

**UNIVERSITY OF CALIFORNIA**  
**BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE**  
**SAN DIEGO • SAN FRANCISCO • SANTA BARBARA • SANTA CRUZ**



**VIDEOCONFERENCE OF THE ASSEMBLY OF THE ACADEMIC SENATE**

**Thursday, December 8, 2022**

**10:00 am - 1:00 pm**

To participate in the videoconference, you may join the video and internet audio at

<https://UCOP.zoom.us/j/6568908103>

Or by phone: 1 669 900 6833 Meeting ID: 656 890 8103

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## **I. Roll Call**

### **2022-23 Assembly Roll Call - December 8, 2022**

#### **President of the University:**

Michael Drake

#### **Academic Council Members:**

Susan Cochran, Chair  
James Steintrager, Vice Chair  
Mary Ann Smart, Chair, UCB  
Ahmet Palazoglu, Chair, UCD  
Georg Striedter, Chair, UCI  
Jessica Cattelino, UCLA Chair  
Patricia LiWang, Chair, UCM  
Sang-Hee Lee, Chair, UCR Nancy  
Postero, Chair, UCSD Steven  
Cheung, Chair, UCSF Susannah  
Scott, Chair, UCSB Patricia  
Gallagher, Chair, UCSC Barbara  
Knowlton, Chair, BOARS Erith  
Jaffe-Berg, CCGA Chair Louis  
DeSipio, Chair, UCAADE Francis  
Dunn, Chair, UCAP Melanie  
Coco, Chair, UCEP Teresa Dalton,  
Chair, UCFW Cynthia Schumann,  
Chair, UCORP Donald Senear,  
Chair, UCPB

#### **Berkeley (5)**

Adrian Aguilera  
Chris Hoofnagle  
Rosemary Joyce  
Martha Olney  
Dean Toste

#### **Davis (6)**

Javier Arsuaga  
Joseph Chen  
Yufang Jin  
Richard Tucker  
Judith Van de Water  
TBD (1)

#### **Irvine (4)**

Michael Cooper  
John Crawford  
Zeev Kain  
Bonnie Ruberg

#### **Los Angeles (8)**

Carol Bakhos  
Patricia Ganz  
Tim Groeling  
Ronald Hays  
Eleanor Kaufman  
Jody Kreiman  
Moritz Meyer-ter-Vehn  
Shane White

#### **Merced (1)**

Shilpa Khatrri

#### **Riverside (2)**

David Biggs  
Peter Chung

#### **San Diego (5)**

Niloofar Afari  
Paolo Cessi  
Virginia de Sa  
Kamau Kenyatta  
Anita Raj

#### **San Francisco (4)**

Stella Bialous  
Pamela Den Besten  
Kewchang Lee  
Janice Tosh

#### **Santa Barbara (3)**

Isabel Bayrakdarian  
Cynthia Kaplan  
France Winddance Twine

#### **Santa Cruz (2)**

Melissa Caldwell  
Rita Mehta

#### **Secretary/Parliamentarian**

Andrew Dickson

## VIDEOCONFERENCE MEETING OF ASSEMBLY OF THE ACADEMIC SENATE

June 8, 2022

## MINUTES OF MEETING

## I. ROLL CALL OF MEMBERS

Pursuant to the call, the Assembly of the Academic Senate met on Wednesday, June 8, 2022. Academic Senate Chair Robert Horwitz presided and called the meeting to order at 10:00 am. Senate Director Hilary Baxter called the roll of Assembly members and confirmed a quorum. Attendance is listed in Appendix A of these minutes.

## II. MINUTES

**ACTION:** The Assembly approved the minutes of April 13, 2022.

## III. ANNOUNCEMENTS BY SENATE LEADERSHIP

- Robert Horwitz, Chair
- Susan Cochran, Vice Chair

Apportionment of 2022-23 Assembly: The apportionment of Assembly representatives for the 2022-23 academic year is enclosed in the agenda. Campus representation relative to 2021-22 did not change.

Memorial to the Regents: The Faculty of the Academic Senate voted in favor of a Memorial that “petitions the Regents for investments in UC’s infrastructure that will reduce on-campus fossil fuel combustion by at least 60% of current levels by 2030 and by 95% of current levels by 2035.” Voting ended June 3. Of 3,649 Senate members who voted, 84.6% voted in favor of the Memorial.

Executive Director: The Senate hired Monica Lin as its new executive director to succeed retiring Executive Director Hilary Baxter. Ms. Lin comes to the Senate from the UCOP Office of Graduate, Undergraduate and Equity Affairs where she was Director of A-G and Transfer Policy and Analysis.

Budget: Governor Newsom’s May budget revision proposal for 2022-23 includes a compact agreement with UC that funds annual 5% increases to the UC operating budget for the next five years if meets policy targets related to access, affordability, student success, and intersegmental cooperation. The budget did not provide, as hoped, additional one-time funding for deferred maintenance, seismic retrofitting, and energy efficiency projects. Senate leaders have asked the University to use the final phase of the budget cycle to seek funding for capital projects and faculty salary increases that offset inflation.

May Regents Meeting: Chair Horwitz’s remarks to the Board in May focused on the Fossil Fuel Memorial and on the Intersegmental Committee of Academic Senates’ approval of a revised IGETC framework that meets the requirements of Assembly Bill 928 to create a singular transfer pathway from the California Community Colleges to CSU and UC. The Regents’ Academic and Student Affairs Committee heard a presentation about how first-generation and low-income students are disadvantaged by the “hidden curriculum”—an implicit, unwritten set of rules about navigating college. The co-chairs of the Senate-Administration Working Group on Mitigating

Covid-19 Impacts on Faculty also presented recommendations for addressing the impacts of the pandemic on faculty advancement, morale, work-life balance, and dependent care. The recommendations include incorporating Achievement Relative to Opportunities (ARO) principles into merit and promotion expectations and implementing new mechanisms to support research recovery.

Master's Program Reviews: The joint Academic Planning Council Workgroup on Master's Degree Programs and Program Review completed its evaluation of systemwide review processes for Master's degree proposals. It concluded that the existing review process is efficient and effective, and should preserve a continued role for CCGA in reviews.

Clinician Morale: A Senate Ad hoc Working Group is investigating factors affecting the poor morale of UC clinicians.

Ethnic Studies: The Academic Council has asked BOARS for further consideration of an ethnic studies requirement for first-year admission to the University. BOARS has posted a statement on its website that it "supports Ethnic Studies as a discipline and is engaged in evidence-based deliberations to create a policy that is in the best interests of students to ensure that they have both access to and preparation for a UC education."

Department Statements: The Council endorsed a UCAF letter with recommendations about the freedom of campus academic departments to issue or endorse statements on political or controversial issues. The letter emphasizes that law and UC policy permit departments to post political statements, but strongly advises departments to include disclaimers clarifying that the department does not speak for the University as a whole and describing in some way whose views in the department the statement represents. The letter also urges departments to report the statements unsigned to reduce possible coercion of those who do not wish to sign.

Online Degrees: The Council is discussing a framework for decision-making around fully online undergraduate degrees. It plans to consider an amendment to Senate Regulation 630.E proposed by UCEP to close the loophole that allows campuses to potentially create a fully online degree program through individually-approved online courses.

Tutoring Websites: Senate leaders plan to meet with UC Legal and external intellectual property experts to consider strategies for challenging external online tutoring service providers that facilitate student academic dishonesty and faculty IP theft.

- Assembly members noted that the 4% increase to faculty salaries taking effect October 1 effectively provides faculty on 9-month appointments who begin July 1 with a 3% raise. In contrast, staff salary increases take effect July 1.
- Members noted the difficulty of defining "political" speech, and expressed concern about allowing administrators to decide what constitutes political speech.

### **III. REPORTS OF STANDING COMMITTEES**

#### **A. Academic Council**

##### **1. Nomination and election of the 2022-23 UCOC Vice Chair**

**ACTION: The Assembly elected Reza Ahmadi (UCLA) 2022-23 UCOC Vice Chair by unanimous consent.**

#### **IV. UNIVERSITY AND FACULTY WELFARE REPORT**

- **Jill Hollenbach, UCFW Chair**

ARO Beyond Covid: The report of the Mitigating COVID-19 Impacts on Faculty Working Group encourages consideration of Achievement Relative to Opportunity (ARO) principles in the merit and promotion process. UCFW recognizes that faculty struggles around child care and illness are not unique to the pandemic, and wants UC to codify ARO principles in the APM as a way to support a more humane and inclusive academic culture.

2016 UCRP Modeling Tool: The Academic Council has endorsed a planning model developed by members of the UCFW Task Force on Investment and Retirement to assist new UC employees (hired after July 1, 2016) when choosing a retirement plan (Pension Choice vs. Savings Choice). The Council has asked Senate divisions and UCOP administrators to distribute the model to faculty.

Retirement: UCFW is advocating for service improvements in the UC Retirement Administration Service Center (RASC), including hiring more local campus retirement facilitators and phone center staff. UCFW also supports an ad hoc COLA adjustment for UC retirees whose pension purchasing power has fallen below 75% of original value. UCFW is monitoring UC pension investments on an ongoing basis to ensure continued viability of UCRP.

Health Care Task Force: The UCFW Health Care Task Force (UCFW-HCTF) is advocating for better behavioral healthcare access; fertility care coverage; and solutions to ongoing problems with UC's pharmacy benefits manager Navitus. UCFW also is evaluating concerns from non-Senate health sciences faculty, developing options to revise the Health Sciences Compensation Plan, and advising on management of UC Health and the UC hospitals.

Additional Ongoing Issues: UCFW is discussing inconsistent campus COVID-19 safety-measures and policies for student learning accommodation; visa delays; HR and accounting system problems; the lack of affordable housing on campuses; and UC's role in protecting reproductive rights.

#### **V. ANNOUNCEMENTS BY SENIOR UNIVERSITY LEADERS**

- **Michael Drake, President**
- **Michael T. Brown, Provost and Executive Vice President**
- **Nathan Brostrom, Executive Vice President and Chief Financial Officer**

COVID Update: President Drake observed that COVID-19 cases are rising, but hospitalization and fatality rates are lower. He expects a plateau and then declines in the next several weeks. UCOP will issue guidance to campuses next month for fall re-entry to campuses. The guidance will include a vaccine mandate and recommended protocols for testing and masking based on community positive case rate thresholds.

Regents Meeting: The Regents approved a series of capital projects, and amended their policy on financial aid to advance the University's goals around reducing student debt. The Regents also discussed efforts and initiatives underway to advance faculty diversity.

Native American Opportunity Plan: The University will fully cover in-state tuition and fees for California residents who are members of federally-recognized Native American tribes starting this

fall. Proposition 209 limits the program to tribes that are federally-recognized, but UC has identified private funding from Graton Rancheria to support other Native American students.

State Budget: The University is pleased with the May budget revision and is working with the state to identify additional funding opportunities in the \$17 billion state budget surplus for capital priorities, climate change mitigation, research, and the funding of past unfunded enrollments.

Reproductive Rights: As the U.S. Supreme Court nears a decision on abortion rights, the University is expressing its support for providing its students, faculty, staff, and patients access to the full range of healthcare services, including reproductive health services.

Mitigating Covid Impacts: Provost Brown noted that he has circulated the report of the Mitigating COVID-19 Impacts on Faculty Working Group to campus administrators for feedback on implementation processes and resource implications.

Ethnic Studies: Provost Brown joined a recent BOARS meeting to discuss the implications of new state legislation mandating an Ethnic Studies high school graduation requirement, and its possible interface with the UC/CSU A-G subject area requirements.

Master's Program Review: Provost Brown said he is disappointed with some of the recommendations of the Academic Planning Council Workgroup on Master's Degree Programs and Program Review; however, he is encouraged by the Senate representatives' openness to an external review process managed at the campus level.

- Assembly members thanked President Drake for his leadership in shepherding the Native American Opportunity Plan. They asked if the state budget surplus included opportunities for faculty salary increases that will better offset inflation. They noted that the October 1 effective date for faculty salary increases provides a 3%, not 4% salary adjustment for faculty. They suggested that the University pursue a new study of faculty total remuneration.
- President Drake noted that the budget compact will support opportunities for future years' faculty salary increases. He said the University will use fall 2022 inflationary conditions as a benchmark for next year's state budget request, and he expressed support for an effort to study the extent to which the University is offering competitive and fair faculty salaries.

## **VI. SPECIAL ORDERS**

### **A. Consent Calendar [NONE]**

## **VII. NEW BUSINESS [None]**

## **VIII. SPECIAL ORDERS [None]**

## **IX. REPORTS ON SPECIAL COMMITTEES [None]**

## **X. PETITIONS OF STUDENTS [None]**

## **XI. UNFINISHED BUSINESS [None]**

The meeting adjourned at 12:00 pm

Minutes Prepared by: Michael LaBriola, Assistant Director, Academic Senate

Attest: Robert Horwitz, Academic Senate Chair

Attachments: Appendix A – Assembly Attendance Record, Meeting of June 8, 2022

## **Appendix A – 2021-2022 Assembly Attendance Record, Meeting of June 8, 2022**

### **President of the University:**

Michael Drake

### **Academic Council Members:**

Robert Horwitz, Chair  
Susan Cochran, Vice Chair  
Ronald Cohen, Chair, UCB  
Richard Tucker, Chair, UCD  
Joanna Ho, Chair, UCI  
Jessica Cattelino, UCLA Chair  
LeRoy Westerling, Chair, UCM  
Jason Stajich, Chair, UCR  
Tara Javidi, Chair, UCSD  
Steven Cheung, Chair, UCSF  
Rita Raley, Vice Chair, UCSB (alt for  
Susannah Scott, Chair)  
David Brundage, Chair, UCSC  
Madeleine Sorapure, Chair, BOARS  
Andrea Kasko, CCGA Chair  
Daniel Widener, Chair, UCAADE (absent)  
John Kuriyan, Chair, UCAP  
Mary Lynch, Chair, UCEP  
Jill Hollenbach, Chair, UCFW  
Karen Bales, Chair, UCORP  
Kathleen McGarry, Chair, UCPB

### **Berkeley (5)**

Mary Ann Smart (alt for Emily Ozer)  
Nathan Sayre  
Martha Olney  
Rosemary Joyce  
Dean Toste

### **Davis (6)**

Javier Arsuaga  
Joe Chen  
Yufang Jin  
Hans-Georg Mueller  
Robert Powell (absent)  
Judith Van de Water

### **Irvine (4)**

Elliott Currie  
Michael Cooper  
Naomi Morrisette  
Bonnie Ruberg

### **Los Angeles (8)**

Carol Bakhos (absent)  
Hiram Beltran-Sanchez  
Nicholas Brecha  
Patricia Ganz  
William Hsu  
Ann Karagozian (absent)  
Eleanor Kaufman  
Shane White

### **Merced (1)**

Justin Yeakel

### **Riverside (2)**

Peter Chung (absent)  
David Biggs (absent)

### **San Diego (5)**

Mariana Cherner (absent)  
Douglass Forbes  
Paolo Cessi  
Virginia de Sa  
Kamau Kenyatta (absent)

### **San Francisco (4)**

Kathy Yang (alt for Stella Bialous)  
Dyche Mullins  
Kewchang Lee (alt for Jae-Woo Lee)  
Pamela Den Besten

### **Santa Barbara (3)**

Cynthia Kaplan  
Daniel Montello  
Elizabeth Perez

### **Santa Cruz (2)**

Patricia Gallagher  
Susan Strome

### **Secretary/Parliamentarian**

Andrew Dickson



### **III. ANNOUNCEMENTS BY THE CHAIR**

#### **▪ Susan Cochran**

#### **1. UCRJ Legislative Ruling on Virtual Participation in Privilege and Tenure Hearings [INFORMATION]**

November 21, 2022

**SUSAN COCHRAN, CHAIR  
ACADEMIC COUNCIL**

#### **Re: Legislative Ruling on Virtual Privilege and Tenure Hearings**

Dear Chair Cochran:

In accordance with Senate Bylaw 206.A, the Committee on Rules and Jurisdiction of the Academic Senate of the University of California (UCR&J) renders the following Legislative Ruling in regard to virtual participation in Privilege and Tenure Hearings.

#### **Legislative Ruling 11.22 November 15, 2022 Virtual Participation in Privilege and Tenure Hearings**

Virtual participation is an accepted way for individual participants in a Privilege and Tenure hearing to be “present” at a hearing pursuant to Senate Bylaws 335, 336 and 337. “Presence” is understood to include the possibility of a fully remote hearing (all participants joining using videoconferencing technology) or a hybrid hearing (some participants joining with videoconferencing technology and some in-person), in addition to a fully in-person hearing. Senate divisions are not precluded from promoting and maintaining a stricter definition of “presence” in their division. Divisional Privilege and Tenure Committees have discretion regarding the use of fully remote, hybrid or in-person hearings, provided that the hearing is conducted in a manner that satisfies the due process rights of the grievant or the accused.

#### **Background and Rationale for the Ruling**

The ruling responds to a memo from Professor David Blank, Chair of the UC Los Angeles Committee on Rules and Jurisdiction, dated August 31, 2022. Professor Blank requested a legislative ruling from UCRJ regarding whether virtual participation in a Privilege and Tenure disciplinary hearing would satisfy the provisions that the grievant and the accused are entitled to be “present” at all sessions of the Hearing Committee when evidence is being received pursuant to Senate Bylaw 335.D.3 and Bylaw 336.F.3.

Bylaw 335.D.3 outlines processes regarding grievance hearing procedures. It provides that the “Chancellor’s designee, grievant, and/or their representatives shall be entitled to be present at all sessions of the Hearing Committee when evidence is being received.” Similarly, Bylaw 336.F.3, regarding disciplinary hearing procedures, provides that the “Chancellor or Chancellor’s designee, the accused, and/or their representatives shall be entitled to be present at all sessions of the Hearing Committee when evidence is being received.” And Bylaw 337.B.3 provides for early termination proceedings: “The Chancellor’s designee and the faculty member and/or their representatives shall be entitled to be present at all sessions of the Hearing Committee when evidence is being received...”

In drafting this ruling, UCRJ considered its own informal advice to the UCSC Committee on Privilege and Tenure on this issue in April 2020, provided to UCSC in the context of the emergency move to remote operations during the pandemic, which made physical presence in a hearing room temporarily impossible. UCRJ’s advice focused on an interpretation of the meaning of “presence” in Bylaw 335 and 336 requiring

that a grievant or accused be afforded the opportunity to be “present” at a hearing. UCRJ advised that “presence” is satisfied by the opportunity to participate in a proceeding held by videoconference.

UCRJ also considered a March 1973 UCRJ ruling on hearing procedure, detailed at 3.73 (2) in Appendix II of the Manual of the Academic Senate. This ruling states that to comply with “contemporary standards of due process,” a Divisional Promotion & Tenure Committee “shall at a minimum... accord the complainant, on written request, a timely opportunity to appear in person before it and state his [sic] grievance...” as requiring the opportunity for the respondent to be physically present in the hearing room when evidence and argument are taken by the disciplinary hearing.

UCRJ found that the March 1973 ruling does not reflect contemporary standards of due process. It was issued in an earlier technological age when “present” could only mean “in person.”

UCRJ found that the use of remote testimony and remote/hybrid formats in the court system has some bearing on this question in October 2022. Even before the pandemic, remote and hybrid proceedings via telephone and videoconference have been used in formal court proceedings and such proceedings have been deemed to meet the demands of due process. Some courts are continuing the use of technology to enable remote participation in hearings after pandemic restrictions have been lifted. The National Conference of State Legislatures (NCSL) recently published a summary of perspectives and advice about the benefits and challenges inherent in remote and hybrid court hearings.

In considering a ruling, UCRJ surveyed divisional representatives to the University Committee on Privilege and Tenure (UCPT) for information about their current practices around disciplinary hearings and their opinions about the pros and cons of virtual hearings. Several divisions reported that they occasionally held virtual or hybrid hearings before the pandemic, as well as during the pandemic shutdown, and several reported that they plan to continue a combination of virtual and in-person meetings going forward.

The P&T survey responses reflected the finding by the NCSL that the type of hearing is likely to be more important than the type of case in decisions about the format of a hearing. UCRJ agrees that case-by-case considerations will be important to future practice. We also note that while videoconferencing software is convenient and efficient, and may increase access to hearings for witnesses, it can also pose practical challenges in terms of maintaining confidentiality. Divisional P&T committees should use discretion when balancing the potential benefits and challenges of virtual and hybrid hearings, while ensuring that the hearing protects the due process rights of the grievant or the accused in all formats. Convenience of the Privilege and Tenure Committee should not be the primary driver for convening virtual hearings. Reasonable accommodation requests must be considered.

Please do not hesitate to contact me if you have questions.

Sincerely,

Mijung Park, Chair  
University Committee on Rules and Jurisdiction

Cc: UCRJ  
Professor Blank  
UCLA Senate Director de Stefano  
UCLA R&J Analyst Valdez  
UCPT  
Monica Lin, Academic Senate Executive Director

#### IV. REPORTS OF STANDING COMMITTEES

##### A. Academic Council

##### ▪ Susan Cochran, Chair Academic Council

##### 1. Proposed New Senate Regulation 479 [ACTION]

**Background and Justification:** At its November 2022 meeting, following a [systemwide Senate review](#), the Academic Council approved a proposed new Senate Regulation 479 creating the California General Education Transfer Curriculum (Cal-GETC). The Intersegmental Committee of the Academic Senates (ICAS) designed Cal-GETC in response to State Assembly Bill 928 (AB 928), a new law calling for the establishment of a singular lower-division general education pathway that meets the academic requirements necessary for transfer admission from the California Community Colleges (CCC) to both UC and the California State University (CSU). Cal-GETC is based on the longstanding Intersegmental General Education Transfer Curriculum (IGETC, UC Senate Regulation 478<sup>1</sup>). Cal-GETC aligns UC and CSU transfer requirements without increasing the 34-unit ceiling for the general education course pattern, as mandated by AB 928, and will take effect for students entering a community college as of fall 2025 and beyond. Senate Regulation 478 will eventually sunset once it is replaced by Cal-GETC as the primary lower-division general education pathway used by prospective CCC transfer applicants to the CSU and UC systems. The CSU and CCC Academic Senates are also reviewing the same Cal-GETC proposal. Under AB 928 if the three Academic Senates are unable to reach agreement on a singular lower-division general education transfer pathway by May 31, 2023, AB 928 would shift authority for doing so from the faculty to the respective administrations of the three segments.

Comments from the UC Academic Senate systemwide review have been addressed and incorporated as additional clarifying revisions (redlined) supported by the Academic Council and presented to the Assembly below. Reviewers expressed general support for the proposal as a positive change focused on student success that will further support transfer and create more flexibility for students. They also acknowledged the need to respond to AB 928 and maintain faculty authority over transfer preparation and curriculum.

