   When an undergraduate or graduate student withdraws from the University or drops a course, other than a laboratory course with an early drop deadline, between the beginning of the fifth week after the end of the fourth week of instruction and the end of the ninth week of instruction of a quarter, the Registrar will assign a W to the student for each course affected. A student who drops a laboratory course with an early drop deadline after the second laboratory session will receive a W for the course. Only the Registrar may assign a W. [See Regulation 501] [Am 4/23/91]

(2)   Courses in which a W has been entered on the student's transcript will be disregarded in determining a student's grade point average and will not be considered as courses attempted in assessing the student's satisfaction of Senate Regulation 634 for graduation.

(3)   Except as provided in SD 501(C)(2), a student may receive a maximum of one W per course. [En 5/20/08]

(G)   Blank on Students' Transcript [En 4/25/95]

(1)   If a student's name appears on the end of quarter course list for a course, but no grade is reported, the Registrar will leave a blank for that course on the student's transcript.

(2)   A blank which is not replaced by a grade assigned by the instructor, after one quarter on a student's record, will then be replaced by an F, NP, or U grade.

(H)   Grade Changes

(a)   All grades except I and IP are final when filed by an instructor in the end of term course report. However, a final grade may be corrected when a clerical or procedural error is discovered. No change of a final grade may be made on the basis of revision or augmentation of a student's work in the course. No term grade except Incomplete may be revised by further examination. No grade may be changed after one calendar year from the

Appendix 1. EPC's proposed revisions to SD Senate Regulation 500

time the grade was recorded. [Am 4/27/76; Am 11/24/81, Rt by Assembly 5/26/82; 10/29/85]

MANUAL OF THE SAN DIEGO DIVISION
OF THE ACADEMIC SENATE

REGULATION

501. Adding and Dropping Courses and Withdrawal [En 5/27/80, Rt by Assembly 3/11/81, Am 3/2/82, Rt by Assembly 5/26/82]

(A) A student may add a course before the end of the second week of instruction of a quarter, and with the approval of the instructor and department add a course to the ~~study~~ class list before the end of the final week of instruction. [Am 5/25/10]

(B) Except as provided in paragraph (D), a<u>n undergraduate</u> student may drop a course before the end of the <u>sixth</u> ~~ninth~~ week of instruction. <u>Except as provided in paragraph (D), a graduate student may drop a course before the end of the ninth week of instruction.</u> ~~by filing the appropriate form with the Registrar, after first notifying the instructor and/or department.~~

   (1) A course dropped before the end of the fourth week of instruction will not be entered on the student's transcript.

   (2) If a student drops a course after the end of the fourth week of instruction ~~and before the end of the ninth week of instruction~~, unless permitted to do so by paragraph (D)(1), the Registrar shall assign a final grade of W to the student for that course.

   (3) A<u>n undergraduate</u> student may not drop a course after the end of the <u>sixth</u> ~~ninth~~ week of instruction unless permitted to do so by paragraph (D)(1) <u>or by petition for emergency reasons before the end of the tenth week of instruction. A graduate student may not drop a course after the end of the ninth week of instruction unless permitted to do so by paragraph D(1) or by petition for emergency reasons before the end of the tenth week of instruction. For such petitions, approval may be granted by an appropriate authority. The petition must be supported by the instructor of record and approved by the appropriate Provost for undergraduate students or by the Dean of the Graduate Division for graduate students</u>.

   (4) <u>With the approval of the Educational Policy Committee, a laboratory course may require an early drop deadline. A student must drop by the end of the second laboratory session to prevent having the course appear on the student's transcript. For laboratory courses that receive approval for an early drop deadline, the Registrar shall assign a final grade of W if a student drops the course after the second laboratory session.</u>

(C) A student may withdraw from the University before the end of the <u>sixth</u> ~~ninth~~ week of instruction of a quarter. ~~The Registrar is responsible for notifying the appropriate instructors and/or departments that the student has withdrawn.~~

   (1) If a student withdraws before the end of the fourth week of instruction, no course entries will appear on the student's transcript for that quarter unless such entries are required by paragraph (D).