**ACTION REQUESTED: Approve the proposed Senate Regulation 479.**

#### **Proposed Senate Regulation 479**

***Note:** The language for the new Senate Regulation 479, which creates the California General Education Transfer Curriculum (Cal-GETC), mirrors that of the existing Senate Regulation 478 for the long-standing Intersegmental General Education Transfer Curriculum (IGETC) because the intent is to sunset Senate Regulation 478 once IGETC is fully replaced by Cal-GETC. Until then, both regulations are required to outline the GE transfer curriculum requirements for California Community College students planning for transfer admission to UC and CSU.*

**479.** Students who begin at a California Community College in fall 2025 or later and are planning for admission to the University by transfer can fulfill the lower-division Breadth and General Education (B/GE) requirements by completion of the California General Education Transfer Curriculum (Cal-GETC) or by fulfilling the specific requirements of the college or school to which the student will apply.

##### A. Cal-GETC Course and Unit Requirements

All courses used in satisfying Cal-GETC must be accepted for baccalaureate credit at the University, and be of at least 3 semester units or 4 quarter units. The laboratory portion of science

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<sup>1</sup> <https://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart2.html#r478>

courses must be of at least 1 unit. ~~English and mathematics/statistics courses that are 2 semester units or 3 quarter units can satisfy the Quarter courses worth 3 units may be used only in the subject areas of~~ English Communication ~~or and~~ Mathematical Concepts and Quantitative Reasoning ~~subject areas, respectively, if they are part of a sequence when at least two such courses are part of a sequence.~~ All courses that are part of such a sequence must be completed to satisfy Cal-GETC.

#### B. Cal-GETC Subject Requirements

The minimum number of courses and units in each of the following six subject areas constitute the California General Education Transfer Curriculum:

1. English Communication. 3 courses: 9 semester units, 12 quarter units. One course must be in English Composition. The second course must be in Critical Thinking and Composition, and the third course must be in Oral Communication; these ~~latter~~ two courses must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of ~~remedial~~ composition ~~at lower than the college level~~ cannot be counted toward fulfillment of the English Composition requirement.
2. Mathematical Concepts and Quantitative Reasoning. 1 course: 3 semester units, 4 quarter units. This course should be in mathematics or statistics, ~~with the exception that including~~ courses in the application of statistics to specific disciplines ~~may not be used to fulfill this requirement.~~
3. Arts and Humanities. 2 courses: 6 semester units, 8 quarter units. One of the courses must be completed in the Arts and one of the courses must be completed in the Humanities. Courses that are primarily ~~focused on technique, skills, or performance, with little emphasis on the integration of history, theory, and criticism, performance or studio art courses~~ cannot be used to fulfill this requirement.
4. Social and Behavioral Sciences. 2 courses: 6 semester units, 8 quarter units. Courses must be from two different disciplines.
5. Physical and Biological Sciences. 2 courses: 7 semester units, 9 quarter units. One course must be in a physical science, the other in a biological science, and at least one must include a laboratory.
6. Ethnic Studies. 1 course: 3 semester units, 4 quarter units. This course must be in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.

#### C. Scholarship Requirements

Only courses in which a grade of C or better has been attained can be used for fulfillment of Cal-GETC. Credit by external exams may satisfy portions of the Cal-GETC pattern of courses upon approval of the Board of Admissions and Relations with Schools.

#### D. University Policy for the Cal-GETC

1. Students must have their coursework fulfilling Cal-GETC certified by the last California Community College they attended for a regular term prior to transfer.
2. If the lower-division B/GE requirements are not fully satisfied prior to transfer, the student will be subject to the regulations regarding B/GE lower-division requirements of

the school or college of the campus to which the student transfers, with the following two exceptions.

- a. A transfer student accepted into a college or school that recognizes Cal-GETC as satisfying the B/GE requirements may complete a maximum of two courses of the Cal-GETC pattern after transfer (i.e., “Partial Cal-GETC Certification”) if all other conditions in Section 479.B are met. Neither of the courses to be completed after transfer may be in English Communication or Mathematical Concepts and Quantitative Reasoning (Cal-GETC Areas 1 & 2).
  - b. A transfer student intending to major in science, engineering, or mathematics in a college or school that recognizes Cal-GETC as satisfying the B/GE requirements may complete up to ~~two~~ ~~three~~ courses after transfer. The courses to be completed after transfer may consist of at most one in each of Area 3 - Arts and Humanities and Area 4 - Social and Behavioral Sciences, ~~and one course from Area 6 – Ethnic Studies.~~
3. A student who has been approved to complete the Cal-GETC after transfer may take a certified Cal-GETC course in the areas remaining to be completed at any California Community College subject to the UC campus rules regarding concurrent enrollment or, at the option of the UC campus, may take approved substitute courses at that UC campus.
4. The Cal-GETC must be completed ~~no later than the summer before senior year once the student transfers to UC within one academic year (two semesters or three quarters plus any summer that might intervene) of the student's transfer to UC.~~
5. Consistent with SR 414, each college or school retains the right to accept or not accept Cal-GETC as satisfactory completion of its lower-division B/GE requirements.



320 STEPHENS HALL  
UNIVERSITY OF CALIFORNIA

November 14, 2022

SUSAN COCHRAN  
Chair, Academic Council

*Subject: Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)*

Dear Chair Cochran:

On November 7, 2022, the Council of the Berkeley Division (DIVCO) discussed the *Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)*, informed by written comments from the Committees on Admissions, Enrollment, and Preparatory Education (AEPE); Rules and Elections (R&E); and Undergraduate Council (UGC). DIVCO supported the intention of the new regulation and endorsed the enclosed committee comments.

DIVCO appreciated the student-centered principles but is concerned about the removal of the “Language Other than English” proficiency requirement because of the resource implications. Removing a foreign language as an entry requirement will create an increased demand for language courses, and will in turn require additional hiring and resources in those programs.

DIVCO suggests that the implementation of the ethnic studies requirement should be undertaken in parallel with the implementation of the proposed ethnic studies requirement for freshman admissions to the University of California. We recognize that this freshman admissions requirement has not yet been resolved.

One criticism of Cal-GETC is that there is a gap of the applicability of streamlining transfer pathways since not all schools and colleges are participating in this effort.

Please see the attached letters for more information.

Sincerely,

A handwritten signature in cursive script that reads 'Mary Ann Smart'.

Mary Ann Smart  
Professor of Music  
Chair, Berkeley Division of the Academic Senate

Enclosures

cc: Maximilian Auffhammer, Vice Chair, Berkeley Division of the Academic Senate  
Jocelyn Surla Banaria, Executive Director, Berkeley Division of the Academic Senate  
Jill Duerr Berrick, Chair, Committee on Admissions, Enrollment, and Preparatory Education  
J. Keith Gilles, Chair, Committee on Rules and Elections  
Robert Ashmore, Chair, Undergraduate Council  
Sumei Quiggle, Associate Director staffing Committee on Rules and Elections, and Undergraduate Council



320 STEPHENS HALL  
UNIVERSITY OF CALIFORNIA

October 31, 2022

MARY ANN SMART  
Chair, Berkeley Division of the Academic Senate

*Subject: AEPE comments on the systemwide Academic Senate review – Proposed Senate Regulation 479 (Cal-GETC)*

Dear Chair Smart,

The Academic Senate Committee on Admissions, Enrollment, and Preparatory Education (AEPE) was asked to provide comments on the proposed new Senate Regulation 479 creating the California General Education Transfer Curriculum (Cal-GETC). The Intersegmental Committee of the Academic Senates (ICAS) designed Cal-GETC in response to State Assembly Bill 928 (AB 928), a new law which calls for the establishment of a single lower-division general education pathway that can meet the academic requirements necessary for transfer admission from the California Community Colleges (CCC) to both UC and the California State University (CSU).

AEPE determined that the proposed regulation is well-intentioned and would align transfer requirements with the California State University (CSU). However, AEPE members were concerned about removal of the requirement of “language other than English,” and replacing it as a UC graduation requirement. This has important resource implications for campus language departments, as well as adds to the burden onto the transfer student when they are enrolled at UC Berkeley. It was suggested that the campus committee on language instruction be consulted if this regulation is approved. Finally, AEPE also suggests that if this regulation is approved, that the implementation timeline be in alignment with the timeline of the proposed Area “H” (ethnic studies) of the UC Freshman A-G subject requirement. Area “H” has not been approved yet.

In addition, AEPE suggests that if this regulation is approved and because this regulation includes an ethnic studies requirement, the implementation timeline be in alignment with the high school ethnic studies implementation timeline. However, the proposed high school ethnic studies requirement into UC admissions has not been resolved.

Sincerely,

A handwritten signature in black ink, appearing to read 'JDB', written over a light blue rectangular background.

Jill Duerr Berrick  
Chair, Committee on Admissions, Enrollment, and Preparatory Education  
Professor of Social Welfare

cc: Sophie Volpp, Board of Admissions and Relations with Schools and Representative & AEPE member  
Jocelyn Surla Banaria, Executive Director & staff to AEPE



320 STEPHENS HALL  
UNIVERSITY OF CALIFORNIA

November 1, 2022

MARY ANN SMART  
Chair, Berkeley Division

Re: Proposed new SR 479 (California General Education  
Transfer Curriculum (Cal-GETC))

Dear Chair Smart,

At its meeting on September 15, the Committee on Rules and Elections reviewed the proposed new Senate Regulation 479 on Cal-GETC curriculum. No issues under our jurisdiction were identified.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. Keith Gilles'.

J. Keith Gilles  
Chair, Committee on Rules and Elections

JKG/scq





320 STEPHENS HALL  
UNIVERSITY OF CALIFORNIA

November 1, 2022

PROFESSOR MARY ANN SMART  
Chair, Berkeley Division of the Academic Senate

*Re: UGC comments on proposed new SR 479 (Cal-GETC)*

Dear Chair Smart,

At its meeting on October 5, the Undergraduate Council (UGC) reviewed the proposed new Senate Regulation 479, to establish a California General Education Transfer Curriculum (Cal-GETC). UGC supports the intention of the new regulation and the curriculum itself.

As is clear from the language of the regulation itself, however, not all of UC's schools and colleges will be required to recognize the Cal-GETC curriculum (we understand, for example, that Berkeley's College of Engineering and College of Chemistry currently do not accept the IGETC).

This lack of comprehensive application seems to somewhat undermine the intended purpose—i.e., broadening access to as wide as possible a range of major and programs—of such a transfer curriculum.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert Ashmore'.

Robert Ashmore  
Chair, Undergraduate Council



DAVIS DIVISION OF THE ACADEMIC SENATE  
ONE SHIELDS AVENUE  
DAVIS, CALIFORNIA 95616-8502  
(530) 752-2220  
academicsenate.ucdavis.edu

November 14, 2022

**Susan Cochran**  
Chair, Academic Council

**RE:** Proposed Senate Regulation 479 (Cal-GETC)

Dear Susan,

The proposed Senate Regulation 479 was forwarded to all standing committees of the Davis Division of the Academic Senate. Three committees responded: Admissions and Enrollment (CAE), General Education (GE), and Undergraduate Council (UGC).

Committees support the proposed regulation. The modest changes improve on IGETC requirements, and Cal-GETC fulfills the goal of a common general education pathway for transfer to UCs and CSUs. UGC notes that the proposal does not discuss if the regulation has ramifications for WASC accreditation.

The Davis Division appreciates the opportunity to comment.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Palazoglu", is written over a light blue horizontal line.

Ahmet Palazoglu  
Chair, Davis Division of the Academic Senate  
Distinguished Professor of Chemical Engineering  
University of California, Davis

Enclosed: Davis Division Committee Responses

c: Monica Lin, Executive Director, Systemwide Academic Senate  
Michael LaBriola, Assistant Director, Systemwide Academic Senate  
Edwin M. Arevalo, Executive Director, Davis Division of the Academic Senate

November 4, 2022

**Ahmet Palazoglu**

Chair, Davis Division of the Academic Senate

**RE:** Proposed Senate Regulation 479 (Cal-GETC)

Dear Ahmet:

The Committee on Admissions & Enrollment (CAE) has reviewed the Request for Consultation (RFC) of the Proposed Senate Regulation 479 (Cal-GETC). The committee members support this proposed change and did not have any specific concerns or comments. We noted that the change to current IGETC agreements is modest from the UC perspective and support the collaborative process that has resulted in this proposed regulation in response to legislative mandate.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jay Stachowicz", with a stylized flourish at the end.

Jay Stachowicz

Chair, Committee on Admissions & Enrollment

November 04, 2022

**Ahmet Palazoglu**

Chair, Davis Division of the Academic Senate

**RE:** Request for Consultation: Proposed Senate Regulation 479 (Cal-GETC)

The General Education Committee (GEC) reviewed the Request for Consultation (RFC) of the Proposed Senate Regulation 479 (the California General Education Transfer Curriculum, or Cal-GETC). The committee supports the new Cal-GETC regulations and feels strongly that maintaining a single general education transfer curriculum for CSUs and UCs is important for transfer student success. That said, the committee did raise a few questions for consideration.

Currently, students transferring into UCD from community colleges can choose between completing our campus's General Education (GE) program or the Intersegmental General Education Transfer Curriculum (IGETC) to fulfill their GE requirements. The committee supports the proposed Cal-GETC replacing the IGETC with the proposed Cal-GETC being more aligned with UCD's GE requirements but also aligned with CSU requirements. The adoption of the Cal-GETC will be an improvement for the ability of transfer students to complete GE requirements that are recognized and accepted by their destination institution, whether it be a CSU or UC.

The GE Committee raised questions about whether fulfilling the Cal-GETC would satisfy just the UC Davis Core Literacy GE requirements or if fulfilling the Cal-GETC would also satisfy the UC Davis Topical Breadth requirements (52 units). The committee interpreted it as satisfying the Core Literacy GE requirements but not the Topical Breadth requirement and raised concerns about what the implications would be for transfer students in fulfilling the UC Davis topical breadth requirements.

The GE Committee noted that the Cal-GETC requires courses on the quarter system to carry four units for the courses to be eligible to fulfil the Cal-GETC curriculum. Committee members wondered whether this could create a problem for students at community colleges where quarter-based GE courses carry three units, rather than four, and limit the number of courses available at quarter-based community college institutions that can satisfy the Cal-GETC.

In summary, in comparing the proposed SR 479 and the Cal-GETC with the current IGETC curriculum, the committee in general support the proposed 479 Cal-GETC in replacing the IGETC and overall goal to maintain and align a single general education transfer curriculum for CSUs and UCs

Thank you.



Marina Ellefson Crowder  
Chair, General Education Committee

November 1, 2022

**Ahmet Palazoglu**

Chair, Davis Division of the Academic Senate

**RE:** Request for Consultation: Proposed Senate Regulation 479 (Cal-GETC)

Dear Ahmet:

The Undergraduate Council (UGC) reviewed the Request for Consultation (RFC) of the Proposed Senate Regulation 479 (the California General Education Transfer Curriculum, or Cal-GETC). The council is in agreement with the new regulation but the council did raise a few questions for consideration by both the Division and UC more broadly.

At present, students transferring into UCD from community colleges can choose between completing our campus's General Education (GE) program or the Intersegmental General Education Transfer Curriculum (IGETC) to fulfill their GE requirements. The proposed Cal-GETC replaces IGETC as an acceptable means of fulfilling both UC and UCD's GE requirements. UGC finds that, given that the Cal-GETC curriculum is more aligned with the UCD GE requirements than the current IGETC, the adoption of the Cal-GETC represents an improvement on the status quo.

UGC did have some concerns that this new GE pathway could have knock-on effects in connection with accreditation and the GE expectations of the Western Association of Schools and Colleges (WASC). While it is perhaps unlikely that the proposal could put the UC at odds with WASC, there did not seem to be any discussion of Cal-GETC's implications for accreditation, if any.

UGC noted the requirements for transfer for community college students coming from institutions on the quarter system appear to presume that courses carry four units. Committee members wondered whether this could create a problem for students at community colleges where quarter-based courses carry three units, rather than four.

In summary, beyond a handful of questions, UGC found few issues with the proposed SR 479 and the Cal-GETC, and in general, supports the pedagogical approach upon which the proposed regulation is grounded.

Thank you.



A. Katie Harris

Chair, Undergraduate Council

November 4, 2022

Susan Cochran, Chair  
Academic Council

**Re: Systemwide Review of Proposed Senate Regulation 479**

Dear Chair Cochran,

The Irvine Division discussed proposed Senate Regulation (SR) 479 at its Cabinet meeting on November 1, 2022. The Council on Enrollment Management and Admissions (CEMA) and Council on Educational Policy (CEP) also reviewed the proposal. The committees' feedback is attached for your review.

Members support the effort to create a single lower-division general education pathway for students who transfer from California Community Colleges to both the UC and California State University. Some members voiced confusion over SR 479's interaction with SR 414 and thought it should be clarified whether individual schools or colleges could opt out of the California General Education Transfer Curriculum (Cal-GETC) established by SR 479.

The Irvine Division appreciates the opportunity to comment.

Sincerely,



Georg Striedter, Chair  
Academic Senate, Irvine Division

Enclosures: CEMA, CEP memos

Cc: Arvind Rajaraman, Chair Elect-Secretary  
Jisoo Kim, Executive Director  
Gina Anzivino, Associate Director



**OCTOBER 24, 2022**

**GEORG STRIEDTER, CHAIR  
ACADEMIC SENATE, IRVINE DIVISION**

**RE: Proposed Senate Regulation 479**

The Council on Enrollment Management and Admissions (CEMA) reviewed the proposal to establish Senate Regulation 479 creating the California Education Transfer Curriculum (Cal-GETC) at its meeting on October 11, 2022.

One member asked for clarification regarding the mathematics requirement for transfer, and whether only one course fulfilled that requirement. It was also discussed whether this new regulation would help mitigate the bottleneck issue, with students spending an average of six years in community college with only a 30% transfer rate.

Members did not have any concerns regarding proposed Senate Regulation 479.

CEMA appreciates the opportunity to review and comment on this proposal.

Sincerely,



Sergio Gago-Masague, Chair  
Council on Enrollment Management and Admissions

Cc: Arvind Rajaraman, Chair Elect  
Jisoo Kim, Executive Director  
Gina Anzivino, Associate Director



October 21, 2022

**GEORG STRIEDTER, CHAIR  
ACADEMIC SENATE — IRVINE DIVISION**

**RE: SYSTEMWIDE REVIEW OF PROPOSED SENATE REGULATION 479**

At the October 6, 2022 meeting, CEP reviewed the proposal for Senate Regulation 479, which would create the California General Education Transfer Curriculum (Cal-GETC). The Intersegmental Committee of the Academic Senates (ICAS) designed Cal-GETC in response to State Assembly Bill 928 (AB 928), which calls for the establishment of a single lower-division general education pathway that meets the academic requirements for transfer admission from the California Community Colleges (CCC) to both UC and the California State University (CSU).

Cal-GETC is based on the longstanding Intersegmental General Education Transfer Curriculum (IGETC) (see [Senate Regulation 478](#)). It aligns UC and CSU transfer requirements without increasing the 34-unit ceiling for the course pattern, as mandated by AB 928, and will take effect for students entering a community college as of fall 2025. Senate Regulation 478 will eventually sunset once it is replaced by the proposed Senate Regulation 479.

Members of CEP were in favor of a simplified set of requirements and the ASUCI Representative noted that the proposal would generally be easier for students to understand. One area that was unclear was Item D-5, and if SR 414 was still needed. At the beginning of SR 479, it states that requirements are satisfied by "by completion of the California General Education Transfer Curriculum (Cal-GETC) or by fulfilling the specific requirements of the college or school to which the student will apply." It is unclear why each school or college would still retain the right to accept or reject requirements.

The Council was pleased with the proposal to establish a single lower-division general education pathway and the added clarity it will bring to undergraduate education.

Sincerely,



Manoj Kaplinghat, Chair  
Council on Educational Policy



Cc: Jisoo Kim, Executive Director, Academic Senate  
Gina Anzivino, Associate Director, Academic Senate  
Stephanie Makhoul, Senate Analyst, Academic Senate  
Malcolm Bourne, Senate Analyst, Academic Senate



November 4, 2022

Susan Cochran  
Chair, UC Senate

Re: (Systemwide Senate Review) Proposed Senate Regulation 479 (Cal-GETC)

Dear Chair Cochran,

At the November 3, 2022, meeting of the Executive Board, members reviewed the proposed Senate Regulation 479 (Cal-GETC), and divisional committee and council responses. Members appreciated the major intersegmental coordination and collaboration required, and they appreciated the importance of Academic Senate authority and completing the initiative by spring 2023. They noted the concern expressed by the Undergraduate Council about the need to ensure that transfer students not only are smoothly admitted to our campuses but also are set up to succeed rather than be burdened with additional requirements after enrolling. After positive discussion, members voted unanimously to support the proposal.

Sincerely,



Jessica Cattelino  
Chair  
UCLA Academic Senate

Encl.

Cc: April de Stefano, Executive Director, UCLA Academic Senate  
Andrea Kasko, Vice Chair/Chair Elect, UCLA Academic Senate  
Shane White, Immediate Past Chair, UCLA Academic Senate

October 25, 2022

To: Jessica Cattelino, Chair, Academic Senate

From: Robert Watson, Chair, Committee on Undergraduate Admissions and Relations with Schools

**Re: Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)**

Per your request, during its meeting on September 23, 2022, the Committee on Undergraduate Admissions and Relations with Schools (CUARS) reviewed the Proposed Senate Regulation 479 creating the California General Education Transfer Curriculum (Cal-GETC).

Overall, members are supportive of efforts to streamline course requirements for transfer students.

Members also appreciated that the proposed language of the regulation maintains the authority of each individual campus to determine whether or not to accept specific pathway requirements—a provision that is particularly important for the School of Engineering. Recognizing that undergraduate campuses across the UC system differ in competitiveness, the committee notes that it is important to preserve their ability to set local policies on transfer requirements and equivalencies.

Thank you for the opportunity to opine. If you have any questions, please do not hesitate to contact me via Committee Analyst Julia Nelsen at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

cc: April de Stefano, Executive Director, Academic Senate  
Andrew Fuligni, Vice-Chair, Committee on Undergraduate Admission and Relations with Schools  
Andrea Kasko, Vice-Chair/ Chair-Elect, Academic Senate  
Julia Nelsen, Committee Analyst  
Shane White, Immediate Past Chair, Academic Senate

October 25, 2022

To: Jessica Cattelino, Chair, Academic Senate

From: Kathleen Bawn, Chair, Undergraduate Council

**Re: Systemwide Senate Review: Proposed Senate Regulation 479 (Cal-GETC)**

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At its meeting on October 21, 2022, the Undergraduate Council reviewed Senate Regulation 479, proposed by the Intersegmental Committee of the Academic Senates, which establishes a single lower-division general education pathway that meets California community college transfer requirements for admission to the University of California and California State University.

Members generally support efforts to streamline course requirements for transfer students. Some members clarification as to how UCLA's unique Diversity course requirement would differ from the Cal-GETC Ethnic Studies requirement. Others expressed concern about UC's stipulation to remove the Language Other than English proficiency requirement from the pathway pattern, noting that it would be best from an instructional resource standpoint for students to fulfill this requirement before transferring. Reducing pathway requirements means that students will have to take more classes upon transferring to UC, resulting in additional costs and time-to-degree for students compared to taking the courses at a community college, and for the University to provide the classes.