   (2) If a student withdraws after the end of the fourth week of instruction ~~and before the end of the ninth week of instruction~~, the Registrar will assign a final grade of W to the student for each course in which the student was enrolled ~~at the beginning of the fifth week of instruction~~ <u>after the end of the fourth week of instruction</u> unless a different grade is required by the provisions of paragraph (D).

   (3) <u>An undergraduate student may not withdraw from the University after the end of the sixth week of instruction unless permitted to do so by petition for emergency reasons before the end of the tenth week of instruction. A graduate student may not withdraw from the University after the end of the ninth week of instruction unless permitted to do so by petition for emergency reasons before the end of the tenth week of instruction. For such petitions, approval may be granted by an appropriate authority. The petition must be supported by each instructor of record and approved by the appropriate Provost for undergraduate students or by the Dean of the Graduate Division for graduate students.</u>

(D) (1) A student who is charged with academic dishonesty in a course may not drop it before the final decision is rendered in the case in accordance with the UCSD Policy on Integrity of Scholarship. If the charges are not sustained, the student may either complete the course, and where appropriate

      change to P/NP or S/U grading, or drop the course; and if the student drops the course it shall not be listed on his or her transcript.

(2)   The withdrawal of a student from the University shall not prevent the permanent entry on his or her transcript of grades assigned in accordance with the UCSD Policy on Integrity of Scholarship.

Appendix 3

Table 1. Summary of UC Drop and Withdrawal Deadlines[1]

UC Campus	Deadline to Drop without approval	Permission to Drop After Deadline with Approval
Berkeley (15-week semester)	Early drop deadline for approved (impacted) courses: End of Week 1	Early deadline courses: After Week 1
	General deadline: End of Week 4	General Courses: After Week 4 *(after Week 4, students receive notation on transcript)*
	Graduate students: End of Week 14	Graduate Students: After Week 14
Davis	Early deadline for approved (impacted) courses: End of Week 2	Early deadline courses: After Week 2
	General Courses: End of Week 4	General Courses: After Week 4
Irvine	End of Week 2	After Week 2 *(after Week 6, students receive 'W' on transcript)*
Los Angeles	Early deadline for approved (impacted) courses: End of Week 2	Early deadline courses: After Week 2
	General Courses: End of Week 4	General Courses: After Week 4 *(after Week 4, students receive 'W' on transcript)*
	Graduate students: End of Week 10	
Merced (15-week semester)	End of Week 3	After Week 3 *(after Week 3, students receive 'W' on transcript)*
Riverside	End of Week 6 *(after Week 2, students receive 'W' on transcript)*	After Week 6
Santa Barbara	For Colleges of Letters and Science and Engineering: Week 4	For Colleges of Letters and Science and Engineering: After Week 4 *(students receive 'W' on transcript after designated drop deadline)*
	For College of Creative Studies and graduate students: End of Week 10	
Santa Cruz	End of Week 6 *(after Week 3, students receive 'W' on transcript)*	After Week 6
San Diego	End of Week 9 *(after Week 4, students receive 'W' on transcript)*	After Week 9

[1] Based on campuses' 2016-17 Academic and Administrative Calendars and/or Divisions' Senate Regulations

April 7, 2017

MATTHEW HERBST
Chair, Educational Policy Committee

SUBJECT: Review of the Educational Policy Committee's Proposal to Revise the Withdrawal Deadline in San Diego Senate Regulations 500 and 501

Dear Matthew:

The Committee on Rules and Jurisdiction (CRJ) reviewed the Educational Policy Committee's proposed revisions to the withdrawal deadline in San Diego Senate Regulations 500 and 501. CRJ found the proposed revisions consonant with the code of the Academic Senate.

Sincerely,

Professor Joel Sobel, Chair
Committee on Rules and Jurisdiction

cc: K. Roy
        F. Ackerman
        L. Hullings
        T. Mallis
        R. Rodriguez

REPORT OF THE REVELLE COLLEGE FACULTY

The proposed changes to the Regulation 605 – Academic Requirements of Revelle College were approved by a vote of the Revelle College Faculty in March 2017.

The rationale for the proposed revisions can be summarized as follows:

Revision is proposed to Regulation 605 – Academic Requirements of Revelle College to amend section C.1. For this amendment, the minimum requirement for graduation is changed from 184 units to 180 units. This change is appropriate as it will bring the minimum unit requirement for graduation in line with the other five colleges at UC San Diego.

Paul Yu, Provost
Revelle College

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605. Academic Requirements of Revelle College [En 5/18/65; Am 11/14/67; Am 1/30/01]

(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]

605. Academic Requirements of Revelle College [En 5/18/65; Am 11/14/67; Am 1/30/01, AM 6/07/16]
(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 courses of integral and/or differential calculus, and one 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, or environmental science. [Am 6/07/16]

(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 1/28/2014, 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. Courses taken prior to transfer that satisfy any or all of these requirements will be applied toward completion of the requirements. [Am 1/30/01, Am 10/14/14]

(C) Graduation Requirements

(1) The minimum requirement for graduation will be satisfactory completion of ~~184~~ 180 units; 60 units must be from the upper division. [Am 10/24/72; Am 6/10/97]

(2) A major shall consist of not less than 12 upper division courses. [Am 10/25/77; Am 11/27/90]

April 26, 2017

GEOFFREY COOK
Chair, Undergraduate Council

SUBJECT: Review of the Proposed Amendment to San Diego Senate Regulation 605, Academic Requirements
of Revelle College

Dear Geoffrey:

The Committee on Rules and Jurisdiction (CRJ) reviewed Revelle College's proposed changes to San Diego Senate
Regulation 605, Academic Requirements of Revelle College, forwarded by Undergraduate Council. CRJ found the
proposed revision to reduce the number of units required for graduation from Revelle College from 184 to 180 units
consonant with the Code of the Academic Senate

Sincerely,

Professor Joel Sobel, Chair
Committee on Rules and Jurisdiction

cc: K. Roy
        F. Ackerman
        R. Rodriguez
        L. Vong

REPORT OF THE THURGOOD MARSHALL COLLEGE FACULTY

The Faculty of Thurgood Marshall College recommends approval of the proposed changes to the Regulation 615 – Academic Requirements of Thurgood Marshall College.

The rationale for the proposed revisions can be summarized as follows:

Revision is proposed to Regulation 615 – Academic Requirements of Thurgood Marshall College to amend section A. For this amendment, the changes are being requested to 1) provide more flexibility in Humanities and Culture options for students, 2) offer flexibility in Math and other formal skills as well as to introduce statistics or computer programming and logic skills into the mathematics curriculum, and 3) refine definitions of the disciplinary breadth requirements. There is also an amendment to Regulation 615 – Academic Requirements of Thurgood Marshall College, section B.1, removing a hyphen.

The proposed regulation was approved by the Undergraduate Council and reviewed by the Committee on Rules and Jurisdiction, which found it to be consonant with the Code of the Academic Senate.

Leslie Carver, Provost
Thurgood Marshall College

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615. Academic Requirements of Thurgood Marshall College *En 1/25/72, Am 4/30/74*

A) General Requirements ***[Am 4/24/79, Am 10/16/84, Am 11/27/90]***

1) Diversity, Justice and Imagination: A three-course sequence (16 units), the six-unit courses in Justice and Imagination offer intensive instruction in university-level expository writing. The sequence must be completed by the end of the first year in residence.

2) Humanities and Culture: Two courses (8 units) – ~~one course each from Ethnic Studies and Third World Studies.~~to be chosen from an approved list of courses in domestic and global cultures.

3) Natural Science: Three courses – one course each in ~~in~~ Biology, Chemistry, and Physics.