Although California AB 928 legislation states that Cal-GETC can be used to satisfy General Education/Breadth requirements (similar to the current IGETC pattern), it also states that each school can determine whether or not they would accept it. But if the requirements are significantly lower than what the University requires of first year admits, that puts us in the position of either not supporting transfers or having vastly different requirements for the same degree. Increasing the number of students transfer to UC is just one measure of success; an equally important measure of success is the number of students who graduate.

Thank you for the opportunity to opine. With questions, please contact us via the Undergraduate Council's analyst, Julia Nelsen, at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

cc: April de Stefano, Executive Director, Academic Senate  
Andrea Kasko, Vice Chair/Chair-Elect, Academic Senate  
Julia Nelsen, Committee Analyst, Undergraduate Council  
Anne Warlaumont, Vice Chair, Undergraduate Council  
Shane White, Immediate Past Chair, Academic Senate



OFFICE OF THE ACADEMIC SENATE  
PATTI LIWANG, CHAIR, ACADEMIC SENATE  
[senatechair@ucmerced.edu](mailto:senatechair@ucmerced.edu)

UNIVERSITY OF CALIFORNIA, MERCED  
5200 NORTH LAKE ROAD  
MERCED, CA 95343

**November 10, 2022**

**To: Susan Cochran, Chair, Academic Council**

**From: Patti LiWang, Chair, UCM Divisional Council**

**Re: Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)**

Proposed Senate Regulation 479 (Cal-GETC) was distributed for comment to the Merced Division Senate Committees. The following committees offered several comments for consideration. Their comments are appended to this memo.

**The Admissions and Financial Aid Committee (AFAC)** agrees that the Cal-GETC proposal maintains a breadth of general education courses that meet the pedagogical goals of the CSUs and UCs. While AFAC endorses the proposal, the committee raised the following concerns and recommendations:

1. The Oral Communication requirement does not appear to align with any existing UC Merced General Education requirement. This creates inequality for transfer students; they will be forced to complete an additional GE course (that does not “count”) relative to their non-transfer peers.
2. Cal-GETC is not obviously less cumbersome for transfer students: there are still 6 areas in which the same total number of course units must be completed. AFAC suggests that one way in which Cal-GETC could be less cumbersome is to allow more flexibility in the two courses that can be completed after transferring.
3. On page 3 of the proposal, the rationale for excluding “courses in the application of statistics to specific disciplines” from fulfilling the Mathematical Concepts and Quantitative Reasoning requirement is unclear.

In addition to the concerns and recommendations noted above, AFAC also wondered if a more detailed proposal will be shared with the UCM Academic Senate prior to voting. Many components of the IGETC are missing from the SR 479 proposal shared with AFAC. For example, the criteria for AP exams that count toward Cal-GETC credit. If the implication is that all other components of IGETC remain unchanged, AFAC believes this should be stated in the proposal.

**The Undergraduate Council (UGC)** found that Cal-GETC articulates with UC Merced’s lower division

General Education requirements, with a few exceptions. These exceptions are listed in UGC's appended memo. UGC's memo also includes Appendix A that shows a comparison of Cal-GETC with Merced's GE requirements.

With regard to the text of Senate Regulation 479, UGC offered the below recommendations:

1. **479. B. Cal-GETC Subject Requirements. 1 – English Communication. 3**  
*courses: 9 semester units, 12 quarter units. One course must be in English Composition. The second course must be in Critical Thinking and Composition, and the third course must be in Oral Communication; these two courses must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English Composition requirement.*

UGC recommends clearly stating which “two courses” are being referenced here (presumably the latter two) and clarifying the reference to English 1A (presumably current IGETC Category 1A – English Composition). UGC also recommends an alternate word to “remedial” be used in the last sentence.

2. **479. D. University Policy for the Cal-GETC. 2. 2. -** *A transfer student intending to major in science, engineering, or mathematics in a college or school that recognizes Cal-GETC as satisfying the B/GE requirements may complete up to three courses after transfer. The courses to be completed after transfer may consist of at most one in each of Area 3 - Arts and Humanities and Area 4 - Social and Behavioral Sciences, and one course from Area 6 - Ethnic Studies.*

UGC believes that special consideration for STEM students is helpful since they are often discouraged from completing GE or IGETC requirements prior to transferring due to the need to complete foundational math and science courses.

3. **479. D. University Policy for the Cal-GETC. 2. 4. -** *The Cal-GETC must be completed within one academic year (two semesters or three quarters plus any summer that might intervene) of the student's transfer to UC.*

UGC wonders if this could be extended through the summer before the senior year, especially for junior transfers.

**The Committee on Rules & Elections (CRE)** offered the following comment:

1. Section B. 1. Cal-GETC Subject Requirements “English Communication. 3 courses: 9 semester units, 12 quarter units. One course must be in English Composition. The second course must be in Critical Thinking and Composition, and the third course must be in Oral Communication; these two courses must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English Composition requirement.”
2. CRE pointed out that the opening sentence refers to 3 courses and is followed by a reference to “two courses”. The ambiguity can be lessened by replacing “these two courses” with “the latter two courses” or “these second and third courses”.

Divisional Council reviewed the committees' comments and supports their various points and

suggestions.

The Merced Division thanks you for the opportunity to comment on this item.

CC: Divisional Council  
Monica Lin, Executive Director, Systemwide Academic Senate  
Michael LaBriola, Assistant Director, Systemwide Academic Senate  
Senate Office



ACADEMIC SENATE, MERCED DIVISION  
ADMISSIONS AND FINANCIAL AID COMMITTEE (AFAC)  
CHARLIE EATON, CHAIR

UNIVERSITY OF CALIFORNIA, MERCED

**September 26, 2022**

**To: Patti LiWang, Chair, Academic Senate**

**From: Admissions and Financial Aid Committee (AFAC)**

**Re: [Proposed New Senate Regulation 479 \(Cal-GETC\)](#)**

Members of AFAC have reviewed the Proposed New Senate Regulation 479 (Cal-GETC) and offer the following comments.

AFAC agrees that the Cal-GETC proposal maintains a breadth of general education courses that meet the pedagogical goals of the CSUs and UCs. The most significant changes for UC campuses will be agreeing to add an “Oral Communication” requirement and agreeing to remove the “Language Other than English” requirement. Additional changes affecting both the CSUs and UCs are decreasing the number of Arts and Humanities courses from three to two, decreasing the number of Social and Behavioral Sciences courses from three to two, and adding an Ethnic Studies requirement (one course).

While AFAC generally supports the proposal, members raise the following concerns and recommendations:

1. The Oral Communication requirement does not appear to align with any existing UC Merced General Education requirement. This creates inequality for transfer students; they will be forced to complete an additional GE course (that does not “count”) relative to their non-transfer peers. AFAC wonders whether an Oral Communication requirement will be added to the UCM GE requirements or if Oral Communication courses offered at California Community Colleges (CCC) might align with an existing UCM GE requirement. In contrast, addition of the Ethnic Studies requirement (Area 6; page 4) does not introduce this inequity because it aligns with the existing UCM GE “Diversity and Identity” requirement.
2. Cal-GETC is not obviously less cumbersome for transfer students: there are still 6 areas in which the same total number of course units must be completed. AFAC suggests that one way in which Cal-GETC could be less cumbersome is to allow more flexibility in the two courses that can be completed after transferring. On page 4 of the proposal, Cal-GETC states that courses in Area 1 (English Communication) and Area 2 (Mathematical Concepts and Quantitative Reasoning) are excluded from the two courses that a non-STEM major may complete after transfer. This limitation is not stipulated in IGETC. The selection of these two areas appears arbitrary and it could make the transfer process less

cumbersome if two courses in any of the six areas could be taken in the year post-transfer.

3. On page 3 of the proposal, the rationale for excluding “courses in the application of statistics to specific disciplines” from fulfilling the Mathematical Concepts and Quantitative Reasoning requirement is unclear. This limitation is not part of IGETC. Statistics courses in multiple disciplines (biology and psychology are two examples) can provide the necessary breadth and rigor. IGETC states that “Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement”. Members of AFAC suggest that this flexibility in choice of statistics courses remain.

In addition to the concerns and recommendations noted above, AFAC also wonders if a more detailed proposal will be shared with the UCM Academic Senate prior to voting. Many components of the IGETC are missing from the SR 479 proposal shared with AFAC. For example, the criteria for AP exams that count toward Cal-GETC credit. If the implication is that all other components of IGETC remain unchanged, AFAC believes this should be stated in the proposal.

AFAC is pleased to endorse this proposal and thanks you for the opportunity to review.

Cc: AFAC Members  
Senate Office





ACADEMIC SENATE, MERCED DIVISION  
ADMISSIONS AND FINANCIAL AID COMMITTEE (AFAC)  
CHARLIE EATON, CHAIR

UNIVERSITY OF CALIFORNIA, MERCED

**September 26, 2022**

**To: Patti LiWang, Chair, Academic Senate**

**From: Admissions and Financial Aid Committee (AFAC)**

**Re: [Proposed New Senate Regulation 479 \(Cal-GETC\)](#)**

Members of AFAC have reviewed the Proposed New Senate Regulation 479 (Cal-GETC) and offer the following comments.

AFAC agrees that the Cal-GETC proposal maintains a breadth of general education courses that meet the pedagogical goals of the CSUs and UCs. The most significant changes for UC campuses will be agreeing to add an “Oral Communication” requirement and agreeing to remove the “Language Other than English” requirement. Additional changes affecting both the CSUs and UCs are decreasing the number of Arts and Humanities courses from three to two, decreasing the number of Social and Behavioral Sciences courses from three to two, and adding an Ethnic Studies requirement (one course).

While AFAC generally supports the proposal, members raise the following concerns and recommendations:

1. The Oral Communication requirement does not appear to align with any existing UC Merced General Education requirement. This creates inequality for transfer students; they will be forced to complete an additional GE course (that does not “count”) relative to their non-transfer peers. AFAC wonders whether an Oral Communication requirement will be added to the UCM GE requirements or if Oral Communication courses offered at California Community Colleges (CCC) might align with an existing UCM GE requirement. In contrast, addition of the Ethnic Studies requirement (Area 6; page 4) does not introduce this inequity because it aligns with the existing UCM GE “Diversity and Identity” requirement.
2. Cal-GETC is not obviously less cumbersome for transfer students: there are still 6 areas in which the same total number of course units must be completed. AFAC suggests that one way in which Cal-GETC could be less cumbersome is to allow more flexibility in the two courses that can be completed after transferring. On page 4 of the proposal, Cal-GETC states that courses in Area 1 (English Communication) and Area 2 (Mathematical Concepts and Quantitative Reasoning) are excluded from the two courses that a non-STEM major may complete after transfer. This limitation is not stipulated in IGETC. The selection of these two areas appears arbitrary and it could make the transfer process less



ACADEMIC SENATE, MERCED DIVISION  
UNDERGRADUATE COUNCIL (UGC)

UNIVERSITY OF CALIFORNIA, MERCED

**October 13, 2022**

**To: Patti LiWang, Chair, Academic Senate**

**From: Holley Moyes, Chair, Undergraduate Council (UGC)**

**Re: [Proposed Senate Regulation 479 \(Cal-GETC\)](#)**

Members of UGC have reviewed the Proposed Senate Regulation 479 (Cal-GETC) and offer the following comments and recommendations:

**1. Articulation with UC Merced General Education (GE) Requirements**

Cal-GETC articulates with UC Merced's lower division GE requirements, with the below exceptions.

- a.** Foreign Language Requirement (completion of the second semester of a college foreign language or its equivalent)

Unlike IGETC, Cal-GETC does not address the UC Merced lower division foreign language requirement. UGC believes this to be the biggest difference between IGETC and Cal-GETC.

- b.** Spark Seminar (First Year Seminar)

This requirement is currently waived for transfer students who have completed the second semester of full-time college, IGETC or a UC reciprocity agreement.

- c.** 3 Intellectual Experiences (Lower or Upper Division) – Ethics, Sustainability and Global Awareness

These requirements are not explicitly lower division and may be completed at the upper division.

- d.** 3 Upper Division requirements – Crossroads, Writing in the Discipline and Culminating Experience

These requirements cannot be met through Cal-GETC since they are upper division requirements.

Appendix A shows a comparison of Proposed Senate Regulation 479 (Cal-GETC) with UC Merced General Education.

## **2. Comments on the text of Senate Regulation 479**

- a. 479. B. Cal-GETC Subject Requirements. 1** – *English Communication. 3 courses: 9 semester units, 12 quarter units. One course must be in English Composition. The second course must be in Critical Thinking and Composition, and the third course must be in Oral Communication; these two courses must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English Composition requirement.*

UGC recommends clearly stating which “two courses” are being referenced here (presumably the latter two) and clarifying the reference to English 1A (presumably current IGETC Category 1A – English Composition). UGC also recommends an alternate word to “remedial” be used in the last sentence.

- b. 479. D. University Policy for the Cal-GETC. 2. 2.** – *A transfer student intending to major in science, engineering, or mathematics in a college or school that recognizes Cal-GETC as satisfying the B/GE requirements may complete up to three courses after transfer. The courses to be completed after transfer may consist of at most one in each of Area 3 - Arts and Humanities and Area 4 - Social and Behavioral Sciences, and one course from Area 6 - Ethnic Studies.*

UGC believes that special consideration for STEM students is helpful since they are often discouraged from completing GE or IGETC requirements prior to transferring due to the need to complete foundational math and science courses.

- c. 479. D. University Policy for the Cal-GETC. 2. 4.** – *The Cal-GETC must be completed within one academic year (two semesters or three quarters plus any summer that might intervene) of the student's transfer to UC.*

UGC wonders if this could be extended through the summer before the senior year, especially for junior transfers.

UGC thanks you for the opportunity to review the Proposed Senate Regulation 479 (Cal-GETC).

Cc: UGC Members  
Senate Office

## Appendix A

### Comparison of Cal-GETC and UC Merced GE requirements (effective Fall 2023):

Green = Met by Cal-GETC/Red = no Cal-GETC equivalent

Cal-GETC	UC Merced GE
<u>English Communication</u> . 3 courses of 9 semester units or 12 quarter units. 1 course each of English Composition, Critical Thinking and Composition, Oral Communication. The later 2 must have English 1A as a prerequisite.	<b>WRI 10 (Lower Division) – 4 units</b> (Writing in the Discipline is an additional UD writing requirement that a CC course cannot satisfy. Crossroads is an additional UD requirement that has a research and analysis component that could be viewed as a critical thinking course, but it is UD as well. UCM does not require an Oral Communication course.)
<u>Mathematical Concepts and Quantitative Reasoning</u> . 1 course: 3 semester units, 4 quarter units. Mathematics/statistics (not application-based).	<b>Quantitative Reasoning (Lower Division) – 4-5 units</b>
<u>Arts and Humanities</u> . 2 courses: 6 semester units, 8 quarter units. 1 in the Arts and 1 in the Humanities (not performance or studio-based).	Two out of three courses: <b>Approaches to Knowledge: Media and Visual Analysis (LD or UD) – 2-4 units</b> <b>Approaches to Knowledge: Literary and Text. Analysis (LD or UD) – 3-4 units</b> <b>Approaches to Knowledge: Societies Cultures Past (LD or UD) – 3-4 units</b>
<u>Social and Behavioral Sciences</u> . 2 courses: 6 semester units, 8 quarter units. Courses must be from two different disciplines.	<b>Approaches to Knowledge: Social Science (LD or UD) 3-4 units</b>
<u>Physical and Biological Sciences</u> . 2 courses: 7 semester units, 9 quarter units. One course must be in a physical science, the other in a biological science, and at least one must include a laboratory.	<b>Approaches to Knowledge: Physical Science (LD or UD) 3-4 units</b> <b>Approaches to Knowledge: Life Science (LD or UD) 3-4 units</b> <b>Intellectual Experience: Scientific Method (LD or UD) (Labs are not required.)</b>
<u>Ethnic Studies</u> . 1 course: 3 semester units, 4 quarter units. This course must be in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.	<b>Intellectual Experience: Diversity and Identity (LD or UD) 4 units</b>
	<b>Two courses:</b> <b>Foreign Language (LD) 4 units</b> (Not addressed by Cal-GETC. Currently addressed by IGETC.)
	<b>Spark Seminar (LD) 2-4 units</b> (Currently waived for students completing IGETC, a UC reciprocity agreement, or who have completed 2 full time semesters of college)
	<b>Intellectual Experience: Global Awareness (LD or UD)</b>
	<b>Intellectual Experience: Sustainability (LD or UD)</b>
	<b>Intellectual Experience: Ethics (LD or UD)</b>
	<b>Crossroads (UD) – 3-4 units</b>
	<b>Writing in the Discipline (UD) – 3-4 units</b>
	<b>Culminating Experience (UD) – 3-4 units</b>



ACADEMIC SENATE, MERCED DIVISION  
COMMITTEE ON RULES AND ELECTIONS (CRE)

UNIVERSITY OF CALIFORNIA, MERCED

**October 10, 2022**

**To: Patti LiWang, Chair, Divisional Council**

**From: Christopher Viney, Chair, Committee on Rules and Elections (CRE)**

**Re: [Proposed New Senate Regulation 479 \(Cal-GETC\)](#)**

CRE has reviewed the proposed new Senate Regulation 479, creating the California General Education Transfer Curriculum (Cal-GETC) and offers the following comment:

**Section B. 1. Cal-GETC Subject Requirements**

“English Communication. 3 courses: 9 semester units, 12 quarter units. One course must be in English Composition. The second course must be in Critical Thinking and Composition, and the third course must be in Oral Communication; **these two courses** must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English Composition requirement.”

The opening sentence refers to 3 courses, and is followed by a reference to “two courses”. The ambiguity can be lessened by replacing “these two courses” with “the latter two courses” or “these second and third courses”.

CRE appreciates the opportunity to comment on this proposed Senate Regulation.

CC: CRE Members  
Senate Office



CHAIR, ACADEMIC SENATE  
RIVERSIDE DIVISION  
UNIVERSITY OFFICE BUILDING, RM 225

SANG-HEE LEE  
PROFESSOR OF ANTHROPOLOGY  
RIVERSIDE, CA 92521-0217  
TEL: (951) 827-4390  
EMAIL: SANG-HEE.LEE@UCR.EDU

November 10, 2022

Susan Cochran, Chair, Academic Council  
1111 Franklin Street, 12th Floor  
Oakland, CA 94607-5200

**RE: [Systemwide Senate Review] Proposed Senate Regulation 479 (Cal-GETC)**

Dear Susan,

The Riverside Executive Council discussed the subject proposal during their November 7, 2022 meeting and had no additional comments to include along with the those attached from divisional committee colleagues.

Sincerely yours,

A handwritten signature in cursive script that reads "Sang-Hee Lee".

Sang-Hee Lee  
Professor of Anthropology and Chair of the Riverside Division

CC: Monica Lin, Executive Director of the Academic Senate  
Cherysa Cortez, Executive Director of UCR Academic Senate Office



## *Academic Senate*

### **COMMITTEE ON EDUCATIONAL POLICY**

October 10, 2022

To: Sang-Hee Lee, Chair  
Riverside Division

From: Lorenzo Mangolini, Chair  
Committee on Educational Policy

**RE: Proposed Senate Regulation 479 (Cal-GETC)**

The Committee on Educational Policy (CEP) reviewed proposed Senate Regulation 479 (Cal-GETC) at their October 7, 2022 meeting and was supportive of the proposal.

October 27, 2022

TO: Sang-Hee Lee, Chair  
Riverside Division of the Academic Senate

FROM: John Kim, Chair   
CHASS Executive Committee

RE: Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)

---

The CHASS Executive Committee discussed the Proposed Senate Regulation 479 (Cal-GETC), which proposes one set of requirements for students transferring from the CCC system to the CSU and UC systems, at its meeting on October 27, 2022.

Concerns were raised that effectively this proposal reduces the Arts & Humanities requirement from 3 courses to 2 courses for both the CSU and UC systems as well as the Social & Behavioral Sciences requirements from 3 courses to 2 courses for the UC system. Nevertheless, we support the addition of an Ethnic Studies requirement, which may address, in part, the lowering of these standards. We were additionally troubled by the elimination of the non-English language requirement for transfer students, as we find the current requirement of just one semester to be too low. As long as the non-English language graduation requirements across the UC system are maintained, we deemed this elimination as an acceptable, if unfortunate, trade off.





**COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION**

November 1, 2022

To: Sang-Hee Lee, Chair  
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair  
Committee on Diversity, Equity, & Inclusion

Re: [Systemwide Review] (Bylaw Change) Proposed Senate Regulation 479 (Cal-GETC)

The Senate Committee on Diversity, Equity, and Inclusion (DEI) has carefully reviewed on the proposed new systemwide Senate Regulation 479, the California General Education Transfer Curriculum (Cal-GETC). The language is appropriate, and the proposal is written clearly. The DEI committee is happy to accept it in its present form.



## *Academic Senate*

### **COMMITTEE ON PREPARATORY EDUCATION**

October 26, 2022

To: Sang-Hee Lee, Chair  
Riverside Division

From: Po-Ning Chen, Chair  
Committee on Preparatory Education

Re: Systemwide Review: Proposed Senate Regulation 479 (Cal-GETC):

The Committee on Preparatory Education reviewed the Proposed changes to Senate Regulation 479 (Cal-GETC) and are supportive of the proposal.



October 30, 2022

**To:** Sang-Hee Lee, Division Chair of the UCR Division of the Academic Senate and Cherysa Cortez, Executive Director of the UCR Academic Senate

**From:** Raquel M. Rall, Ph.D., Faculty Chair of the School of Education Executive Committee

**Subject:** Proposed Bylaw Change- Proposed Senate Regulation 479 (Cal-GETC)

The SOE Executive Committee reviewed the Proposed Bylaw Change- Proposed Senate Regulation 479 (Cal-GETC) and discussed any comments/feedback at our executive committee meeting on October 25, 2022. Additional comments were also received via email.

The Executive Committee did not have any major comments for this document. We appreciate that efforts around creating one set of transfer curricular standards between the UC and CSU are underway because this intentionality will help provide students with clarity around transfer expectations. We also appreciate the attention to explaining pieces in terms of both semester and quarter units to facilitate compliance from institutions on either system.

Regarding 479.D.5., "Consistent with SR 414, each college or school retains the right to accept or not accept Cal-GETC as satisfactory completion of its lower-division B/GE Requirements," what are the accountability mechanisms in place to make sure that these choices are made in an equitable manner? Will there be a review process?

Thank you for the opportunity to provide feedback.

Sincerely,

A handwritten signature in cursive script that reads 'Raquel M. Rall'.

Raquel M. Rall, Ph.D.  
Faculty Executive Committee Chair 2022-2025  
School of Education  
University of California, Riverside

TO: Sang-Hee Lee, Chair  
Riverside Division

FR: Richard M. Carpiano, Chair  
Executive Committee, School of Public Policy

RE: [Systemwide Review] Bylaw Change: Proposed Senate Regulation 479 (Cal-GETC)

Date: October 31, 2022

---

The Executive Committee of the School of Public Policy reviewed the documents for [Systemwide Review] Bylaw Change: Proposed Senate Regulation 479 (Cal-GETC)."

We wish to note one substantive comment that was raised in our review: it is unclear if we can comment on the content of the course requirements matrix on page 9. If so, we recommend requiring two courses (versus just one) in "Mathematical Concepts & Quantitative Reasoning" to help enable students to be more competitive with respect to quantitative skills and requirements.