4) Mathematics, Statistics, and Logic: Two courses – to be fulfilled by option a, b, or c below:
    a. Two courses in Mathematics/Advanced Statistics
    b. One course in Mathematics/Advanced Statistics and one course in either Introductory Statistics or Computer Programming and Logic
    c. One course in Introductory Statistics and one course in Computer Programming and Logic.
    ~~a. either two courses in Mathematics, or one course in Mathematics and one course in Computing.~~

4)5) Fine Arts: One course in Music, Theatre, or Visual Arts.
5)6) Disciplinary Breadth: Four courses – to be chosen from disciplinary areas noncontiguous to the student's major. Two of the courses must be upper-division; at least one course must include significant writing. The disciplinary areas include: Humanities/Fine Arts; Foreign Languages; Social Sciences; Natural Sciences; Mathematics/ and Engineering and Interdepartmental/Interdisciplinary. Students may substitute fulfillment of the public service course option for one course in disciplinary breadth. ***[Am 4/29/03]***

B) Graduation Requirements

1) The minimum requirement for graduation shall be the satisfactory completion of forty-five (45) courses or the equivalent of one- hundred eighty (180) total units, with a cumulative grade point average of 2.0 (C) or higher.

2) A minimum of sixty (60) units of the one-hundred eighty (180) units must be upper-division courses. ***[Am 11/27/90, 4/29/03]***

3) A minimum of nine (36 units) of the last eleven courses must be taken as a Marshall College student.

4) A departmental or interdisciplinary major must be completed.

5) The general education requirements shall be fulfilled.

May 4, 2017

GEOFFREY COOK
Chair, Undergraduate Council

SUBJECT: Review of the Proposed Amendment to San Diego Senate Regulation 615, Academic Requirements
             of Thurgood Marshall College

Dear Geoffrey:

The Committee on Rules and Jurisdiction (CRJ) reviewed Thurgood Marshall College's proposed changes to San
Diego Senate Regulation 615, Academic Requirements of Thurgood Marshall College, forwarded by
Undergraduate Council. CRJ found the proposed revisions to update the language of the regulation to expand
students' options for meeting the college's general education requirements consonant with the Code of the
Academic Senate.

Sincerely,

Professor Joel Sobel, Chair
Committee on Rules and Jurisdiction

cc: K. Roy
        F. Ackerman
        R. Rodriguez
        L. Vong

7th College Pre-Proposal
Process Information
April 2017

The review process to establish a new school or college has two steps or phases: the pre-proposal phase and the full-proposal phase. Both phases involve a review by the Divisional Academic Senate, the UC Provost and the systemwide Academic Senate. Final approval is requested by the UC President of the UC Board of Regents. The Regents have final approval authority. The process normally takes a minimum of two years from the date a proposal is submitted for review to the date the Regents approve it.

The document that has been submitted for Senate review is a "pre-proposal." The pre-proposal is not the final proposal. The purpose of the pre-proposal is to provide the Senate and others an opportunity to offer their input before a final proposal is drafted. Feedback from the review of the pre-proposal is taken into consideration in the drafting of the final proposal.

The Divisional Senate Chair distributes the pre-proposal for review by the Undergraduate Council (UGC), the Educational Policy Committee (EPC), the Committee on Planning and Budget (CPB), and subsequently, Senate Council.* Senate Council places the proposal on a Representative Assembly meeting agenda for a vote. Following that review process, the Senate Chair reports back to the Chancellor.

If the Divisional Senate approves the pre-proposal, the Chancellor submits the pre-proposal to the UC Provost. The UC Provost submits the pre-proposal for review to the UC systemwide Academic Senate and to UCOP Academic Affairs for feedback. A systemwide Senate review then takes place, and the pre-proposal is reviewed by the University Committee on Educational Policy (UCEP) and the University Committee on Planning and Budget (UCPB), and discussed at Academic Council.* Academic Council's feedback is transmitted to the proponents, the UC Provost, and the Divisional Senate Chair. The feedback from UCOP Academic Affairs is sent to the proponents, the UC Provost, and the Divisional Senate Chair.

A full/final proposal is then drafted by the proponents, incorporating feedback from the pre-proposal phase. And the final proposal is then submitted through the same review process – Divisional Senate Review, systemwide Senate review and UCOP review. The final proposal must ultimately be approved by the systemwide Senate Academic Council before it can be submitted by the UC President to the UC Board of Regents for final approval.

*Graduate Council and the Coordinating Committee on Graduate Affairs are also reviewers for proposals to establish new graduate schools.

April 2, 2017

Peter F. Cowhey, Interim Executive Vice Chancellor
Kaustuv Roy, San Diego Divisional Senate Chair

SUBJECT: Report of Seventh College Planning Task Force

Dear I-EVC Cowhey and Senate Chair Roy:

The Task Force assigned to provide recommendations for the planning of a Seventh (as well as possible Eighth and Ninth) College at UC San Diego has deliberated and developed responses to the three basic questions specified in the January 26, 2017 charge letter. On this cover page, we state the basic charges and our abbreviated responses to them, while the remainder of this report elaborates on specific details concerning each of the questions. We cite below our charges and summary recommendations.

First, in order to begin securing system-wide approvals expeditiously we ask this Task Force to reach a determination on whether there is a pressing need for creation of a Seventh College.

Given present student enrollments, University student growth projections, and considerations regarding optimal size viability for the successful functioning of colleges, we unanimously recommend the planning of a Seventh college and recognize the future need for additional colleges.

Second, we ask this task force to lay out a preliminary set of questions and considerations about the college's focus and objectives that should be addressed in the next three stages of work.

We have identified two basic structures for the orientation and goals of Seventh College. The first structure reflects the UC San Diego traditional thematic focus that has guided and shaped the creation of our present colleges. Under this traditional structure, we propose two alternative themes, each of which utilizes cross-divisional resources and further develops the interdisciplinary profile of UC San Diego: 1. Brain, Mind and Consciousness and 2. Information, Behavior and Ethics. The second structure is the development of a Transfer College. It is suggested that whichever of these structures is not adopted for Seventh College be considered in the subsequent planning for other colleges.

Third, we ask the Task Force to offer initial guidance on a physical plan of the college in the context of the overall campus building program.

A variety of options for location exist on campus, depending on whether a traditional structure or transfer college is adopted.

Regards,

Farrell Ackerman (Vice Chair, Academic Senate) ***Co-Chair***
Barbara Sawrey (Associate Vice Chancellor/Dean-Undergraduate Education) ***Co-Chair***

Report of Seventh College Planning Task Force

The Task Force assigned to provide recommendations for the planning of a Seventh (as well as possible Eighth and Ninth) college at UC San Diego has deliberated and developed responses to the three basic questions specified in the January 26, 2017 charge letter. Below we identify each charge and detail our deliberations and recommendations.

First, in order to begin securing system-wide approvals expeditiously we ask this Task Force to reach a determination on whether there is a pressing need for creation of a Seventh College.

The Task Force has determined that there is a pressing need for the creation of Seventh College. The October 17, 2016 Report of Pre-Planning Recommendations for New Colleges at UC San Diego articulated (page 3) a goal that colleges be of similar size at 4,000 students each. With a UC San Diego steady state projected at 32,000 undergraduate students total by 2035, and the number of students in each of our six colleges already exceeding 4,000, planning should begin immediately for Seventh College, with the goal that Eighth College follow within two years.

Operational experience related to the realities of accomplishing administrative functions, academic advising, student affairs advising, student programming, housing, and dining within a college's physical footprint all point to 4,000 as a goal for the number of students per college. An important consequence associated with the development of successful colleges is the need to develop housing capacity to accommodate approximately half of a college's students: this is best done by via residence halls which integrate the students into the college. This need is supported by historical evidence, including attested patterns of housing demand, which suggest desirability for on-campus housing for the freshman and sophomore years with a tapering of demand in subsequent years.