Sincerely,



Richard M. Carpiano, Ph.D., M.P.H.  
Professor of Public Policy



## *Academic Senate*

### **COMMITTEE ON UNDERGRADUATE ADMISSIONS**

November 2, 2022

To: Sang-Hee Lee, Chair  
Riverside Division

From: Peter M. Sadler, Chair  
Committee on Undergraduate Admissions

Re: Systemwide Review - Proposed Senate Regulation 479 (Cal-GETC)

The Committee on Undergraduate Admissions reviewed the proposed change to Senate Regulation 479 (Cal-GETC) at their October 21, 2022, meeting and are supportive of the proposed changes.



OFFICE OF THE ACADEMIC SENATE

9500 GILMAN DRIVE  
LA JOLLA, CALIFORNIA 92093-0002  
TELEPHONE: (858) 534-3640  
FAX: (858) 534-4528

November 14, 2022

Professor Susan Cochran  
Chair, Academic Senate  
University of California  
VIA EMAIL

Re: Divisional Review of UC Senate Regulation 479, California General Education Transfer Curriculum (Cal-GETC)

Dear Chair Cochran,

The proposed UC Senate Regulation 479, California General Education Transfer Curriculum (Cal-GETC) was distributed to San Diego Divisional Senate standing committees and discussed at the November 7, 2022 Divisional Senate Council meeting. Senate Council endorsed the proposal and offered the following comments for consideration.

Reviewers are strongly supportive of ensuring that the establishment of Cal-GETC is faculty driven and focused on student success. They hope that an agreement can be reached before May 31, 2023 between the Intersegmental Committees of the Academic Senates of the University of California, the California State University, and the California Community Colleges to avoid a situation where the respective administrative bodies proceed with establishing a pathway for transfer students. Additionally, it was noted that the various undergraduate colleges at UC San Diego have their own distinctive focal points and modest differences in general education requirements. A local concern was expressed that if adopted, it may be challenging to reconcile some of Cal-GETC course requirements with the individual colleges' requirements.

The responses from the Divisional Committee on Admissions, Educational Policy Committee, and Undergraduate Council are attached.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Grey Postero".

Nancy Postero  
Chair  
San Diego Divisional Academic Senate

Attachments

cc: John Hildebrand, Vice Chair, San Diego Divisional Academic Senate  
Lori Hullings, Executive Director, San Diego Divisional Academic Senate  
Monica Lin, Executive Director, UC Systemwide Academic Senate

October 28, 2022

**CHAIR NANCY POSTERO**  
**ACADEMIC SENATE, SAN DIEGO DIVISION**

SUBJECT: Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)

Dear Chair Postero,

The Committee on Admissions (COA) met on October 19<sup>th</sup> to discuss the proposed new Senate Regulation 479 (Cal-GETC).

Overall, COA members supported the goals of CAL-GETC, which are to streamline the general education graduation requirements for community college students wishing to transfer to a UC or CSU campus. That said, the main concern raised by some COA members was that the various undergraduate colleges at UCSD have their own distinctive focal points, which leads to modest differences in general education requirements. It might prove difficult to reconcile CAL-GETC course requirements with those of the individual undergraduate colleges at UCSD.

COA notes that CAL-GETC does not affect admissions policy or admission procedures, which are the purview of COA. COA therefore refers the concerns expressed at its meeting to other UCSD Senate Committees which more directly oversee education policy, in particular the Undergraduate Council.

Sincerely,

Julian Betts, Chair  
Committee on Admissions

cc: John Hildebrand  
Lori Hullings  
Samantha Maheu  
Akos Rona-Tas

October 24, 2022

**PROFESSOR NANCY POSTERO, Chair**  
**Academic Senate, San Diego Division**

SUBJECT: Review of UC Senate Regulation 479, California General Education Transfer Curriculum (Cal-GETC)

At its October 17, 2022 meeting, the Educational Policy Committee reviewed the proposed new UC Senate Regulation 479, California General Education Transfer Curriculum (Cal-GETC). The Committee has no objections to the proposed creation of Cal-GETC and offered the following comments:

- The Committee strongly recommends that the Cal-GETC is faculty driven and the focus should be on student success. The Committee is deeply concerned about the threat that if the Intersegmental Committees of the Academic Senates of the University of California, the California State University and the California Community Colleges are unable to come to an agreement on the singular lower division general education pathway before May 31, 2023 that the respective administrative bodies will establish the pathway.
- The Committee recommends that communication needs to be very clear that the Cal-GETC will be used to determine academic eligibility and sufficient academic preparation for transfer admission, but is not a guarantee of transfer admission.

Sincerely,

Geoffrey Cook, Chair  
Educational Policy Committee

cc: J. Hildebrand  
L. Hullings  
J. Lucius  
S. Mel



October 25, 2022

**PROFESSOR NANCY POSTERO, Chair**  
**Academic Senate, San Diego Division**

SUBJECT: Review of Proposed Revisions to UC Senate Regulation 479

At its October 14, 2022 meeting, the Undergraduate Council reviewed the proposed revisions to UC Senate Regulation 479 (Cal-GETC). The Council endorses the proposal with no additional comment.

Sincerely,

Bonnie Kaiser, Chair  
Undergraduate Council

cc: J. Hildebrand  
L. Hullings  
J. Lucius  
M. Rabinowitz-Bussell



November 14, 2022

To: Susan Cochran, Chair  
Academic Senate

From: Susannah Scott, Chair  
Santa Barbara Division 

Re: Proposed Senate Regulation 479 (Cal-GETC)

The Santa Barbara Division distributed the Proposed Senate Regulation 479 (Cal-GETC) to the Undergraduate Council (UgC), the Committee on Admissions, Enrollment, and Relations with Schools (CAERS), the Committee on Diversity and Equity (CDE), the Committee on Rules, Jurisdiction, and Elections (RJ&E), and the Faculty Executive Committees (FECs) of the College of Letters and Science (L&S), College of Engineering (ENGR), and the College of Creative Studies (CCS). CCS opted not to opine.

The Santa Barbara Division supports the proposed Senate Regulation 479 on Cal-GETC, with most of the reviewing groups offering their endorsement or general support. Several groups make comments for consideration, these are summarized below. The individual council and committee responses are also attached for your reference.

UgC raises a key issue related to the removal of the "Language Other Than English" proficiency requirement, for UC campuses that have a foreign language requirement as part of their General Education (GE) program. On our campus, the majority of transfer students satisfy the foreign language GE requirement through the Intersegmental General Education Transfer Curriculum (IGETC). If this area should be eliminated in the Cal-GETC program, many students would arrive at UCSB still in need of language courses, which could have a significant impact on language departments. UgC recommends that outreach efforts be made to both ensure that language departments are aware of these developments and to determine whether additional resources are necessary in order for the departments to meet this important need.

UgC members further note that due to the relatively high number of units (thirty four) included in IGETC and Cal-GETC curricula, it may be difficult for students to manage the full series of courses that are required or recommended for their intended majors.

CAERS members call attention to the one course reduction in the Arts and Humanities, noting that general education courses taken early in a college career have often guided students towards those majors, which they may not have found otherwise. Given the general impact on

in STEM majors and the potential for growth in the humanities, this change may be a lost opportunity for these students.

CAERS members also emphasized that the current Intersegmental General Education Transfer Curriculum (IGETC) is recommended, rather than required, for UC admission. This point was not made particularly clear in the proposal package.

RJE noted two specific areas that could be clarified further:

- Regulation 479(B)(4): In the Social and Behavioral Sciences section, “two different disciplines” is ambiguous. What are the rules for determining that disciplines are different? Do we instruct the Community Colleges in where to draw these lines?
- Regulation 479(D)(5): This statement is unclear and does not seem consistent with the state law requiring a lower-division general education pathway for transfer admission.

We thank you for the opportunity to opine.

November 9, 2022

To: Susannah Scott, Chair  
Academic Senate

From: Julie Bianchini, Chair  
Undergraduate Council

Re: Proposed Senate Regulation (SR) 479 (Cal-GETC)

The Undergraduate Council (UgC) discussed the proposed Senate Regulation 479 regarding the California General Education Transfer Curriculum (Cal-GETC). The Council endorsed the proposed regulation by a unanimous vote. UgC hopes that the following issues will be given attention should the proposal be put in effect.

The Council called attention to the potential implications of the removal of the "Language Other Than English" proficiency requirement for UC campuses that have a foreign language requirement as part of their General Education (GE) program. At UCSB, the majority of transfer students satisfy the foreign language GE requirement through the IGETC. Without the inclusion of this area in Cal-GETC, many transfer students may now arrive at UCSB still in need of language courses, which may have a significant impact on language departments. Outreach efforts should be made on these campuses to inform language departments of the Cal-GETC developments and determine whether provisions are necessary to enable them to take on these additional students.

Further, given the total number of courses that are involved in IGETC and Cal-GETC, members noted that it may be difficult for students to undertake the full series of community college courses that are required or recommended for their intended majors.

November 9, 2022

To: Susannah Scott, Chair  
Academic Senate

From: Greg Mitchell, Chair  
Committee on Admissions, Enrollment, and Relations with Schools

Re: Proposed Senate Regulation 479 (Cal-GETC)

The Committee on Admissions, Enrollment, and Relations with Schools (CAERS) discussed and voted unanimously to endorse the proposed Senate Regulation 479 (Cal-GETC) at its meeting of October 13, 2022. The Committee offers several comments for consideration.


CAERS members emphasized that the current Intersegmental General Education Transfer Curriculum (IGETC) is recommended, rather than required for UC admission. This detail was not made particularly clear in the proposal package.

Members also called attention to the one course reduction in the Arts and Humanities. It is sometimes through general education that students discover their future major. Given the general impact on STEM majors and the potential for growth in the humanities, this seems a lost opportunity.

**Academic Senate  
Santa Barbara Division**

November 3, 2022

To: Susannah Scott, Divisional Chair  
Academic Senate

From: Peng Oh, Chair   
Committee on Diversity and Equity

**Re: Proposed Senate Regulation (SR) 479 (Cal-GETC)**


At its meeting of October 31, 2022, the Committee on Diversity and Equity (CDE) reviewed the proposed Senate Regulation 479: Cal-GETC. Members were glad to see a more uniform transfer path that would provide more comparable applications for students applying to CSU and UC campuses. The Committee found the new Cal-GETC path to be a positive change.

CC: Shasta Delp, Executive Director, Academic Senate

**Academic Senate  
Santa Barbara Division**

November 3, 2022

To: Susannah Scott, Divisional Chair  
Academic Senate

From: Don Marolf, Chair   
Committee on Rules, Jurisdiction & Elections

**Re: Proposed Senate Regulation (SR) 479 (Cal-GETC)**

At its meeting of October 6, 2022, the Committee on Rules, Jurisdiction, and Elections (RJE) discussed the proposed Senate Regulation 479: Cal-GETC. RJE noted two areas that could be clarified further:

- Regulation 479-B-4: In the Social and Behavioral Sciences section, “two different disciplines” is ambiguous. What are the rules for determining that disciplines are different? Do we instruct the Community Colleges in where to draw these lines?
- Regulation 479-D-5: This statement is unclear and does not seem consistent with the state law requiring a lower-division general education pathway for transfer admission.

Cc: Shasta Delp, Executive Director, Academic Senate

November 1, 2022

To: Susannah Scott  
Chair, Divisional Academic Senate

From: Jeffrey Stopple  
Chair, L&S Faculty Executive Committee



Re: Proposed Senate Regulation (SR) 479 (Cal-GETC)

At its meeting on October 27, 2022 the Faculty Executive Committee of the College of Letters and Science (FEC) reviewed the proposed systemwide Senate Regulation (SR) 479 (Cal-GETC). This regulation, created in response to State legislation requiring such action, would establish a unified structure for transfer students to follow during community college enrollment, allowing pre-admission satisfaction of general education requirements for either CSU or UC institutions with a single set of requirements. Previously, transfer students were required to fulfill slightly different requirements between CSU and UC.

The committee had no objections to the proposed regulation, and offers its endorsement.

Thank you for the opportunity to comment.

cc: Pierre Wiltzius, Executive Dean of the College and Dean of Science  
Michael Miller, Interim AVC and Interim Dean of Undergraduate Education  
Charlie Hale, Dean of Social Sciences  
Daina Ramey Berry, Dean of Humanities and Fine Arts



October 18, 2022

TO: Susannah Scott  
Divisional Chair, Academic Senate

FROM: Steven DenBaars, Chair  
College of Engineering, Faculty Executive Committee

RE: Proposed Senate Regulation (SR) 479 (Cal-GETC)

DocuSigned by:

*Steve DenBaars*

274989D035794C0

The College of Engineering FEC met on Tuesday, October 18<sup>th</sup> and reviewed and approved the proposal.  
8 yes, 0 abstained, 0 no (out of 10 eligible faculty members).



1156 HIGH STREET  
SANTA CRUZ, CALIFORNIA 95064

Office of the Academic Senate  
SANTA CRUZ DIVISION  
125 CLARK KERR HALL  
(831) 459 - 2086

November 14, 2022

Susan D. Cochran, Chair  
Academic Council

**RE: Systemwide Proposed Senate Regulation 479**

Dear Susan,

The Santa Cruz Division has completed its review of the proposed revisions to Senate regulation 479, creating the California General Education Transfer Curriculum (Cal-GETC). The Committees on Affirmative Action and Diversity (CAAD), Admissions and Financial Aid (CAFA), Educational Policy (CEP), and Teaching (COT), provided comment. CAAD, CAFA, and COT were generally supportive of the proposed changes, whereas CEP held some reservations while recognizing the need for the University of California to comply with state law.

CAAD voiced general support for SR 479 but was curious to know whether and how this change might affect the time to degree for transfer students. Further, CAAD raised two concerns regarding the English Communication requirement. The first is that Oral Communication is not consistently taught on various UC campuses (including UC Santa Cruz), and that Oral Communication coursework can often favor monolingual speakers. Second, the revised document currently uses the term “remedial” to describe courses that will be excluded. This language is outdated, and developmental courses are often part of transfer curricula.

CAFA observed that although the proposal addresses only one of many barriers faced by prospective transfer students, it represents a positive change that will simplify the process while also creating more flexibility for students who are unsure about where they will transfer.

COT sees that potential benefit SR 479 may provide in that a reduced number of transfer course requirements may allow for additional coursework and therefore a stronger foundation in transfer students’ intended majors, the decrease in the number of courses for Areas 3 and 4, Arts and Humanities and Social and Behavioral Science, respectively, from three each in SR 478 to two each in 479. On this subject, CEP had concerns about reducing Arts & Humanities courses from 3 to 2 and Social & Behavioral Sciences courses from 3 to 2. The committee suggested that UC

Santa Cruz inform our incoming transfer students about the benefit of UC Santa Cruz General Education (GE) requirements to supplement their education.

Finally, CEP found that the table provided on page 8 was somewhat misleading. Specifically, there was some confusion regarding why the UC 7-course pattern and not the 11-course pattern appears in the Table, and why a direct comparison of the IGETC and the proposed Cal-GETC pathways was not included. To address the latter, CEP provided a reference table comparing IGETC to Cal-GETC (see enclosures).

On behalf of the Santa Cruz Division, I thank you for the opportunity to provide comment on this policy.

Sincerely,

A handwritten signature in black ink, appearing to read "P. Gallagher", with a long horizontal flourish extending to the right.

Patty Gallagher, Chair  
Academic Senate, Santa Cruz Division

encl: Senate Committee Responses (Bundled)

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity  
Laura Giuliano, Chair, Committee on Admissions and Financial Aid  
David Lee Cuthbert, Chair, Committee on Educational Policy  
Catherine Jones, Chair, Committee on Teaching  
Matthew Mednick, Executive Director, Academic Senate

November 3, 2022

Patty Gallagher, Chair  
Academic Senate, Santa Cruz Division

**Re: Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)**

Dear Patty,

The Committee on Educational Policy (CEP) has reviewed the Systemwide Proposed Senate Regulation 479 (Cal-GETC). The committee has some reservations about the proposed Cal-GETC, although we recognize the need to comply with state law and thus endorse the proposal. We felt that the table provided on page 8 was somewhat misleading. There was some confusion regarding why the UC 7-course pattern and not the 11-course pattern appears in the Table. In addition, the table lacks a direct comparison of the IGETC and proposed Cal-GETC pathways.<sup>1</sup> The following is our creation of a more aligned comparison.

**Comparison of Existing IGETC Requirements vs. Proposed Cal-GETC Requirements**

Subject area	IGETC	Proposed Cal-GETC
<b>1. English Communication</b>  One course in English composition and one course in critical thinking/English composition.	<b>2 courses</b> <b>(8-10 QR units)</b>	<b>3 courses (new Eng Comm)</b>
<b>2. Mathematical Concepts and Quantitative Reasoning</b>	<b>1 course</b> <b>(4-5 QR U)</b>	<b>1 course</b>
<b>3. Arts and Humanities</b>  Three courses with at least one from the arts and one from the humanities	<b>3 courses</b> <b>(12-15 QR U)</b>	<b>2 courses</b>
<b>4. Social and Behavioral Sciences</b>  Three courses from at least two disciplines, or an interdisciplinary sequence	<b>3 courses</b> <b>(12-15 QR U)</b>	<b>2 courses</b>
<b>5. Physical and Biological Sciences</b>  One physical science course and one biological science or course, at least one of which includes a laboratory	<b>2 courses</b> <b>(9-12 QR U)</b>	<b>2 courses (one in each plus lab)</b>
<b>6. Language Other than English *</b>  Proficiency equivalent to two years of high school courses in the same language.	<b>Proficiency</b>	<b>none</b>
<b>Ethnic studies</b>	<b>none</b>	<b>1 course</b>
<b>Total:</b>	<b>11 courses*</b>	<b>11 courses</b>

<sup>1</sup> The IGETC information is from: <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/preparing-to-transfer/general-education-igetc/igetc/>

Some members of the committee expressed concern about the decreased breadth requirements of Cal-GETC compared to IGETC. For example, reducing Arts & Humanities courses from 3 to 2 and Social & Behavioral Sciences courses from 3 to 2. There was a suggestion to inform our incoming transfer students about the benefit of UC Santa Cruz General Education (GE) requirements to supplement their education.

The committee thanks you for the opportunity to review and provide feedback on such an important issue.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Lee Cuthbert', with a stylized, flowing script.

David Lee Cuthbert, Chair  
Committee on Educational Policy

cc: Laura Giuliano, Chair, Committee on Admissions and Financial Aid  
Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity  
Catherine Jones, Chair, Committee on Teaching

November 7, 2022

Patty Gallagher, Chair  
Academic Senate, Santa Cruz Division

**Re: Systemwide Proposed Senate Regulation 479 (CAL-GETC)**

Dear Patty,

The Committee on Affirmative Action and Diversity (CAAD) has reviewed the proposed new Senate Regulation 479, creating the California General Education Transfer Curriculum (Cal-GETC).

In general, CAAD supports streamlining the process and establishing a single lower-division general education pathway for transfer students, who are often the students who have faced the greatest barriers to UC admission at the four-year level. The committee is curious to know whether and how this change might affect the time to degree for transfer students. It is important that the campus maintain its appeal and approachability to potential transfers.

The committee also raised two concerns regarding the English Communication requirement. The first is that Oral Communication is not consistently taught on various UC campuses (including UC Santa Cruz), and that Oral Communication coursework can often favor monolingual speakers. Also, the revised document currently uses the term “remedial” (p. 2) to describe courses that will be excluded. This language is outdated, and developmental courses are often part of transfer curricula.

Sincerely,



Kirsten Silva Gruesz, Chair  
Committee on Affirmative Action and Diversity

cc: Laura Giuliano, Chair, Committee on Admissions and Financial Aid  
David Lee Cuthbert, Chair, Committee on Educational Policy  
Catherine Jones, Chair, Committee on Teaching

November 8, 2022

PATTY GALLAGHER, Chair  
Academic Senate, Santa Cruz Division

**Re: Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC)**

Dear Patty,

The Committee on Admissions and Financial Aid (CAFA) has discussed proposed Senate regulation 479 creating the California General Education Transfer Curriculum (Cal-GETC). The committee supports the creation of a single lower-division general education transfer pathway and did not raise any significant concerns about the proposed changes to the current requirements. We felt that while the proposal addresses only one of many barriers faced by prospective transfer students, it represents a positive change that will simplify the process while also creating more flexibility for students who are unsure about where they will transfer.

Thank you for the opportunity to provide feedback on this policy.

Sincerely

/s/

Laura Giuliano, Chair  
Committee on Admissions and Financial Aid

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity (CAAD)  
David Cuthbert, Chair, Committee on Educational Policy (CEP)  
Catherine Jones, Chair, Committee on Teaching (COT)

November 7, 2022

Patty Gallagher, Chair  
Academic Senate, Santa Cruz Division

**Re: Systemwide Proposed Senate Regulation 479**

Dear Patty,

The Committee on Teaching (COT) has reviewed the Systemwide Senate Review of Proposed Senate Regulation 479 (Cal-GETC).

The committee appreciates the work of the ICAS Special Committee, which collaborated to create the proposed Cal-GETC transfer requirements for transfer students into both UC and CSU campuses, with concessions and compromises by both entities. A key consideration that we discussed was the decrease in the number of courses for Areas 3 and 4, Arts and Humanities and Social and Behavioral Science, respectively, from three each in SR 478 to two each in 479. This was not perceived as a decrease in rigor for transfer students because the UC graduation requirements remain intact. Additionally, the committee discussed the potential benefit that SR 479 may provide in that a reduced number of transfer course requirements may allow for additional coursework and therefore a stronger foundation in transfer students' intended majors.

Thank you for the opportunity to share our assessment of the policy.

Sincerely,

A handwritten signature in blue ink that reads "Catherine A. Jones". The signature is written in a cursive style with a large initial "C".

Catherine Jones, Chair  
Committee on Teaching

cc: Laura Giuliano, Chair, Committee on Admissions and Financial Aid  
Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity  
David Lee Cuthbert, Chair, Committee on Educational Policy





## ACADEMIC COUNCIL SPECIAL COMMITTEE ON TRANSFER ISSUES (ACSCOTI)

Jim Chalfant, Chair

[jim@primal.ucdavis.edu](mailto:jim@primal.ucdavis.edu)

## ACADEMIC SENATE

University of California

1111 Franklin Street, 12<sup>th</sup> Floor

Oakland, California 94607-5200

November 7, 2022

**SUSAN COCHRAN  
ACADEMIC SENATE CHAIR**

Dear Chair Cochran,

Thank you for the opportunity to comment on the proposed Cal-GETC and Senate Regulation 479.

Our committee viewed these as completely separate items, for the present review, and has no comment on Cal-GETC, other than to express support for the proposal and appreciation for the ICAS effort that led to it.

Regarding the proposed SR 479, ACSCOTI considers it to represent a workable update of the existing SR 478, referring now to Cal-GETC instead of IGETC. For that purpose, ACSCOTI supports the revision.

That said, we anticipate the need to modify this new regulation, and would make the same comment about SR 478, if it were not planned for sunset. Specifically, there are a number of constraints placed on either the courses that may be used or their timing.