There is unanimity that the college system at UC San Diego is one of the signature ingredients for the quality of the overall undergraduate educational experience on campus and that the development of additional colleges will preserve and enhance that experience.

Second, we ask this task force to lay out a preliminary set of questions and considerations about the college's focus and objectives that should be addressed in the next three stages of work.

The Task Force considered two essential aspects of this question. First, whether Seventh College should have the same structure and organization as the existing colleges. Second, how well would the selected structure and organization interface with existing and future departments/programs as well as plans for changing undergraduate populations. We discuss each of these questions in turn.

The Task Force entertained two different structures for colleges, specifically, a college reflecting a designated academic profile as presently implemented by all six existing colleges (serving freshmen through seniors) versus a Transfer College.

Recognizing that the development of previous colleges has been informed by exciting and forward-thinking contemporaneous themes in research, the Task Force identified two such present-day themes, specifically *Brain, Mind and Consciousness* and *Information, Behavior and Ethics.* These alternative themes address the following desiderata: (re)affirm UC San Diego's commitment to a broad liberal arts education, be distinct from, but possibly synergistic with, the themes of other colleges, and have the

broadest possible application to fields of study in all divisions. Both proposed themes assume that 2/3 of students enter as freshman and that 1/3 of students enter as transfers.

The motivation for a *Brain, Mind and Consciousness* theme derives from the explosion of research and professions. The theme resonates with current interdisciplinary and international work, does not overlap with the six existing college themes, and aligns well with UC San Diego initiatives and strategic vision (such as the Kavli Institute), and the research focus of numerous academic departments (such as Cognitive Science, Psychology, Philosophy).   Developing a multi-course general education sequence which provides an introductory, interdisciplinary exploration of the topic, while fully integrating a humanities core-writing sequence, would provide an academically relevant and valuable new venture.

The motivation for an *Information, Behavior and Ethics* theme derives from the modern challenges presented to deliberative civic discourse and policy (economic, social, etc.) owing to the accessibility of huge quantities of information and the unprecedented proliferation of new media venues employed for its proliferation. This entails the need for students to critically evaluate and understand the quantitative and qualitative means of information organization and the interpretation of information with respect to their socio-economic and cultural impact. The mission envisioned for this college is to provide students with the cross-disciplinary resources crucial for making valuable contributions to the shape of civil society. It is projected that this theme would essentially utilize departments and programs from multiple divisions, facilitating new collaborative interactions between numerous components on campus. For example, synergies are easily imagined between History, Philosophy, Visual Arts, Political Science. Communication, Linguistics, Sociology, Computer Science and Engineering, the new Data Sciences Institute and the proposed School of Public Health.

These two themes satisfy the desiderata mentioned above. They also reflect present and future areas of critical importance in society, further implement the campus' strategic plan, provide opportunity for novel faculty initiatives and collaborations, enhance the campus public profile of interdisciplinarity, and provide a diverse student population with the knowledge and skills (both the critical and formal) to understand and shape an increasingly complex world.

Both alternatives would follow AAC&U guidelines and provide necessary overlap of college and major requirements:

- Approximately 1/3 units (60) college requirements, including general education
  - Embed college-level writing
    - 3 lower division courses + option for 1 upper division course (for students entering as freshman)
    - at least 1 upper division course (for students entering as transfer)
- Approximately 2/3 units (120) major requirements and electives

The Task Force found both alternative themes to present exciting opportunities and did not identify either as the preferred alternative.

Concerning the development of a Transfer College, the discussion revolved around the novel notion of creating a college designed to address the particular needs and requirements of transfer students, who account for 1/3 of all entering undergraduates. It is acknowledged that this college could not accommodate all transfer students and that some will select and/or be assigned to the other existing

colleges. There was considerable discussion among the members of the Task Force concerning the desirability and feasibility of a Transfer College. The nature of this discussion is presented below. The arguments for a Transfer College are that it would be an academic entity specifically designed for the needs of the transfer student, with a core program that is specifically tailored to augmenting the transfer experience. This would provide increased institutional support and resources for transfer students and demonstrate greater value to this valuable student cohort, supported by academic advisors and student affairs staff who specialize in transfer students. The organizing theme for this college would be career and post-undergraduate preparation. In a sense, the college would be preparing them for graduation from the moment they arrive. A Transfer College, staffed by transfer specialists, could also share best practices with the other colleges and may improve the transfer experience across the campus.