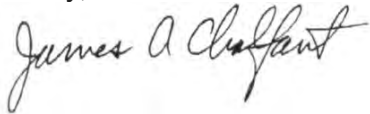
The first set of restrictions is no doubt intended to achieve breadth; we recommend revisiting these, to consider whether they are truly necessary. For instance, we do not understand why courses in the performing arts should be excluded. Nor is it clear why the restriction in SR 479.B.5 does not mirror that in SR 479.B.4 and merely require two different disciplines. The requirement may make it more difficult for associate degrees for transfer (ADTs) in fields such as engineering to work well for UC, and moreover, there is no sharp boundary between physical and biological sciences. ACSCOTI recognizes the value of breadth and does not recommend specific changes, only that they be considered by the Senate in a future review. (Increasing the flexibility in SR 479 should not require reopening negotiations with the other higher education segments, since UC will still accept Cal-GETC, even if it allows a slightly broader set of options.)

It is the second set of constraints, in SR 479.D, that ACSCOTI feels most need revisiting. With increased emphasis on timely completion of degrees after transfer comes increased emphasis on major preparation. Using more units to satisfy Cal-GETC pre-transfer means using fewer for major preparation; for majors that place significant pre-transfer demands on students, this constraint will be binding, especially as the AB 928 process guides more and more students toward the ADT model. In many STEM disciplines, it will be very difficult to create ADTs that include both the STEM portion of Cal-GETC and the courses strongly recommended pre-transfer

by various UC campuses. This will in turn will result in a poor foundation for success. We see no academic justification for limiting the number of GE courses that are completed post-transfer, nor for requiring that all of them be completed within one year after transfer. (Eliminating these restrictions will also eliminate the need for partial Cal-GETC or STEM Cal-GETC.) Hence, we urge that the Senate revisit these constraints along with any other revisions that come out of the present review. If the regulation is adopted as written, we recommend that a subsequent review of these constraints be initiated.

In summary, while ACSCOTI supports Cal-GETC as one way to satisfy GE for purposes of graduation, the committee would prefer to relax constraints that limit students' flexibility in arranging the sequencing of courses. This would have value within the ADT framework or outside of it, but the AB 928 push for ADTs makes this need more obvious. We are aware of no such time limits for satisfying individual campus GE requirements, the alternatives to the singular GE pathway that will remain in place.

Sincerely,

A handwritten signature in black ink, reading "James A. Chalfant". The signature is written in a cursive, flowing style.

Jim Chalfant  
ACSCOTI Chair

c: James Steintrager, Academic Senate Vice Chair  
ACSCOTI Members  
Monica Lin, Academic Senate Executive Director  
Michael LaBriola, Academic Senate Assistant Director



**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)**

**Barbara Knowlton, Chair**

[knowlton@psych.ucla.edu](mailto:knowlton@psych.ucla.edu)

Assembly of the Academic Senate

1111 Franklin Street, 12<sup>th</sup> Floor

Oakland, CA 94607-5200

November 14, 2022

**SUSAN COCHRAN, CHAIR  
ACADEMIC COUNCIL**

**RE: Proposed Senate Regulation 479 (Cal-GETC)**

Dear Susan,

The Board of Admission and Relations with Schools (BOARS) has discussed the Proposed Senate Regulation 479 (Cal-GETC). Overall, we support the proposal, but we have several comments. Concerns about shifting Language Other than English coursework to the UC were noted, as were academic preparation concerns. Because not all majors or departments recommend the current IGETC, it is expected that they will also not recommend Cal-GETC. Accordingly, careful messaging will be needed for counselors and potential transfers to ensure proper course progression. News of the plan to default all California Community College students into an Associate Degree for Transfer (ADT) track unless they opt out underlines this necessity.

We look forward to continuing to improve the transfer process.

Thank you for your support,

Sincerely,

Barbara Knowlton  
BOARS Chair

cc: Members of the Board of Admissions and Relations with Schools (BOARS)  
Executive Director Lin



*Eileen Camfield, Chair*  
*University Committee on Preparatory Education*  
[ecamfield@ucmerced.edu](mailto:ecamfield@ucmerced.edu)

*University of California*  
*1111 Franklin Street, 12th Floor*  
*Oakland, California 94607-5200*

October 31, 2022

**SUSAN COCHRAN, CHAIR**  
**ACADEMIC SENATE**

**RE: Proposed Senate regulation 479 (Cal-GETC)**

Dear Susan:

UCOPE discussed the proposed systemwide Senate Regulation 479 that would establish the new California General Education Transfer Curriculum (Cal-GETC) during our October 27<sup>th</sup> videoconference. Overall, UCOPE found the proposed Senate Regulation 479 to be a reasonable and workable compromise between the previous UC and California State University (CSU) system transfer requirements. As a result, UCOPE is in favor of its adoption, with the caveat that certain concerns listed below should be kept in mind.

- The proposed list of courses includes more courses than the streamlined 7-course pathway that the UC used in the past. This could lead some students to select GE courses over courses in their major, which was seen unfavorably by UCOPE. Particularly in Science, Technology, Engineering and Math majors, courses often follow sequences and have little scheduling flexibility. In contrast, general education (GE) courses can be scheduled more flexibly and it is therefore preferable that transfer students take more major preparation courses, even at the expense of GE courses.
- The partial Cal-GETC Certification seems to be designed to address the previous concern. However, at present it is not clear if students would be encouraged to follow this path. We would suggest making this path appear within the norm, as opposed to an exception.
- There are many differences between the requirements of similar majors between the UC and CSU systems. A California Community College student in such a major probably needs to select a path between UC and CSU well before transferring. We would suggest that efforts to make those requirements more uniform be undertaken, if they haven't already.
- Point 5 of section D seems to contradict the entire agreement. Allowing each school to ignore the agreement weakens it significantly.
- The use of the word "remedial" in section 1 of point B could be reconsidered, given Senate Regulation 761 which prohibits the UC from granting college credit to remedial courses. Perhaps this is consistent with the intent of the present document, but we want to make sure.

The committee appreciates the opportunity to opine on this matter. Please feel free to contact me with any questions.

Best wishes,

A handwritten signature in cursive script that reads "Eileen Camfield". The signature is written in black ink and is positioned below the text "Best wishes,".

Eileen Camfield, Chair  
University Committee on Preparatory Education

# UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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SANTA BARBARA • SANTA CRUZ

UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION, DIVERSITY,  
AND EQUITY (UCAADE)  
Louis DeSipio, Chair  
ldesipio@uci.edu

ACADEMIC SENATE  
University of California  
1111 Franklin Street, 12<sup>th</sup> Floor  
Oakland, California 94607-5200

October 27, 2022

**SUSAN COCHRAN**  
**CHAIR, ACADEMIC COUNCIL**

**RE: PROPOSED SENATE REGULATION 479 (Cal-GETC)**

Dear Susan,

UCAADE appreciates the opportunity to comment on the proposal creating the California General Education Transfer Curriculum (Cal-GETC). As a singular lower-division general education pathway that meets the educational requirements for the UC is now state law, UCAADE endorses this effort.

As part of this endorsement, UCAADE strongly supports ongoing conversation about a requirement for an ethnic studies addition to required A-G courses.

Sincerely,



Louis DeSipio  
Chair, UCAADE

cc: UCAADE



UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)  
Melanie Cocco, Chair  
mcocco@uci.edu

Assembly of the Academic Senate  
1111 Franklin Street, 12<sup>th</sup> Floor  
Oakland, CA 94607-5200  
Phone: (510) 987-9466

November 9, 2022

**SUSAN COCHRAN, CHAIR  
ACADEMIC COUNCIL**

**RE: Systemwide Review of the proposed new Senate Regulation 479**

Dear Susan,

The University Committee on Education Policy (UCEP) discussed the proposed new Senate Regulation 479 (the California General Education Transfer Curriculum, or Cal-GETC) during our November 7<sup>th</sup> videoconference. UCEP had no major objections to the proposal but did raise some questions for consideration.

The text of the proposed regulation indicates that, just as the current Intersegmental General Education Transfer Curriculum (IGETC) program does now, the Cal-GETC program would operate in parallel with and separately from each campus's existing general education (GE) requirements ("Students who begin at a California Community College in fall 2025 or later and are planning for admission to the University by transfer can fulfill the lower-division Breadth and General Education (B/GE) requirements by completion of the California General Education Transfer Curriculum (Cal-GETC) or by fulfilling the specific requirements of the college or school to which the student will apply."). UCEP members expressed concern that these two GE tracks could foster inequities among students. The committee also wondered whether there might be future knock-on effects of the new Cal-GETC program in eventual efforts to make campuses' own GE requirements compatible with or even identical to the Cal-GETC. The committee also asked what kinds of effects this new regulation might have for campuses' graduation requirements.

UCEP noted that the text of the proposed regulation specifies that "Consistent with SR 414, each college or school retains the right to accept or not accept Cal-GETC as satisfactory completion of its lower-division B/GE requirements." (479.D.5) The committee was unclear as to the logic of this language, which appears to make the new regulation optional, rather than mandatory.

In summary, beyond these questions, UCEP found few issues with the proposed SR 479 and the Cal-GETC. We appreciate the opportunity to comment on this matter. Please contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Melanie Cocco".

Melanie Cocco, Chair  
UCEP

**University Committee on Rules and Jurisdiction**  
**Comments on Proposed Revision to Senate Regulation 479**  
**November 2022**

In 479.A, the language about quarter courses worth 3 units is ambiguous. Can a 3-unit quarter course that is part of a sequence be used alone to satisfy the requirement, or do at least two 3-unit courses in a sequence have to be taken to satisfy the single course requirement?

It is not clear if the last sentence of 479.B.1 refers to the overall "English Communication" requirement or specifically to the "English Composition" sub-requirement. The corresponding sentence in SR478 refers to the overall requirement.

In 479.D.2(b), the Ethnic Studies requirement is different than the first two allowances. As written, the requirement implies that one of the course must be from Area 6. If this is not the intention, then the language should be changed to match the construction in SR478.D.2(b).



- V. ANNOUNCEMENTS BY SENIOR UNIVERSITY LEADERS (11:00 A.M.)**
- **Michael Drake, President**
  - **Michael T. Brown, Provost and Executive Vice President**
  - **Nathan Brostrom, Executive Vice President and Chief Financial Officer**
- VI. SPECIAL ORDERS**
- A. Consent Calendar [NONE]**
  - B. Annual Reports [2021-22]**

## ACADEMIC COUNCIL ANNUAL REPORT 2021-22

### TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Academic Council is the executive committee of the Assembly of the Academic Senate. It acts on behalf of the Assembly on non-legislative matters, advises the President on behalf of the Assembly, and has the continuing responsibility through its committee structure to investigate and report to the Assembly on matters of University-wide concern. In the 2021-22 academic year, the Academic Council held 11 regular meetings to consider multiple initiatives, proposals, and reports. Council's final recommendations and reports may be found on the [Academic Senate website](#). Matters of particular importance for the year are summarized below.

### PANDEMIC RESPONSES

Council discussed the ongoing effects of the Covid-19 pandemic emergency on University operations, faculty welfare, and student life. Although faculty were enthusiastic about returning to campus after 18 months of remote teaching and learning, many were also experiencing substantial fatigue, frustration, and anxiety in relation to the continuing crisis and how it was affecting their professional and personal lives. Ongoing public health cautions and the UCOP office refurbishment project prevented Council from meeting in person until July 2022. All other Council meetings were held in a videoconference format. Council engaged senior administrators each month in discussions about Covid case rates and hospitalizations, mitigation strategies, vaccine compliance, and other pandemic issues. Council issued or endorsed several reports and letters directly related to the effects of the pandemic, including the following:

***Mitigating Covid Impacts on Faculty:*** Council [endorsed](#) the report of the joint Working Group on Mitigating Covid-19 Impacts on Faculty (MCIF-WG), which issued recommendations to the University for addressing the impacts of the pandemic on faculty advancement, morale, work-life balance, and dependent care. The report's key recommendations included incorporating Achievement Relative to Opportunities (ARO) principles into merit and promotion expectations and implementing new mechanisms to support research recovery. Council also [endorsed](#) a UCFW request to amend the Academic Personnel Manual to include ARO principles. Chair Horwitz and 2020-21 Chair Gauvin sent President Drake a [letter](#) urging support for the MCIF-WG recommendation to grant faculty an extra sabbatical credit to recognize and appreciate their extraordinary teaching efforts and to aid them in reviving their research.

***Covid Effects on Students:*** Council [endorsed](#) a joint letter from CCGA and the Council of Graduate Deans with recommendations for addressing the long-term effects of the pandemic on graduate student progress and graduation, research opportunities and funding, and the faculty pipeline. Council members also encouraged the University to increase support for campus mental health services in anticipation of ongoing effects to student mental health.

***Faculty Survey:*** The Senate distributed a survey to UC faculty and instructors about their experiences with remote instruction during the pandemic, the personal impact of the pandemic on their work and family lives, and their views on the relative effectiveness of in-person vs. online course modalities. Senate leaders will present the results of the systemwide survey to the UC Board of Regents at the November 2022 Regents meeting.

***Mandated Class Recording and Hybrid Instruction:*** Council [endorsed](#) recommendations from UCAF about campus policies that mandate class recording to accommodate disabled students. The letter warned that a blanket mandate for class recording beyond accommodations required by the Americans with Disabilities Act would violate faculty academic freedom and chill classroom speech. UCAF also warned that a mandate for permanent universal dual-modality instruction in post-pandemic circumstances would violate academic freedom and create impossible demands on faculty labor. Council sent President Drake an additional [letter](#) expanding on some of these concerns.

***Remote Teaching Requests from TAs and GSIs:*** Council [approved](#) a CCGA letter with recommendations for responding to requests from Teaching Assistants and Graduate Student Instructors to convert courses to a remote format for non-pedagogical reasons unrelated to medical accommodation.

***Academic Policy Modifications:*** Council issued temporary policy modifications and other recommendations to campuses related to undergraduate and preparatory education in the context of the pandemic. These included an [Extension of Guidance on Divisional Flexibility for Grading Options](#), and the [extension](#) of a waiver of Senate Regulation 636.B and 636.C (alternative placement processes for new students) to summer and fall 2022.

## CLIMATE CRISIS AND SUSTAINABILITY

***Climate Crisis Task Force:*** A new systemwide Senate ad hoc Senate Climate Crisis Task Force met to discuss campus activities related to the climate crisis, brainstorm on strategies for building a sustained Senate role in addressing climate crisis issues on the campuses, and forge closer ties between campus faculty and the Global Climate Leadership Council. The Task Force asked the Academic Council to recommend to the Assembly that it approve and initiate a ballot on a proposed Memorial to the UC Regents on the topic of the climate crisis, discussed below.

***Memorial to the Regents:*** The Senate approved a [Memorial](#) to the Regents using the process outlined in [Senate Bylaw 90.C and 90.E](#), which requires Assembly approval of a Memorial before a vote of all Senate members. Of 3,649 Senate members who voted, 84.6% voted in favor of the Memorial to petition the Regents for “investments in UC’s infrastructure that will reduce on-campus fossil fuel combustion by at least 60% of current levels by 2030 and by 95% of current levels by 2035.”

***Policy on Sustainable Practices:*** The Senate participated in the systemwide review of revisions to the Presidential Policy on Sustainable Practices. The Senate [supported](#) the revisions as a meaningful step toward stronger sustainability policies and practices, but also felt the policy did not go far enough to address the climate crisis, included insufficiently aggressive targets for eliminating fossil fuel use, overemphasized the use of carbon offsets, and lacked clear accountability and enforcement mechanisms.

## UNDERGRADUATE AND PREPARATORY EDUCATION

**Online Education:** Council discussed forces pushing for the expansion of online education at UC, and the possible role of fully online undergraduate degrees, majors, and minors in any expansion. Council was concerned about allowing financial and space considerations to drive academic decisions about online education and it observed that campuses would need significant new resources to develop high-quality online courses. Council questioned the premise that a fully online degree could be designed to provide the same opportunities and experiences as an in-person degree and warned that Senate approval of the first fully online degree could invite many more programs, quickly change the nature of an in-residence University that is the hallmark of UC, create two distinct categories of students, and disproportionately benefit well-resourced campuses. To support its discussions, Council considered a UCEP white paper on online degree programs, a framework for decision-making around online degrees authored by Chair Horwitz, and Department of Education data prepared by Vice Chair Cochran that compared prominent fully online programs with their residential counterparts, the nine undergraduate UC campuses, and other comparison institutions.

Council agreed to circulate for systemwide Senate review an amendment to Senate Regulation 630.E proposed by UCEP to close the loophole that allows campuses to potentially create a fully online degree program through individually-approved online courses. The amendment clarifies the residency requirement for an undergraduate bachelor's degree and requires undergraduates (both transfers and freshman admits) to complete a minimum of six units of in-person courses in a quarter/semester for a minimum of one year, with the in-person course defined as having at least 50 percent of instruction occur in a face-to-face manner.

Chair Horwitz sent Provost Brown a [letter](#) summarizing these discussions.

**Academic Integrity:** Council discussed faculty concerns about paid website services that some students used during the pandemic to post faculty copyrighted materials and violate expectations of academic integrity on online exams. Senate leadership met with UC lawyers and external intellectual property experts to discuss strategies for challenging those practices. Senate leaders are encouraging UC to join CCC and CSU in a lobbying effort to amend the California Education Code 66400 to expand the language that already prohibits the sale of term papers, theses, or dissertations. Council also endorsed a UCEP letter with [recommendations](#) to faculty about how to combat academic dishonesty and intellectual property and copyright violations.

**ELWR Task Force:** Co-Chairs of the Entry Level Writing Requirement Task Force Dana Ferris (UCD) and Karen Gocsik (UCSD) joined Council in March and May to present the Task Force's Phase 1 and Phase 2 reports. The reports and a proposed revision to Senate Regulation 636 will circulate for Senate review in fall 2022.

## UNDERGRADUATE ADMISSIONS

**Standardized Testing:** Council [endorsed](#) a report from the Senate's Smarter Balanced Study Group (SBSG), which included a recommendation against the use of the Smarter Balanced Assessment in the UC admissions process and additional recommendations for supporting the University's goal to achieve a more equitable admissions process. SBSG Co-Chairs Madeleine Sorapure and Mary Gauvain joined Council to discuss the report and recommendations.

**IGETC Area 7:** Following two systemwide Senate reviews, Council [approved](#) a revision to Senate Regulation 478 proposed by BOARS to create Intersegmental General Education Transfer Curriculum (IGETC) Area 7 – Ethnic Studies, an additional IGETC subject area that prospective California Community College (CCC) transfer students can fulfill by completing an approved course in ethnic studies. The revision aligned UC with new state legislation requiring the CSU to include an ethnic studies course in their general education curriculum for a baccalaureate degree.

**A-G Ethnic Studies:** Council sponsored a systemwide Senate review of BOARS’ proposal for a new ethnic studies admission requirement that would require California high school graduates to take a one-semester course emphasizing ethnic studies as part of the existing 15-unit A-G subject requirements. BOARS also approved an initial set of course criteria and guidelines for the new A-G ethnic studies course (Area H), drafted by an A-G Ethnic Studies Faculty Workgroup. Workgroup members joined Council in March to discuss the course criteria. Council asked BOARS to further revise the proposal.

**ACSCOTI:** Ad hoc Senate advisors Professors James Chalfant and Mary Gauvain joined Council to discuss potential systemwide Senate structures that would support a strong and informed faculty leadership role in transfer policy. Council later approved a charge for an Academic Council Special Committee on Transfer Issues (ACSCOTI) that will provide Council with advice on transfer policies and processes.

**Assembly Bill 928:** UC chaired the Intersegmental Committee of the Academic Senates (ICAS), which devoted significant time to the implementation of California Assembly Bill 928, a new state law creating a single transfer pathway from the CCC to UC and CSU through the Associate Degree for Transfer. ICAS proposed the creation of a California General Education Transfer Curriculum (Cal-GETC) to meet the legislation’s requirements. A proposed new Senate Regulation 479 implementing Cal-GETC at UC will circulate for systemwide Senate review in fall 2022.

## GRADUATE EDUCATION

**Degree and School Approvals:** Following recommendations from CCGA, UCPB, and UCEP, Council approved the following degree programs, schools, and simple name changes:

- [Simple Name Change for the School of Education at UC Berkeley](#) (4/22)
- [Proposal for an Eighth Undergraduate College at UC San Diego](#) (3/22)
- [Simple Name Change for the School of Optometry at UC Berkeley](#) (1/22)
- [UC San Diego Proposal to Reorganize Academic Divisions into Schools](#) (1/22)
- [Pre-Proposal for a College of Computing, Data Science, and Society at UC Berkeley](#) (10/21)

CCGA was responsive and efficient in its reviews and worked closely with the campuses prior to approval to hone and strengthen proposals to ensure they met UC standards for educational excellence.

**Master’s Program Reviews:** CCGA Chair Andrea Kasko co-chaired a joint Academic Planning Council Workgroup on Master’s Degree Programs and Program Review. The Workgroup was appointed by the Provost to evaluate systemwide review processes for master’s degree proposals

and to discuss the potential move of delegated authority for approving master's programs from UCOP and the systemwide Senate to the division Senates and chancellors. It [concluded](#) that the existing process is efficient and effective, and that a continued role for CCGA in reviews should be preserved.

***Graduate Student Unionization and Funding:*** Council [endorsed](#) letters from CCGA and UCORP describing how the unionization of graduate student researchers could affect principal investigators and the UC research enterprise in ways that may upend the University's graduate education funding model. Council asked UCOP to convene a joint Administration-Senate workgroup to investigate and analyze these issues. Council also expressed support for the right of graduate students to unionize and recognized that many GSRs are in more traditional employment roles with faculty supervisors and conduct work unrelated to their dissertations.

## RESEARCH

***UC Research Data Policy:*** Following a systemwide review, Council issued a [letter](#) summarizing the Senate's concerns about the scope and intent of a proposed Presidential Policy on UC Research Data and its implementation costs. The letter also made suggestions for improving the policy.

***Multi-campus Research Unit (MRU) Reviews:*** Council approved reports from two Five-Year MRU Reviews of the [UC Institute for Global Conflict and Cooperation](#) and [The Dickens Project](#), as specified by the Compendium. UCORP was the lead committee, with participation of members of UCPB and CCGA, who consulted with their respective committees.

***New Oracle Software:*** Council [endorsed](#) letters from CCGA and UCORP detailing problems associated with the transition to the Oracle Alpha Financials software at UC Merced and UC San Diego. Council asked UCOP to engage UC faculty experts in decision-making around the University's procurement of new software or other technology resources

## BUDGET

***Monthly Budget Briefings:*** The President, Provost, Chief Operating Officer, and other senior leaders met with Council each month to update the faculty on the development of the 2022-23 state budget and UC budget plan, the progress of budget negotiations and advocacy efforts, state legislation affecting the budget, and related issues. Several Council members participated in monthly budget briefing videoconferences for faculty and senior administrators hosted by the Provost that explored budgetary issues in more depth.

***Budget Advocacy:*** Council was pleased that the 2022 state budget Compact funds annual 5% increases to the UC operating budget for the next five years, as well as previously unfunded over-enrollments and a "swap" of nonresident undergraduates at three campuses that exceed the 18% nonresident enrollment policy cap. However, Council was concerned that the Compact's policy targets related to expanded enrollment could harm educational quality, and was disappointed that the budget did not provide, as had been hoped, sufficient additional one-time funding for deferred maintenance, seismic retrofitting, and energy efficiency projects. Council encouraged administrators to seek sustained support for physical and software infrastructure to fully address campus needs; support efforts around mitigating Covid impacts on faculty that require a financial

commitment; address inflationary conditions with higher faculty pay; include graduate students in enrollment growth plans; and convey to the state the critical role of graduate education in relation to the UC mission. They also emphasized the problem of high housing costs in some UC campus communities.

***Rebenching and Campus Funding:*** Council [endorsed](#) a UCPB report with recommendations to guide the next phase of budget rebenching that will enhance the equitable flow of state general funds to campuses through further study and reassessment of the rebenching weighting system, set-asides, mechanisms to fund medical school campuses, and incentives for PhD enrollments.

***CDL Budget:*** Council [endorsed](#) a letter from UCOLASC expressing support for the permanent reinstatement of the California Digital Library collections budget under campus assessment.

## DIVERSITY AND EQUITY

Diversity and equity issues and considerations came up frequently during Council discussions in a variety of contexts. Council also issued letters on the following topics:

***DEI Statements:*** Council [approved](#) and forwarded to division chairs and Provost Brown a clarified and expanded version of its January 2019 recommendations for the use of Statements on Contributions to Diversity, Equity, and Inclusion (DEI) for UC academic positions. The revised recommendations were proposed by UCAADE in consultation with UCAF.

***Presidential Proclamation 10043:*** Council [endorsed](#) a UCIE letter asking the University to voice concerns about Presidential Proclamation 10043, a policy that allows the U.S. State Department to deny new F or J visa applications to certain international graduate students and researchers. Council emphasized that implementation of the policy was unfairly targeting students and researchers, and enabling the U.S. government to base visa decisions on national origin, rather than any evidence of malfeasance or intent to do harm.

## ACADEMIC FREEDOM

***Department Political Statements:*** Following a systemwide Senate review, Council [endorsed](#) a UCAF letter with recommendations that address the freedom of campus academic departments to issue or endorse statements on political or controversial issues. The letter emphasizes that law and UC policy permits departments to post political statements, but strongly advises departments to include disclaimers that make clear that the department does not speak for the University as a whole and to describe in some way whose views in the department the statement represents. The letter also urges departments to clarify which groups are included in the statement and to report the statements unsigned to reduce possible coercion of those who do not wish to sign.

***Critical Race Theory:*** Council [endorsed](#) a statement drafted by the chairs of the UCSC and UCR divisions expressing support for faculty colleagues at universities in Texas, Florida, and other states that seek to restrict what faculty teach and how they teach it, particularly around issues of racism and related issues.



## HEALTH SCIENCES

***Affiliations:*** Council discussed comments from Senate divisions and committees in response to the systemwide review of a proposed Presidential Policy on Affiliations with Certain Healthcare Organizations. Council's [letter](#) expressed support for the policy's goal to support healthcare access, inclusion, diversity, equity, and accountability. The letter also described concerns about the extent to which the policy would help prevent discrimination; ensure access to evidence-based standards of care, particularly abortion, other reproductive health procedures, and gender-affirming care; and affect the University's existing and future affiliations with government agencies, such as the Veterans Health Administration.

***Equity, Engagement, and Morale:*** Council discussed factors affecting low morale among clinical faculty and how the Senate could help address clinician grievances, including their desire for better representation and advocacy. Council assembled an ad hoc working group to consider the specific problems facing health sciences faculty that affect morale and what the Senate could do to help, including revisiting the issue of Senate membership.

## ADDITIONAL FACULTY WELFARE ISSUES

***Resolutions on Dependent Care:*** Council endorsed and sent President Drake a UCFW [resolution](#) highlighting the lack of affordable child care options on or near UC campuses and expressing support for new UC programs that will better support faculty, staff, and students who have dependent care responsibilities, such as child care and elder care. Later, Council forwarded to the President a [follow-up request](#) for a systemwide data collection effort that assesses dependent care availability across the campuses.

***Input on Faculty Salaries:*** UCFW and UCAP led Council's [response](#) to UCOP's request for input into the design of a 1.5% salary equity program for ladder-rank faculty for 2022-23 that addresses salary equity issues. Council agreed with UCFW that the additional 1.5% off-scale increment should be directed preferentially to faculty in the lower one-third of overall income tiers, in recognition of increasing cost-of-living expenses affecting lower-income faculty, who are also disproportionately women and faculty from underrepresented groups.

***Reproductive Rights:*** Council [endorsed](#) a UCFW letter asking the University to show leadership in support of reproductive rights and to take concrete measures to promote continued access to reproductive care following the U.S. Supreme Court's *Dobbs v. Jackson* decision to overturn *Roe v. Wade*.

***Abusive Conduct Policy:*** Following a systemwide review, Council sent UCOP [comments](#) about a proposed Presidential Policy addressing abusive conduct and bullying by and against members of the UC community in the workplace. The Senate will discuss a revised version of the policy in fall 2022.

***Retirement Choice Plan Modeling:*** Council [endorsed](#) a planning model developed by members of the UCFW Task Force on Investment and Retirement to assist new UC employees (hired after July 1, 2016) when choosing a retirement plan (Pension Choice vs. Savings Choice). Council asked Senate divisions and UCOP administrators to distribute the model widely.



**RASC:** Council [endorsed](#) a report from the UCSC Committee on Emeriti Relations summarizing concerns about faculty retiree experiences with the Retirement Administration Service Center (RASC). Senate leaders asked HR to form a dedicated strike team to address immediate problems and develop a long-term plan to restore the effective functioning of RASC.

**Fertility Benefits:** Council [endorsed](#) a UCFW letter asking UCOP to explore the viability of adding fertility benefits to the standard suite of UC health and welfare benefit options.

**@UCStudentDebtChallenge:** Council [endorsed](#) the @UCStudentDebtChallenge, a campaign initiated by faculty at UCM, UCB, and UCI to help and encourage UC faculty, staff, and student employees who are federal student loan borrowers to use temporary new programs for discharging loans.

## ACADEMIC PERSONNEL ISSUES

**Collective Bargaining:** Council received several confidential briefings from the Office of Academic Personnel and Programs on the status of labor negotiations with graduate students and Unit 18 Lecturers. Council held a special session on October 12 and [re-endorsed](#) its January 2020 Statement on Collective Bargaining Negotiations, urging the University and the union representing Unit 18 Lecturers to work toward a fair solution. Council also discussed negotiations between UC and the union seeking to represent Graduate Student Researchers (GSRs). A particular focus for those discussions were the parameters and requirements for GSR membership in the union, as well as the fundamental nature of labor vs. academic studies.

**Innovation and Entrepreneurship:** UCORP and UCAP [led](#) the Senate's consideration of a request from the Regents Special Committee on Innovation Transfer and Entrepreneurship to consider including explicit recognition of innovation and entrepreneurship activities in the Academic Personnel Manual (APM) section on faculty promotion and tenure guidelines. The Special Committee agreed with Council that the APM already includes sufficient provisions for recognizing faculty contributions to innovation and entrepreneurship.

**LSOEs Serving on CAPs:** Council [approved](#) a UCAP letter for distribution to division chairs addressing issues related to the voting rights of Lecturers with Security of Employment who serve on divisional CAPs.

**Regents Policy 1203:** Leaders from the Office of Academic Personnel and Programs joined Council to discuss a proposed revision to a Regents policy relating to the automatic conferral of emerita/emeritus status on every Senate faculty member at the Associate Professor and Professor rank (or equivalent), upon retirement.

## OTHER BRIEFINGS AND ISSUES

**Senior Managers:** President Drake, Provost Brown, and CFO Brostrom joined Council each month to exchange views with the faculty on budget issues; the pandemic and campus reopening plans; UC Health affiliations; faculty diversity; health care and benefits; Regents agenda items and presentations; labor relations; standardized testing; union negotiations; Regents business; diversity and inclusion initiatives, including the Native American Opportunity Plan; and other topics.

**Regent Visit:** Chair of the Regents Cecilia Estolano joined Council in October to discuss state funding and state relations; common goals for access, affordability, diversity, and continued excellence; the University's research and graduate education mission; and her goals around the University's support for small businesses and women- and minority-owned businesses, expanding undergraduate and graduate enrollment, and elevating the status of UC climate crisis research.

**Reports from Division Chairs:** Council set aside time at each meeting for reports from division chairs. These reports included campus efforts to manage pandemic disruptions to teaching and research activities; planning around fall reopening and the nature and extent of Senate involvement in planning; views and concerns about vaccine distribution, the safety of in-person instruction, and a vaccine mandate; local efforts to organize faculty in advocacy around the climate crisis; remote teaching and learning accommodations for faculty and disabled and other students, and local processes for handling requests for temporary remote teaching accommodation for faculty; the affordable housing crisis; staffing shortages; and other issues.

**Future of Hybrid Work:** COO Rachael Nava joined Council to discuss remote and hybrid work arrangements for staff post-pandemic. Council sent COO Nava a [letter](#) urging the University to balance flexibility for staff with the instructional and research needs of faculty and students.

**ACSCOLI:** Academic Council Special Committee on Lab Issues Chair Michael Todd updated Council in June about the work of the ACSCOLI and the UC-managed national laboratories.

**Campus Safety Plan:** Council engaged President Drake in several discussions about campus safety and policing, the President's efforts to engage the UC community, and the work of a systemwide work group with Senate representation focused on collecting and sharing campus safety data, and another focused on alternatives for police vehicles, uniforms, and equipment.

**Regents Committee on Health Services:** Sonia Ramamoorthy, Senate Representative to Regents Committee on Health Services, joined Council to discuss several current focus areas for the Health Services Committee.

**ECAS:** Senior Vice President Alexander Bustamante who leads the Office of Ethics, Compliance and Audit Services (ECAS) joined Council to discuss the role of ECAS and its efforts to enhance communication and transparency around compliance requirements, and to better support faculty, save them time, minimize research disruptions, and improve their understanding of IT security regulations, conflicts of interest, and other issues.

**Asynchronous Instruction on Election Day:** A UC Student Association delegation joined Council to discuss their proposal that UC establish Federal Election Day as an annual day of asynchronous instruction.

**Oliver Johnson Award:** Council named Professor Emeritus Dan Hare (UCR) recipient of the 2022 Oliver Johnson Award for Distinguished Service to the Academic Senate.

## **ADDITIONAL SYSTEMWIDE REVIEWS**

In addition to those already mentioned, Council sent comments on the following policies and policy revisions circulated for systemwide Senate review:

- [Proposed Revisions to the Presidential Policy on Supplement to Military Pay](#)
- [Proposed Presidential Policy on Integrated Pest Management](#)
- [Revised Presidential Policy on Sexual Violence and Sexual Harassment](#)
- [Proposed Revisions to APM 025 and 671, Conflict of Commitment and Outside Activities](#)
- [Proposed Revisions to APM 759, Leaves of Absence/Other Leaves Without Pay](#)
- [Proposed Revisions to APM 715 and APM 760](#)
- [Report of the Negotiated Salary Trial Program Phase 2 Taskforce](#)

## RELATIONS WITH OTHER GOVERNING BODIES

**Board of Regents:** The Council Chair and Vice Chair executed their roles as faculty representatives to the Regents throughout the year, acting in that capacity on Regents' Standing Committees, and the Committee of the Whole. Chair Horwitz delivered remarks to the Regents at each meeting; these can be found on the [Academic Senate website](#).

**ICAS:** Chair Horwitz chaired the Intersegmental Committee of the Academic Senates, which represents the faculty Senates of the three segments of California public higher education. The Council Vice Chair and the chairs of BOARS, UCOPE, and UCEP also attended ICAS meetings.

**Health Services Committee:** Council selected Professor Sonia Ramamoorthy (UCSD) as its nominee for a full term as Senate Representative to the Regents Committee on Health Services.

## ACKNOWLEDGEMENTS

We express our gratitude to UCOP staff for their hard work and productive collaboration with the Senate over the past year. In particular, we thank the senior UC managers who as consultants to the Academic Council were vital to our meetings: President Michael Drake; Provost and Executive Vice President Michael Brown; Chief Financial Officer Nathan Brostrom; Vice Provost Susan Carlson; Associate Vice President David Alcocer; Senior Vice President Alex Bustamante, Title IX Director Suzanne Taylor; Associate Vice Provost and Deputy to the Provost Amy Lee; Director of A-G and Transfer Policy Monica Lin; Director of Academic Policy and Policy Exceptions Kimberly Grant; Deputy General Counsel Allison Woodall; Senior Counsels Josh Meltzer and Angus MacDonald; and UCSA Leadership.

Respectfully submitted:

Robert Horwitz, Chair  
Susan Cochran, Vice Chair

**Divisional Chairs:**

Ronald Cohen, UCB  
Richard Tucker, UCD  
Joanna Ho, UCI  
Jessica Cattelino, UCLA  
LeRoy Westerling, UCM  
Jason Stajich, UCR  
Tara Javidi, UCSD  
Steven Cheung, UCSF  
Susannah Scott, UCSB  
David Brundage, UCSC

**Senate Committee Chairs:**

Madeleine Sorapure, BOARS  
Mary Lynch, UCEP  
Andrea Kasko, CCGA  
Daniel Widener, UCAADE  
John Kuriyan, UCAP  
Jill Hollenbach, UCFW  
Karen Bales, UCORP  
Kathleen McGarry, UCPB

**Council Staff:**

Monica Lin, Executive Director  
Hilary Baxter, Executive Director (Retired)  
Michael LaBriola, Assistant Director

**UNIVERSITY COMMITTEE  
ON  
ACADEMIC COMPUTING AND COMMUNICATIONS  
ANNUAL REPORT 2021-2022**

**TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

The University Committee on Academic Computing and Communications (UCACC) is charged in Senate Bylaw 155 to represent the Senate in all matters involving the uses and impact of computing and communications technology and advise the President concerning the acquisition, usage and support of computing and communications technology and related policy issues. UCACC met four times during the academic year. All meetings were conducted via videoconference. This report highlights the committee's activities in 2021-22.

This year, UCACC focused on the aftermath of the Accellion data breach that struck the university last year. Other topics included ongoing data security concerns, software procurement, vendor risk assessment, security requirements imposed by external entities (such as government agencies), and a new financial accounting system that was deployed at UC San Diego and UC Merced and caused much disruption and distress for researchers.

***Cybersecurity***

Last spring, the Accellion cyberattack impacted UC and over a hundred organizations worldwide. The attack exposed personally identifiable information (PII) of employees and their dependents via UCPath. In response, UC offered free credit monitoring and security alerts through Experian. Many UC faculty and staff found UC's response unsatisfactory. In October, UC Senior Managing Council Hoyt Sze joined the UCACC meeting to provide an overview of UC's response to the cyberattack. After the attack, the UC Board of Regents retained San Francisco-based international law firm Orrick to lead an investigation of the incident; the California Attorney General's office was also involved in the investigation, along with other governmental agencies. Sze informed UCACC that UC is the subject of several lawsuits related to the Accellion data breach and other cybersecurity attacks that occurred last year. Later in the year, Sze shared with UCACC a confidential summary of a full report that was provided to the UC Regents describing Orrick's findings and recommendations. At various points during the year, UCACC members tried to convey the tremendous frustration among faculty around data security efforts, and the need for UC to show that it was working on best practices and appropriate oversight.

Throughout the year, members of UC's Information Technologies Services (ITS) staff kept UCACC apprised of its cybersecurity work, including revising UC's incident response coordination efforts, creating guidelines for best practices when sending mass email messages, and addressing cybersecurity incidents impacting the university. In the winter, hackers exploited a vulnerability in the widely used Log4j logging software. Around the same time, the Kronos workforce management system was the victim of a ransomware attack that resulted in delays of some paychecks at a few of the campuses.

In the fall, UCOP engaged the firm Baker Tilly to conduct a review of data security and a few UCACC members volunteered to be interviewed as part of the review.

In the spring, UCACC learned about the development of unified cybersecurity metrics by UC's Chief Information Security Officers (CISOs). An outcome of the comprehensive TDI (threat detection and identification) audit and a subsequent request from the Board of Regents, the metrics will be based on the requirements of cyber insurance carriers and customized locally. In April, Senior Vice President for UC's Office of Ethics, Compliance and Audit Services Alexander Bustamante and his team joined UCACC to talk about cybersecurity audits and the interest in implementing a formal systemwide risk-assessment process with faculty and administrative input.

UCACC plans to continue to gather more information about security protections for data that UC collects and stores centrally.

### ***Systemwide IT procurement***

In December, UC Associate Director for IT Strategic Sourcing Thomas Trappler joined UCACC to talk about the UC-wide IT Strategic Sourcing team and systemwide license negotiations. By negotiating systemwide technology licenses, UC saves money and time that each location would otherwise spend on their own negotiations. There are currently 72 systemwide managed agreements, including, most recently, Amazon Web Services, Charmtech Labs, Google Cloud Platform, Google Workspace, Verizon Wireless, and Zoom. There is no mandatory use requirement for the negotiated technologies, and anyone in the UC community can take advantage of the negotiated terms.

The process for systemwide agreements goes through a systemwide IT Sourcing Committee that identifies needs and determines UC-wide demand. Faculty can propose new technology for a systemwide agreement by contacting their local representative on the committee or submitting a project intake form on the website. UCACC's UC Davis representative Petr Janata volunteered to serve as the committee's liaison to the IT Sourcing Committee for the second half of the year. UCACC members asked for more communication about new licenses, with the result that announcements will be sent to the UCACC analyst to distribute via the committee listserv.

### ***Financial accounting system issues***

The Oracle financial software that was the source of many problems for researchers at UC San Diego and UC Merced was not obtained via systemwide procurement. UCACC learned that UCLA spearheaded the effort with an RFP that was then followed by UCSD and UC Merced. The problems with the system included account reporting inaccuracies, delays in hiring, and payment delays resulting in delinquent vendor accounts and financial loss. The UC Merced administration became aware of the problem and promised to address it. UCACC drafted and reviewed a letter to the Academic Council about the software, but did not finalize it during this academic year.

### ***Centrally Collected and Stored Data***

As part of UCACC's investigation into security protections for data that UC collects and stores centrally, the committee invited Ola Popoola, the Director for Data Infrastructure, Reporting and Analytics for UCOP's Institutional Research and Academic Planning (IRAP) unit to join its February meeting. Director Popoola provided an overview of IRAP's data environments and data use. UCACC members asked about security, privacy, and accuracy, and learned about the

protocols, data agreements, and divisions of access across the databases in use. IRAP data is used for the UC Information Center (<https://www.universityofcalifornia.edu/infocenter>) and annual Accountability Report (<https://accountability.universityofcalifornia.edu/>).

### ***Research Data***

UCACC learned that the Research Data Backup Plan, which was one of the outcomes of last year's Cyber-Risk Working Group, was put on hold by its co-sponsors, UC CIO Van Williams and Vice President for Research & Innovation Theresa Maldonado. The leadership would like to better assess the scope of the project so that sufficient resources can be dedicated. The key recommendations from last year's Cyber-Risk Working Group were to establish location-based research data protection workgroups, develop awareness campaigns for faculty, and provide a scalable back-up service for all UC researchers. UCACC hopes that the plan will be put back into action next year.

### **ADDITIONAL BUSINESS**

***Policies:*** UCOP IT Policy Manager Robert Smith provided regular IT policy updates at UCACC meetings. This year, Presidential Policy BFB-IS-11 Identity and Access Management, was officially rescinded in May. The accompanying Account and Authentication Management Standard (AAMS), which had been part of IS-11, was reconceived as a stand-alone document and updated. UCACC Chair Matt Bishop served on the AAMS workgroup, and other UCACC members were invited to join as well.

***IT Assessment:*** UCACC members participated in an interactive online survey during the April meeting as part of a systemwide assessment of UC's IT function conducted by Deloitte Consulting. The consultants interviewed hundreds of stakeholders across the system. The results of the assessment were sent to UCACC members in June (after the last meeting). CIO Van Williams has convened a Steering Council to determine next steps.

***Artificial Intelligence:*** UCACC members learned about UC's work in Artificial Intelligence oversight, led by the UC Office of Ethics, Compliance and Audit Services. A new Standing UC AI Council will be co-chaired by SVP Alexander Bustamante and the Founding Director of CITRIS Policy Lab at UC Berkeley, Brandie Nonnecke, with a mix of technologists and others with more diverse expertise. It will serve as an advisory body that focuses on communication and ensuring that university leaders are aware of issues. The AI Council will also function as a gateway for procurement.

***Systemwide and campus updates:*** UCACC devoted part of each regular meeting to discussing systemwide issues as reported by Academic Senate leadership and reports from campus representatives on individual campus activities and concerns.

### **REPRESENTATION**

UCACC Chair Matt Bishop, served as a faculty representative to the Information Technology Leadership Council (ITLC) and as an *ex officio* member of the University Committee on Library and Scholarly Communications (UCOLASC). Chair Bishop served as Senate representative to the Cyber-Risk Governance Committee (CRGC) and the newly constituted UC Presidential Working Group on Artificial Intelligence Standing Council. He also served on the search committee for a new systemwide Chief Information Security Office (CISO) and member of the AAMS workgroup.

UC Davis representative Petr Janata served as liaison to the systemwide IT Sourcing Committee.

#### ACKNOWLEDGEMENTS

UCACC is grateful for the contributions made by the consultants and guests who attended meetings in 2021-22, including:

- Alexander Bustamante, Senior Vice President and Chief Compliance and Audit Officer
- Matthew Hicks, Systemwide Deputy Audit Officer
- Gregory Loge, Systemwide Cybersecurity Audit Director
- Ola Popoola, Director, Reporting and Analytics, UCOP Institutional Research and Academic Planning
- Monte Ratzlaff, Cyber-Risk Program Manager, UCOP
- Hoyt Sze, Managing Council, UC Legal
- Robert Smith, IT Policy Director, UCOP
- Thomas Trappler Associate Director, IT Strategic Sourcing, UC Procurement Services
- Van Williams, Chief Information Officer and Vice President for Information Technology Services

#### RESPECTFULLY SUBMITTED,

Matthew Bishop, Chair  
 Avidesh Zakhori (UC Berkeley, fall)  
 Deirdre Mulligan (UC Berkeley, spring)  
 Petr Janata (UC Davis)  
 Nader Bagherzadeh (UC Irvine)  
 Alex Bui (UCLA)  
 Emily Jane McTavish (UC Merced)  
 Manu Sridharan (UC Riverside)  
 Avi Yagil (UC San Diego)  
 Jenson Wong (UC San Francisco)  
 James Frew (UC Santa Barbara)  
 Peter Alvaro (UC Santa Cruz)  
 Robert Horwitz, Chair, Academic Senate (*Ex Officio*)  
 Susan Cochran, Vice Chair, Academic Senate (*Ex Officio*)  
 Erith Jaffe-Berg, CCGA Vice Chair (*Ex Officio*)  
 Mary Lynch, UCEP Chair (*Ex Officio*)  
 John Hildebrand, UCOLASC Vice Chair (*Ex Officio*)  
 Joanne Miller, Committee Analyst



# **ACADEMIC COUNCIL SPECIAL COMMITTEE ON LAB ISSUES**

## **ANNUAL REPORT 2021-22**

### **TO THE MEMBERS OF THE ACADEMIC COUNCIL:**

The Academic Council Special Committee on Lab Issues (ACSCOLI) was established by the Academic Council to provide broad-based Senate oversight of UC's relationship with the National Laboratories – Los Alamos National Laboratory (LANL), Lawrence Livermore National Laboratory (LLNL), and Lawrence Berkeley National Laboratory (LBNL, also called the Berkeley Lab). ACSCOLI advises the President and Regents on general policies relating to the National Laboratories, which includes the dispersal of UC's share of net fee monies, policies that affect the lab science management, and the quality of science being performed at the labs. ACSCOLI is also concerned with evaluating the benefits of UC's continued participation in the management of the labs and has been charged by the Academic Council with stimulating closer connections between the lab staff, faculty, and students.