Concerns about a Transfer College centered on the goal of primarily serving the practical needs of transfer students, without providing a clear intellectual and academic focus. Without the latter it seems challenging to specify a core curriculum associated with the college. Correlatively, unlike with the thematic college options guided by educational foci, there are no evident new synergies among Divisions associated with the Transfer College. Furthermore, transfer students form a heterogeneous group with respect to their academic backgrounds. Some will have completed IntersegmentalGeneral-Education Transfer Curriculum (IGETC), some with partial IGETC preparation, some with major preparation and few GE-associated courses. With the roll-out of major preparation, transfer student profiles may be in flux over the next few years; this may argue for revisiting the transfer college option during eighth college discussions. Accordingly, it seems difficult to treat this diverse population as uniform and to design a college curriculum to meet all of their needs. Finally, the question arose as to whether some of the main issues motivating the need to better integrate transfer students into campus life might be more efficiently addressed by reconceptualizing present strategies to achieve this goal.

In sum, the Task Force recommends considering two specific thematic colleges as well as the option of a Transfer College. While there was unanimous enthusiasm for both of the thematic alternatives, there was less agreement about the proposal for a Transfer College. There was consensus, however, that whichever alternative is not adopted for Seventh College might serve as a guiding idea in the development of Eighth College.

Third, we ask the Task Force to offer initial guidance on a physical plan of the college in the context of the overall campus building program.

The physical plan for Seventh College depends on the selection of the proposed college profile as discussed above, i.e. traditional or transfer college. Location options include using or redeveloping the existing Sixth College housing, using the existing North Campus Village housing, developing in the North Torrey Pines/Extension area, and developing on the Revelle parking lots, though the extensive capital plans for the campus may expand or contract the list of options.

<u>Traditional</u>	<u>Transfer</u>
Short term	**Short term**
• Sixth College site	• The North Campus Village
	• Sixth College site
Long term	**Long term**
• Sixth College site	• The Village
• North Torrey Pines/Extension area	• Sixth College site
• Revelle parking lots	

Independent of the determination of traditional or transfer college, each site has different features, capacities and limitations:

<u>Sixth College site</u>
- Short term
  - Start date 2020-21 or 2021-22
  - Capacity: 1,243 to 1,461 beds depending on configuration (short of 2,000 bed goal)
  - No dining facility
  - Residence Life support spaces are in place
  - Temporary provost administrative space would be available in Pepper Canyon Hall starting Fall 2020
- Long term
  - Housing, Dining and Hospitality (HDH) proposes to develop a comprehensive plan to move the entire college to either east or west of the proposed LRT station
  - Capacity: 2,000 beds
  - Requires a permanent Provost administration building to be built (8-10K asf)

<u>The North Campus Village</u>
- Short term
  - Achievable as early as academic year 2018-19
  - Capacity: 1,996 beds
  - Residence Life Staff is in place and fully functioning
  - Requires temporary provost administrative space
- Long term
  - Requires a permanent Provost administrative building to be built (8-10K asf)

<u>North Torrey Pines/Extension area</u>
- Long term
  - Housing, Dining and Hospitality (HDH), in consultation with Campus Planning, proposes to develop a comprehensive development plan for further consideration

<u>Revelle Parking Lots</u>
- Long term
  - Housing, Dining and Hospitality (HDH) , in consultation with Campus Planning, proposes to develop a comprehensive development plan for further consideration

Thank you very much for the opportunity to provide input on this important campus initiative.

Seventh College Planning Task Force

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