ACSCOLI met twice during 2021-2022 academic year (AY). Both meetings were held via videoconference. A summary of the committee's discussions is below. On June 22, ACSCOLI Chair Michael Todd joined the Academic Council meeting to give a presentation on ACSCOLI's discussions over the past year.

### **UC OFFICE OF THE NATIONAL LABORATORIES**

At each ACSCOLI meeting, Vice President Craig Leasure, Associate Vice President June Yu, and Executive Director Alan Wan provided updates on the national labs and the work of the UC Office of the National Laboratories.

UC is the prime contractor for the management and operation of Lawrence Berkeley National Laboratory (LBNL). The University is a partner in the Lawrence Livermore National Security, LLC, (LLNS) that manages Lawrence Livermore National Laboratory (LLNL) and in Triad National Security, LLC, the partnership that manages Los Alamos National Laboratory (LANL). LLNS and Triad are overseen by the National Nuclear Security Administration (NNSA), an agency within the U.S. Department of Energy. The UC Office of the National Laboratories coordinates this work for the University.

### **NATIONAL LABORATORIES UPDATES**

Using the ACSCOLI checklist as a guide, Vice President Craig Leasure updated the committee at each meeting on the status of the three national laboratories. ACSCOLI members learned how the labs were dealing with employees returning to work after the Covid-19 shutdown, including the ups and downs of variant surges. The labs ramped up testing and offered N95 masks to on-site workers and continued to have a portion of their workforces working remotely. The committee heard about significant events affecting the labs, including safety incidents, scientific breakthroughs, conferences, and the status of signature projects.

Each year, the US Department of Energy conducts an evaluation of the scientific, technological, managerial, and operational performance of the contractors who manage and operate its national

laboratories. These evaluations provide the basis for determining annual performance fees and award term extension, if applicable. All lab scores this year were very good, including the best score for Berkeley Lab since 2005.

### **HERTZ HALL**

ACSCOLI has been kept apprised of the planning for the “Hertz Hall” complex on the Lawrence Livermore campus. In January, Patricia Falcone, Deputy Director for Science and Technology at Lawrence Livermore National Laboratory and co-chair of the Hertz Hall Complex Advisory Council, joined the ACSCOLI meeting to talk about Hertz Hall, LLNL’s Science & Technology unit, and the value that UC management brings to the lab. The lab benefits from having faculty members from UC and other institutions serve on important lab committees and provide support for special events. The lab recently launched an ambassador program to make its staff available to campuses. There are special efforts with campuses through the lab’s institutes and centers, including summer opportunities and week-long sessions with undergraduate students. The newest program is a mini sabbatical program that will fund a few-month visit for a faculty member. The Hertz Hall complex will mean more room on site to enhance these options and make more opportunities available. The hope is that the complex will attract new partners, deepen existing relationships, and allow for new approaches to collaboration, including with the other two UC-managed labs.

### **UC OFFICE OF RESEARCH & INNOVATION**

UC Vice President for Research & Innovation Theresa Maldonado and her staff joined ACSCOLI meetings to discuss areas of common interest, including progress on joint appointments. VP Maldonado also provided general updates on changes to UC patent policy and patent tracking system and discussed delays in grant application processes due to campus staffing shortfalls.

### **UC LAB FEES RESEARCH PROGRAM**

ACSCOLI provided input on the thematic areas for last year’s Collaborative Research and Training (CRT) award competition. This year, the Lab Fees Research Program awarded close to \$20 million in grants to five multicampus projects (out of 36 proposals received). All campuses are represented on initiatives that are focused on the pre-determined themes of: de-carbonization, pandemic preparedness, and meso-materials. More at: <https://www.ucop.edu/research-initiatives/programs/lab-fees/2022-lfrp-awards.html>

### **JOINT APPOINTMENTS**

Joint appointments continue to be a point of discussion between ACSCOLI and the administration. In addition to facilitating these arrangements, ACSCOLI would like to help create a culture in which joint appointments are valued. Vice President for Research and Innovation Theresa Maldonado reported that the original idea of using a basic template that could be modified by campuses turns out to be a lot of work locally. Although ultimate responsibility for approving joint appointments may be at the level of Vice Chancellor, decisions about individual joint appointments resides with the department. A simpler plan may be to focus on what can be done at the campus rather than systemwide level.

Meanwhile, test cases involving UC San Diego, UC Irvine, and LANL are moving through the joint appointment process.

#### **BOARD OF REGENTS NATIONAL LABORATORY COMMITTEE**

The Chair of the UC Board of Regents' National Laboratory Committee Jay Sures joined ACSCOLI's October meeting to talk about the priorities and interests of the committee, which provides strategic direction and oversight to UC's lab management contracts. The Regents approve budget allocation for UC's share of the net fees earned from management of the labs, a portion of which goes to the Lab Fees Research Program (LFRP). The total this year was \$26.7 million. Other initiatives supported by the fees include capital projects such as Hertz Hall and the SoCal Hub to facilitate collaboration and networking between national labs and campuses. Sures mentioned the public-private ATOM consortium, founded in 2016 by scientists at Lawrence Livermore, Frederick National Lab, and UCSF, as an example of the collaborative work being done. The partnership seeks to accelerate drug development timelines using machine learning, high-performance computing, and big data. As Chair of the Regents' Committee, Sures said that his priorities for UC's lab management are safety, cybersecurity, and diversity. He sees lab relationships as beneficial for the university is interested in targeted expansion of the portfolio.

#### **REPRESENTATION AND OTHER UPDATES**

UC Davis Professor Robert Powell, Chair of the Science, Technology, and Engineering Committees for the two NNSA labs, provided updates from his perspective as Faculty Observer to LANL and LLNL Boards. UCSB Professor Ram Seshadri serves on the LBNL Advisory Board on behalf of the Academic Senate and also provided the committee with updates about the Berkeley Lab and its impressive leadership.

ACSCOLI members do not report back to a corresponding campus committee, but the committee received Senate leadership updates at each meeting. These regular updates to standing and special committees help all faculty members have a broader view of the university.

In spring 2022, ACSCOLI Chair Michael Todd also chaired the Search Committee for UCOP's Associate Vice Provost Research & Innovation job position.

#### **ACKNOWLEDGEMENTS**

ACSCOLI wishes to acknowledge the contributions of its consultants and guests:

- Bart Aoki, Executive Director, Research Grants Program Office (UCOP)
- Kathleen Erwin, Director of UC Research Initiatives (UCOP)
- Craig Leasure, Vice President for the National Laboratories
- Theresa Maldonado, UC Vice President for Research & Innovation
- Jay Sures, Chair of the UC Board of Regents' National Laboratory Committee
- Alan Wan, Executive Director for Laboratory Programs
- June Yu, Associate VP for the National Laboratories

Respectfully submitted,

2021-22 ACSCOLI members:

Michael Todd, Chair (UCSD)

Robert Horwitz, Academic Council Chair

Susan Cochran, Academic Council Vice Chair  
Irene J. Beyerlein, UCSB  
Q. Jason Cheng, UCR  
Javad Lavaei, UCORP Representative  
Darrell Long, UCSC  
Kevin Mitchell, UCPB Representative  
Eric Mjolsness, UCI  
William Newman, UCLA  
Peggy O'Day, UCM  
Robert Powell, UCD  
Ram Seshadri, UCSB  
Staff: Joanne Miller, Academic Senate Committee Analyst

## **UNIVERSITY COMMITTEE ON ACADEMIC FREEDOM 2021-2022 ANNUAL REPORT**

### **TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

The University Committee on Academic Freedom (UCAF) met three times by videoconference (including one informal meeting) in Academic Year 2021-2022 to conduct business with respect to its duties as outlined in Senate Bylaw 130. Highlights of the Committee's activities and accomplishments are noted in this report.

### **POSTING POLITICAL STATEMENTS ON DEPARTMENT WEBSITES**

A critical issue this year was faculty members posting political statements on department websites. Academic Council asked UCAF to provide recommendations on this issue including whether - under the law, UC policy, or principles of academic freedom - departments should be able to issue such statements and, if so, how and what kind of disclaimers and procedures might be necessary. Following consultation with UC Legal at the Office of the President, UCAF submitted a set of [proposed recommendations](#) to Council, which were disseminated for systemwide Senate review in December. Based on the feedback from the review, the committee was instructed by Council to further debate concerns about coercion or chilling effects on less powerful members of a department, the need to employ such statements more judiciously and responsibly, and whether space should be allocated for minority statements. UCAF's [final recommendations](#) were endorsed by Council in May and transmitted to the divisional Senates and the administration.

### **MANDATORY RECORDINGS OF CLASSES AND DISABILITY ACCOMMODATIONS**

As the campuses were reopening in fall 2021, a conflict emerged related to faculty control over the modality of their teaching amidst calls from disabled students to require that all lectures be recorded. UCAF was asked by Council to provide recommendations regarding the mandated recording of classes. The committee solicited input from the divisional academic freedom committees and received expert guidance from UC Legal on the issue of recordings in the context of disability accommodations. In February, Council endorsed a [set of recommendations](#) from UCAF which were distributed to the divisional Senates.

### **UPDATED MEMO ON THE USE OF DIVERSITY, EQUITY, AND INCLUSION STATEMENTS**

In June 2021, a memo from UCAF and the Committee on Affirmative Action, Diversity and Equity (UCAADE) to Council on the use of Diversity, Equity and Inclusion (DEI) statements was forwarded to the systemwide Equal Opportunity/Affirmative Action (EO/AA) administrators group. This April, UCAADE's chair met with the committee to report a number of concerns raised by the EO/AA group that highlighted the disparate perspectives of the Senate and the administration. The revised recommendations emphasized best practices that focus on the central role of faculty in the evaluation of DEI contributions. The updated [memo on the use of statements on contributions to DEI](#) for UC academic positions was endorsed by Council in April and disseminated to the provost in May 2022.

### **OTHER ISSUES AND ADDITIONAL BUSINESS**

In response to requests for formal comment from the Academic Council, UCAF also issued views on the following:

- Systemwide review of proposed revisions to APM 025 and APM 671
- Second systemwide Senate review of a proposed Presidential Policy on UC Research Data
- Systemwide review of the Presidential Policy on Affiliations with Certain Healthcare Organizations

Additionally, UCAF devoted part of each regular meeting to reports on issues facing local committees, including how the data from recorded lectures are utilized and the China Initiative.

Respectfully submitted,

Ty Alper, Chair (B)

Sean Gailmard (B)

Terry Dalton (I)

David Jennings (M)

Farrell Ackerman (SD)

Alenda Chang (SB)

Perry Meade (Undergraduate Student)

Melike Pekmezci, Vice Chair (SF)

Carol Hess (D)

Susanne Lohmann (LA)

Ivy Zhang (R)

Donald Taylor (SF)

Minghui Hu (SC)

Robert Horwitz (Chair, Academic Senate, *Ex Officio*, (SD))

Susan Cochran (Vice Chair, Academic Senate, *Ex Officio*, (LA))

Brenda Abrams, Principal Analyst

**TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

The University Committee on Academic Personnel (UCAP) had four regular and one informal videoconferences during the Academic Year 2021-2022 to conduct business with respect to its duties as outlined in Senate Bylaw 135, which are to consider general policy on academic personnel, including salary scales, appointments and promotions, and related matters. The issues that UCAP considered this year are described briefly as follows:

**THE REGENTS' REPORT ON INNOVATION AND ENTREPRENEURSHIP**

In November, Academic Council charged UCAP and the systemwide Committee on Research Policy (UCORP) to address two recommendations from the May 2021 Regents' Report on Innovation and Entrepreneurship ("Regents' Report"): to revise promotion and tenure guidelines to include consideration of innovation and entrepreneurship and to revise academic personnel policy regarding leaves of absence to include pursuit of innovation and entrepreneurship activities. In addition to consulting with UCORP, UCAP reviewed its 2014 discussions related to these issues and discussed the merits of the Regents' Report.

In January, the committee [submitted a response to Council](#) indicating that UCAP does not consider the current evaluation process a significant impediment to the translation of UC research by faculty into commercial products and that it would be beneficial to have a formal and accessible pathway for faculty to take leaves of absence to pursue opportunities in the commercial sector. Council's agreement with the analysis by UCAP and UCORP was transmitted to President Drake in January.

**LECTURERS WITH SECURITY OF EMPLOYMENT SERVING ON DIVISIONAL CAPs**

Council asked UCAP to study issues related to Lecturers with Security of Employment (LSOEs, Teaching Professors, Professors of Teaching) serving on divisional Committees on Academic Personnel (CAPs) including whether CAPs should allow LSOEs the right to vote on all cases and whether LSOEs should be disallowed from service on CAPs absent a Senate Bylaw 55 amendment that specifically authorizes such appointments. UCAP consulted with the chair of the systemwide Committee on Rules and Jurisdiction and members solicited input from their divisional CAPs.

During UCAP's deliberations, the consensus emerged that the decision as to whether CAPs should include LSOEs as full voting members should be left to the individual divisional Senates. The committee noted that Senate Bylaw 55 is concerned with departmental voting rights and there is a fundamental difference between the right to vote on departmental actions and voting on cases being considered by CAPs. [Council endorsed UCAP's recommendations](#) in May and forwarded them to Provost Brown and Vice Provost Carlson.

**MITIGATING THE IMPACT OF COVID-19 IN FILE REVIEW**

In March 2021, UCAP issued "Guidance for Review of Academic Personnel Impacted by the COVID-19 Pandemic" with the goal of promoting uniformity and equity across campuses in reviewing the files of faculty impacted by the COVID-19 pandemic and similar major external events that dramatically hinder academic activity. This year, the committee discussed what was happening at the campuses with respect to adoption of the principle of achievement relative to opportunity (ARO), which was put forth by the Work Group on Mitigating the Impact of COVID-19 on Faculty. Challenges related to implementation of ARO include resistance from faculty and departments, faculty concerns about disclosing personal and sensitive details regarding their situations, and the

ability for CAPs to understand the expectations associated with different series. It will be important for UCAP to closely monitor the implementation of ARO in the coming academic year.

#### **OTHER ISSUES AND ADDITIONAL BUSINESS**

In response to requests for formal comments from the Academic Council, UCAP submitted views on the following:

- The proposed revision to APM 759
- The proposed revisions to APM 025 and APM 671
- The proposed academic salary program for 2022-2023
- The report of the Negotiated Salary Trial Program Phase 2 Taskforce
- The proposed revisions to APM 715 and APM 760

#### **CAMPUS REPORTS**

UCAP devoted part of each regular meeting to a discussion of issues facing local committees including Team Science.

#### **UCAP REPRESENTATION**

UCAP Chair Kuriyan represented the committee at meetings of the Academic Council and the Assembly of the Academic Senate, and served on the Provost's Academic Planning Council as well as the Work Group on Mitigating the Impact of COVID-19 on Faculty and the Advancing Faculty Diversity Advisory Group.

#### **COMMITTEE CONSULTATIONS AND ACKNOWLEDGMENTS**

UCAP benefited from regular consultation and reports from Susan Carlson, Vice Provost, Academic Personnel; Amy K. Lee Associate Vice Provost for Academic Personnel and Programs, Academic Personnel and Programs; and Kimberly Grant, Director, Academic Policy & Compensation, Academic Personnel and Programs. UCAP occasionally consulted the Academic Senate Chair Robert Horwitz and Vice Chair Susan Cochran about issues facing the Senate and UC.

Respectfully submitted,  
John Kuriyan, Chair (B)  
Rhonda Righter (B)  
Michelle Garfinkel (I)  
Ramesh Balasubramaniam (M)  
Steve Briggs (SD)  
Ruth Finkelstein (SB)

Francis Dunn, Vice Chair (SB)  
Lisa Tell (D)  
Catia Sternini (LA)  
Deborah Wong (R)  
Margaret Wallhagen (SF)  
Stefano Profumo (SC)

Robert Horwitz (Chair, Academic Senate, *Ex Officio*, (SD))  
Susan Cochran (Vice Chair, Academic Senate, *Ex Officio*, (LA))  
Brenda Abrams, Principal Policy Analyst



# **University Committee on Affirmative Action, Diversity, and Equity (UCAADE)**

## **Annual Report 2021-22**

### **To the Assembly of the Academic Senate:**

The University Committee on Affirmative Action, Diversity, and Equity met four times via videoconference during the 2021-22 academic year. In accordance with its duties as outlined in Senate Bylaw 140, UCAADE consulted on policies bearing on affirmative action, diversity, and equity for academic personnel, students, and academic programs. Highlights of the committee's discussions and actions are described below.

### **Statements on Contributions to Diversity, Equity, and Inclusion**

UCAADE met with the Systemwide Equal Opportunity/Affirmative Action Administrators Group (EO/AA) to discuss changes made to the recommendations on the use of DEI statements approved by Council in January 2019. In addition, UCAADE met with the University Committee on Academic Freedom (UCAAF) and discussed the updated statement. UCAADE agreed on a final version of the document in consultation with UCAAF that did not include language from EO/AA, as the final statement is concerned only with faculty. This clarified and expanded version of the January 2019 recommendations was approved by Council in May and sent to the Provost.

### **Discussion of Expansion of Senate Membership**

UCAADE discussed Unit 18 lecturers' and UC Health clinical faculty's interest in Senate membership. Unit 18 Lecturers will renegotiate their current contract, which does not include Senate membership in 2026. Senate membership may resurface as an issue. The committee held that Senate membership may not address dissatisfactions felt by many clinical faculty, and that pressure to address equity issues would address dissatisfactions more satisfactorily.

### **Instructional Modalities and DEI Issues**

In the wake of COVID-driven online instruction, and varying modalities and accommodations last year, student groups have called for student groups called for universal hybrid instruction and mandatory lecture recording. They referenced accommodations made by campus Students with Disabilities Services offices. In addition, the University faces pressure to provide all-online undergraduate degrees, as increasing student numbers strain available resources. UCAADE discussed the issue, acknowledging that students least able to attend in-person classes due to various barriers also were often unable to access classes remotely. Hybrid teaching is not a realistic approach without a large infusion of funds and capital improvements. UCAADE concluded that residency has tremendous educational value. On the other hand, students experiencing barriers to residency need access. Accommodations are one part of access, and as was experienced during the pandemic, remote instruction can be a kind of access. UCAADE will revisit the issues next year.

## **Achievement Relative to Opportunity (ARO)**

UCAADE discussed implementation of the Joint Senate-Administration Mitigating COVID-19 Impacts on Faculty Working Group Final Report, with special attention regarding ARO during faculty evaluations. The committee noted that COVID impacts were not equally distributed among faculty, with faculty of color, female faculty, faculty suffering from “Long COVID,” and faculty with caregiving obligations disproportionately affected. The committee noted that COVID-19 impacts are likely to continue for years, and supported a request to amend the APM to reflect adoption of ARO. Senate Leadership requested that UCAADE suggest best practices for use.

## **Hispanic Serving Institutions Doctoral Diversity Initiative**

In September, the Office of the President announced the release of the University of California-Hispanic Serving Institutions Doctoral Diversity Initiative (UC-HIS DDI). The program includes two components: competitive grant awards supporting short- and long-term programs to expand pathways to the professoriate for underrepresented minorities, and funding to support graduate student preparation for the professoriate.

## **Presidential Post-Doctoral Fellowship Program (PPFP) Update**

In October, Presidential Post-Doctoral Fellowship Program (PPFP) Director Mark Lawson updated UCAADE on the program’s progress. The program has grown, with 38 award recipients in 2021. UC has partnerships with other universities to run similar programs on proprietary UC platforms. At least 40 percent of program participants go on to ladder-rank faculty positions at the University of California. The national average of ladder-rank faculty position achievement for postdoctoral graduates ranges from 10-20 percent. PPFP hires have outperformed open search hires at the UC with respect to achieving tenure and retention at 10 years post-hiring. The program pivoted to online activities due to the ongoing COVID-19 pandemic, and provided fellows with \$750 to translate their work to remote platforms. In addition, the Andrew Mellon UC-HSI Humanities Initiative grant provides three million dollars a year for five years to support additional fellows in humanities and related disciplines and to augment hiring of fellows in humanities at the six UC HIS-designated campuses.

## **Faculty Home Mortgage Programs**

Jennifer Mays, Director, Office of Loan Programs, and Jill Hollenbach, Chair, UCFW, joined UCAADE for information about and a discussion of the UC Employee Housing Assistance Program. The program is intended as a recruitment and retention tool for faculty and senior managers. UCAADE noted concerns about equitable distribution of discretionary funds, especially as funding decisions often appear to be made at the chair level on campuses. In addition, the extreme constraint of the housing market blunts the effectiveness of the loan programs. UCAADE requested by campus demographic data information for those who request loans as well as those who receive them.

## **Consultation with the Office of Academic Personnel and Programs**

Throughout the year, UCAADE received regular reports from Academic Personnel Vice Provost Susan Carlson on various topics at each meeting. Ongoing projects and special topics included:

### *Advancing Faculty Diversity Initiative (AFD)*

UCAADE received regular updates on the AFD program, now in its sixth year. A five-year review noted that 146 faculty have been hired through this effort. Of the hires, 50 percent have been women, versus 46 percent of all faculty hires, and 34 percent are URM faculty, versus 19 percent among all other hires. UCAADE was informed that this year, the program allows campuses to propose adopting successful programs from other campuses.

### *Collaborative on Academic Careers in Higher Education (COACHE) Survey*

The results of the 2019-20 and 2020-21 Faculty Retention and Exit Surveys were presented to UCAADE. The UC represented one third of all institutions responding to this survey of faculty satisfaction. Differing reasons for considering competing employment offers were reported, with variation among faculty by gender, URM status, and discipline. UCAADE noted that requiring a competing offer in order to receive counteroffers results in more faculty departures than would occur if the University could allow preemptive retention offers. Socialization of Achievements Relative to Opportunity (ARO) principles in faculty evaluation could positively affect faculty satisfaction.

### *STEMM Equity Achievement Change Program (SEA Change)*

UCAADE received updates on the American Association for the Advancement of Science's SEA Change Program, focusing on eliminating systemic barriers to participation in science, technology, engineering, mathematics and medicine, collectively known as the STEMM fields. By the end of the academic year, all ten campuses had joined the program, which provides a framework to bring evaluators to campuses to rate campus diversity and equity efforts. Campuses will report progress and outcomes in fall 2023, and UCAADE anticipates ongoing updates about the program's impact.

### *Proposed Presidential Policy on Abusive Conduct and Bullying in the Workplace*

Vice Provost Carlson noted that the second round of comments on the proposed Presidential Policy on Abusive Conduct and Bullying in the Workplace would be of interest to UCAADE. Comments are due next year.

## **Systemwide issues and Campus Reports**

UCAADE devoted part of each meeting to updates from members about concerns and activities on their home campuses as well as regular updates from Senate Chair Horwitz and Vice Chair Cochran on issues of concern to the systemwide Senate.

## **Reports and Recommendations**

*To the Academic Council:*

- For reconsideration, an updated document that covers policies regarding the use of DEI statements in hiring and promotion. (April 19, 2022)
- Comments in support of the Presidential Policy on Affiliations with Certain Healthcare Organization (May 10, 2022)
- Comments in support of Systemwide Review of Proposed Revisions to Academic Personnel Manual Sections 715, Leaves of Absence/Family and Medical Leave (APM - 715) and 760, Family Accommodations for Childbearing and Childrearing (APM - 760) (May 10, 2022)
- Concerns regarding the Report of the Negotiated Salary Trial Program Phase 2 Taskforce (July 19, 2022)

UCAADE is grateful to have had valuable input from and exchange with the following UCOP and campus consultants and guests over the past year: Vice Provost Susan Carlson; Director of Academic Program Coordination Patricia Osorio-O'Dea; Associate Vice Provost, Academic Personnel and Programs Amy Lee; Analyst, Academic Personnel and Programs Janiene Thiong; UCFW Chair Jill Hollenbach; Director, Office of Loan Programs Jennifer Mays; PFP Director Mark Lawson. The committee also thanks the faculty members who served as alternates during the year.

Respectfully submitted,  
 Daniel Widener (Chair, San Diego)  
 Louis DeSipio (Vice Chair, Irvine)  
 Julianna Deardorff  
 (Berkeley)  
 Jose Torres (Davis)  
 Jane Stoeber (Irvine)  
 Reynaldo Macias (Los Angeles)

Jesus Sandoval-Hernandez (Merced)  
 Katherine Stavropoulos (Riverside)  
 Jennifer Burney (San Diego)  
 Ifeyinwa Asiodu (San Francisco)  
 Jean Beaman (Santa Barbara)  
 Kirsten Silva Gruesz (Santa Cruz)  
 Stefani Leto (Analyst)

## BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS) ANNUAL REPORT 2021-22

### TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Board of Admissions and Relations with Schools (BOARS) met ten times in Academic Year 2021-22 to conduct business with respect to its duties as outlined in [Senate Bylaw 145](#): to advise the President and Senate agencies on the admission of undergraduate students and the criteria for undergraduate status. The major activities of BOARS and the issues it addressed this year are outlined briefly, as follows:

#### ANNUAL REPORT TO THE REGENTS ON UNDERGRADUATE ADMISSIONS REQUIREMENTS AND COMPREHENSIVE REVIEW

BOARS' annual [Report to the Regents on Undergraduate Admissions Requirements and Comprehensive Review](#) discusses freshman and transfer application, admission, and enrollee outcomes under comprehensive review for the years 2014–2021; first-year UC performance outcomes for students who entered UC in fall 2020; efforts by BOARS to enhance the transfer admission path and to ensure that admitted nonresidents compare favorably to California residents; diversity outcomes; a summary of each UC campus's comprehensive review process; and challenges associated with the future of the referral guarantee. The report notes BOARS' concern that annually increasing enrollment expectations from the state, absent funding for additional academic facilities, could have deleterious educational outcomes in the long run.

- *Policy on Augmented Review in Undergraduate Admissions*

[Regents Policy 2110](#) outlines guidelines and criteria for an additional review of select applicants who fall in the margins for admission, but whose initial application yields an incomplete picture of their qualifications or presents extraordinary circumstances that invite further comment. It outlines three types of supplemental information a campus may request from up to 15% of applicants in a given admissions review cycle: 1) a questionnaire inviting the candidate to elaborate on special talents, accomplishments, extraordinary circumstances, and their school/home environment; 2) 7<sup>th</sup> semester grades; and 3) up to two letters of recommendation. The policy states that campuses may solicit letters only from applicants selected for augmented review, applicants considered for admission by exception, or applicants given a special review in other specific situations.

#### NONRESIDENT ADMISSION

- *Annual Systemwide Compare Favorably Report*

BOARS issued its [annual "Compare Favorably" report](#) on 2021 nonresident admissions. The annual report summarizes systemwide and campus outcomes for the policy, focusing on comparisons of high school GPA, SAT score, and first-year UC GPA and persistence for residents, domestic nonresidents, and international nonresidents for each campus. The report notes that based on those limited measures, the University is largely meeting the standard on a systemwide basis, although outcomes vary on specific campuses. The report emphasizes that GPA is a narrow, imperfect measure for the assessment, given campuses' use of 13 comprehensive review factors. Further, in light of the Regents' decision to phase out standardized tests, how to demonstrate that non-residents Compare Favorably is the subject of new scrutiny.

## **COVID-19 RESPONSES**

In response to the COVID-19 pandemic, BOARS extended several interim actions designed to promote flexibility in admissions procedures this fall. Guidance included how to assess Pass/No Pass or “Credit” grades in GPA evaluations, deadline flexibility, recognition that some documents may not be available, and similar recommendations for transfer applicants.

## **ETHNIC STUDIES REQUIREMENTS**

In response to state law and intersegmental curricular changes to establish ethnic studies requirements for high school graduation and for graduation from the California State University, BOARS discussed whether and how to establish an ethnic studies admission requirement for first-year students. BOARS consulted with ethnic studies faculty and continues to consider the issue. BOARS also worked with the Intersegmental Committee of Academic Senates to comply with state legislation by adding an ethnic studies course to the Intersegmental General Education Transfer Curriculum. A proposal will be sent for Senate review at each segment in the fall of 2022.

## **TRANSFER ADMISSIONS**

BOARS helped lead the University’s response to create pathways that better prepare CCC transfers for success at UC.

- ***Pathways+***

Under the Pathways+ program, prospective CCC transfers who complete the specified courses in one of the UC Transfer Pathway majors with a satisfactory GPA, and who submit a Transfer Admission Guarantee (TAG) agreement to one of the six TAG-participating campuses (Davis, Irvine, Merced, Riverside, Santa Barbara, Santa Cruz) will be guaranteed admission in the Transfer Pathway major at the TAG campus. CCC transfer students may also apply for non-guaranteed admissions to any other UC campus offering their intended Transfer Pathways major. BOARS continues to monitor the outcomes of the Pathways+ program.

## **JOINT MEETINGS WITH THE UC ADMISSIONS DIRECTORS**

The Admissions Directors and Associate Vice Chancellors for Admissions and Enrollment Management joined BOARS by videoconference in November 2021 and June 2022 to discuss the “Compare Favorably” policy implementation, augmented review implementation, transfer issues, reader training innovations, and recruitment efforts designed to increase enrollment of students from disadvantaged and underrepresented backgrounds. BOARS and the campus Admissions Directors also discussed outcomes from the 2021 admissions cycle; issues and challenges associated with nonresident admission; continuing transfer admissions issues, including achieving the 2:1 freshman-to-transfer enrollment ratio, transfer access to impacted majors, and the role of the UC Transfer Pathways in comprehensive review; implementation of the Augmented Review policy; strategies for expanding student diversity in the context of increasing selectivity; new tools for transfer students, such as UC ASSIST; COVID-19 planning; and the future of admissions absent standardized tests.

## **OTHER BUSINESS AND BRIEFINGS**

**Campus Reports:** BOARS set aside a portion of each meeting for updates from faculty representatives about issues being discussed on their admissions committees and campuses. These briefings touched on a wide range of topics, including local holistic review processes; best practices for increasing diversity and enhancing outreach to underrepresented populations; individual campus strategies for meeting the 2:1 freshman:transfer enrollment ratio; strategies for addressing impaction in majors and boosting enrollment in under-enrolled majors; the effects of the ongoing enrollment surge on campus infrastructure and faculty workload; local analyses of student success factors; the effect of potential new federal immigration policies on undocumented students; strategies to ensure strong English language skills in international admits; the role of athletics admissions committees and admission-by-exception; application fee usage policies; admissions staff turnover; over-enrollment in STEM fields; the on-going impacts of COVID-19 on admissions practices; and changes to local bylaws.

**Senate Leadership Briefings:** The Academic Council chair and vice chair attended a portion of each BOARS meeting to brief the committee on business from the Academic Council and Regents meetings, and other systemwide issues of particular interest to BOARS or of general interest to the faculty. These briefings included the status of negotiations with the state around the budget and enrollment funding; proposed legislation affecting the University; the Regents' nonresident enrollment policy; and planning for future crises.

**Graduate, Undergraduate, and Equity Affairs:** The Office of Graduate, Undergraduate, and Equity Affairs provided regular briefings throughout the admissions cycle on application, admissions, and SIR outcomes for freshman and transfer students from different demographic groups and residency categories. They also provided valuable information to BOARS about transfer policies, initiatives, and legislation; admissions messaging; feedback from counselor conferences; high school and online A-G course accreditation issues; recruitment programs targeting the ELC cohort and other specific populations; California high school accreditation, including for online schools; analysis of PIQ responses; and other topics.

## **BOARS REPRESENTATION**

BOARS Chair Sorapure represented the committee at meetings of the Academic Council, the Assembly of the Academic Senate and the Intersegmental Committee of Academic Senates (ICAS), and Vice Chair Knowlton served on the ICAS IGETC Standards Subcommittee. BOARS Chair Sorapure served as liaison to the University Committee on Preparatory Education.

## **ACKNOWLEDGEMENTS**

BOARS collaborated closely with UCOP and benefited from regular consultations with Executive Director of Undergraduate Admissions Han Mi Yoon-Wu, and Director of A-G and Transfer Policy Analysis & Coordination Monica Lin. BOARS also received valuable support and advice from Institutional Research and Academic Planning Director Tongshan Chang and Institutional Research and Planning Analyst Matt Reed, who provided the committee with critical analyses and data related to the Report to the Regents and the Compare Favorably analyses.

Respectfully submitted,

Madeleine Sorapure, Chair (SB)	Julian Betts (SD)
Barbara Knowlton, Vice Chair (LA)	Michael Stryker (SF)
Hector Rodriguez (B)	Mike Gordon (SB)
Anne Britt (D)	Laura Giuliano (SC)
Sergio Gago-Masague (I)	Luis Garcia Chavez, Undergraduate Student
Li Cai (LA)	
Abbas Ghassemi (M)	
Wallace Cleaves (R)	Kenneth Feer, Principal Analyst



**COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)  
Annual Report 2021-22**

**TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

Per Senate Bylaw 180, the Coordinating Committee on Graduate Affairs (CCGA) advises the University President and all agencies of the Senate on matters regarding research and learning related to graduate education. One of CCGA's chief responsibilities, as delegated by the Regents, is the authority to review and evaluate campus proposals for new graduate programs and schools that require approval of the President. In addition, CCGA establishes basic policies and procedures for coordinating the work of the various graduate councils and divisions, recommends to the Assembly minimum standards of admission for graduate students, reviews policies applied by graduate councils, reviews policies concerning relations with educational and research agencies, and approves UC graduate courses as system-wide courses to be listed in divisional catalogs.

**Review of Proposed Graduate Degree Programs**

During the 2021-22 academic year, CCGA approved nine program proposals and declined three. Four of the approved proposals were Self-Supporting Graduate Degree Programs (SSGPDPs), and one proposal had PDST (Professional Degree Supplemental Tuition). Of the three declined proposals, two were SSGPDPs and one was a 4+1 BS MS program. Ten proposals will carry over to the 2022-23 year. All of but one of these carryovers were received after June 1, and one, currently under review, was received mid-May.

**Programs Decided Upon During the 2021-22 Year**

<b>Campus</b>	<b>Program</b>	<b>Date Received</b>	<b>Date Approved</b>	<b>SSGPDP</b>
UCB	Pre-Proposal (College) – Computing, Data Science, and Society	7/13/21	10/26/21	No
UCB	Master of Nutritional Sciences and Dietetics	7/20/21	2/2/22	Yes
UCB	Master of Climate Solutions	3/21/22	7/6/22 (rejected)	Yes
UCB-UCSF	Joint PhD in Computational Precision Health	4/25/22	7/6/22	No
UCD	DNP Conversion to SSGPDP	3/24/22	5/25/22	Yes
UCI	PhD in Film and Media Studies	7/29/21	11/3/21	No
UCR	Microbiology BS/MS 4+1	6/9/21	1/5/22 (rejected)	No
UCSD	Dual Degree MAS in International Affairs	5/12/21	11/3/21	No
UCSD	PhD in Biochemistry and Molecular Biophysics	6/29/21	10/6/21	No
UCSD	Eighth Undergraduate College	11/12/21	3/23/22	No
UCSD	MS in Precision Medicine	3/1/22	5/4/22 (rejected)	Yes
UCSF	Post-Bac DNP	4/25/22	6/1/22	No

The committee worked diligently with campuses and faculty throughout the year to help them craft and improve proposals that would meet the University's expectations of excellence.

### **Proposals Under Review to be Carried Over to 2022-23**

<b>Campus</b>	<b>Program</b>	<b>Date Received</b>	<b>Status</b>	<b>SSGPDP</b>
UCB	Master of Computational Social Sciences	6/17/22	On Hold Until October	Yes
UCB	College – Data Science and Society	6/16/22	On Hold Until October	No
UCI	Pre-Proposal School of Population and Public Health	6/24/22	On Hold Until October	No
UCLA	MS in Data Science in Biomedicine	5/10/22	Under Review	Yes
UCLA	Master of Data Science in Health	7/8/22	On Hold Until October	Yes
UCLA	Master of Legal Studies	6/14/22	Under Review	Yes
UCR	MS in Computational Data Science	6/6/22	Under Review	No
UCR	Divisional Status for Undergraduate Education	6/6/22	On Hold Until October	No
UCR	PhD in Astronomy	6/3/22	On Hold Until October	No
UCSC	MA in Geographic Information Systems, Spatial Technologies, Applications, and Research	7/6/22	On Hold Until October	No

### **Topics of Note During the 2021-22 Year**

#### **COVID-19 and Committee Meetings**

Because of the coronavirus pandemic, the committee met remotely during the entire 2021-22 year. Despite this, CCGA was able to efficiently complete its work of reviewing proposals and also was able to undertake several larger issues.

#### **Senate/Administration Workgroup on Proposal Review and Approval Processes**

For some time, some campuses have expressed an interest in eliminating systemwide Senate and Administration review of master's degree proposals, and at the end of the 2020-2021 academic year, Provost Brown raised the possibility of reconsidering systemwide review of some master's degree program proposals. In response, the Academic Planning Council (APC, a joint Academic Senate and Administration committee) formed a workgroup to evaluate current review processes for master's degrees.

The workgroup was tasked with reviewing the efficiency and effectiveness of review processes at the divisional and systemwide levels, considering the risks and benefits of devolving final approval of master's degrees to the individual campuses, and assessing whether updated disestablishment processes ought to be considered. The workgroup was given access to a variety of data pertaining to past reviews. These data included a summary of campus review processes, campus review timelines, CCGA review timelines, the recent report of the CCGA/UCPB workgroup on self-supporting graduate professional degree programs (SSGPDPs), documentation related to rejected degree proposals, and documentation of improvements made to proposals through the CCGA review process.

After evaluating and discussing the efficiency and effectiveness of the review process and weighing its potential benefits against the risks and liabilities of devolving approval to the divisions, the workgroup concluded that there is value in systemwide review of master's degree programs, and that the current process of degree proposal review should remain in place, as there was no consensus on either radical revision of the approval process (i.e., devolving approval authority to the divisions) or more incremental reform (e.g., allowing divisions to conduct external reviews). The systemwide review process reinforces academic quality, equity across campuses, and in the case of SSGPDPs, financial soundness. The full [report](#) contains significant data and discussion.

### **GSR Unionization**

The UC Student Researchers United was a campaign to form a union to improve working conditions for student researchers. They submitted more than 17K signed authorization cards. The Public Employment Relations Board (PERB) verified around 11K signatures, and they are currently in discussion with the UC to define the members of the union. People with GSR or GSA titles are covered, but the question is whether people with outside fellowship or traineeships would be included. The committee had questions and discussed this topic.

In July 2022, CCGA submitted a [letter](#) to Council on this issue asking the Senate to convene a workgroup to investigate and analyze the graduate education funding model. Council endorsed the letter and submitted it – along with a similar letter from UCORP – to the Provost at the end of July.

### **Remote TA/GSI Work**

During the first year of the Covid pandemic, most instruction and classroom participation was conducted virtually, via online platforms. When classes resumed in-person, many TAs and GSIs requested that they continue to be able to work remotely for reasons other than medical accommodation. Policies and procedures on remote instruction vary from campus to campus. CCGA discussed whether or not there should be systemwide guidance regarding remote instruction and remote work for TAs and GSIs. CCGA concluded that pedagogy should be the driving force for whether or not to consider remote instruction, but acknowledges that many outside factors (e.g. lack of affordable housing) may be influencing these decisions. CCGA is concerned about the pressure on local graduate councils (and other Senate committees) to make these decisions and believes systemwide guidance may be helpful.

In December 2021, CCGA submitted a letter to Council asking that it endorse a memo affirming that the UC system is primarily a residential university and that pedagogy be the driving force for the adoption of new modalities of instruction. It also recommended that the divisional Senates employ procedures for the approval of courses for remote instruction (if they have not yet done so), and that approval for remote instruction should be based on pedagogy. If accommodations to allow remote instruction must be made for other reasons, it urged the divisional Senates to set clear policies to prevent there being disparities between individual departments. Council [endorsed](#) the letter and the memo and sent it to the divisions later that month.

### **Impacts of Oracle on the Merced and San Diego Campuses**

In July 2022, CCGA sent a [letter](#) to Academic Council about the profoundly negative effects experienced on the Merced and San Diego campuses as a result of the implementation of the Oracle financial software system. The letter included four specific requests to be addressed by UCOP. These requests included developing systems to make the Oracle system more responsive to the needs of the campuses, increased staffing in business operations and IT, financial support for graduate students and postdoctoral scholars at UCM and UCSD, and – going forward – considerably improved consultation with the campuses before

any other such “improvements” are made. Council endorsed the letter and – combined with an October memo from UCORP – sent it to the President at the end of July.

### **Effects of Covid-19 on Graduate Student Researchers**

In conjunction with the Council of Graduate Deans, CCGA wrote a [letter](#) to Academic Council in July 2022, regarding the effects of the Covid-19 pandemic on GSRs. Council endorsed the letter and sent it to the President at the end of July.

### **Native Affiliation Fraud**

CCGA considered the issue of Native American affiliation fraud. The existence and tolerance of scholars who have committed such fraud have a unique impact on graduate students; students find themselves questioning the research methods they have learned as well as their own judgment, and students who want to expose fraudulence are put in the position of questioning their own advisers and faculty as well as the entire institution. Furthermore, many Native American and/or Native American studies undergraduate students are no longer considering applying to graduate school. The committee began drafting a letter to submit to Council on the issue; the letter will be submitted in the fall.

### **Acknowledgements**

CCGA is grateful to have had valuable input from - and exchange with- these UCOP and campus consultants and guests over the past year: Vice President of Research and Innovation Theresa Maldonado, Graduate Studies Executive Director Pamela Jennings, Director of Academic Planning Todd Greenspan; Academic Planning and Research Analyst Chris Procello, and Council of Graduate Deans representative Jean-Pierre Delplanque (UCD). Thanks, too, to Academic Council Chair Robert Horwitz and Vice Chair Susan Cochran, and Senate Executive Directors Hilary Baxter and Monica Lin for their continuous availability for consultation

Respectfully submitted,

Andrea Kasko, Chair (UCLA)  
Erith Jaffe-Berg, Vice Chair (UCR)  
Candace Yano (UCB)  
Dean Tantillo (UCD)  
Arvind Rajaraman (UCI)  
James Bisley (UCLA)

Erin Hestir (UCM)  
Sarita See (UCR)  
Partho Ghosh (UCSD)  
Bjoern Schwer (UCSF)  
Adam Sabra (UCSB)  
Melissa Caldwell and Andrew Fisher (UCSC)

## **UNIVERSITY COMMITTEE ON COMMITTEES ANNUAL REPORT 2021-22**

### **TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

#### **Responsibilities and Duties**

Pursuant to Senate Bylaw 150, the University Committee on Committees (UCOC) oversees the appointment of chairs and vice chairs for each of the standing committees of the Assembly; oversees the nomination of Senate members to serve on ad hoc or ongoing joint Senate-Administration committees and task forces, and sends letters of appointment to all appointees specifying term of the appointment and committee charge. UCOC met four times in 2021-22. All meetings were held via videoconference. Major issues and accomplishments are reported below.

#### **Appointment of Chairs and Vice Chairs of the Senate's Standing Committees**

While being mindful of balance and representation among campuses, UCOC reviewed and approved chairs and vice chairs for standing committees for 2021-22. There were a few last-minute changes that had to be approved via email, and the UCEP vice chair position remains unfilled as of August 1<sup>st</sup>.

Two years ago, UCOC updated its process for choosing its own vice chair by asking current members to self-nominate for the position for the coming year. Two members expressed interest and were asked to submit statements of interest and qualifications. The current chair and vice chair spoke to both candidates and made the selection. UCOC members approved the incoming vice chair along with the slate of other proposed vice chairs for all committees.

#### **Appointment of members of Standing Committees**

The ten divisions nominated their representatives to standing committees and to the Assembly of the Academic Senate. Subsequently, UCOC issued appointment letters, which specified the term of appointment and the committee's charge.

#### **Appointment of members of Senate committees, subcommittees, or task forces within the systemwide Academic Senate**

- Editorial Committee – UCOC appointed four new members.
- UCFW Health Care Task Force (HCTF) – UCOC appointed five new members
- University Committee on Rules & Jurisdiction – UCOC appointed two new members

#### **Selection of Senate Representatives to Other Committees**

UCOC is responsible for selecting Senate representatives to various groups that are proposed by the President, Provost, or other senior administrators. UCOC nominated or reviewed nominations of representatives to serve on joint administration-Senate task forces, external councils, and other groups in 2021-22. These included:

- Knowledge Transfer Advisory Committee (KTAC)
- UC ANR Governing Council
- California Air Resources Board (CARB) Scientific Review Panel – three subject matter experts in each of three categories: 1) academic administration, 2) biostatistics, and 3) biochemistry/molecular biology

- Intersegmental Curriculum Work Group/Course Identification Numbering Project Advisory Committee
- President's Advisory Committee for Research in the Humanities
- Systemwide Library and Scholarly Information Advisory Committee (SLASIAC)
- UCDC Academic Advisory Committee

### **Oliver Johnson Award**

UCOC reviewed nominations from the Divisions for the 2022 Oliver Johnson Award and forwarded two names to the Academic Council, per the award's guidelines. The Academic Council selected UC Riverside Emeritus Professor J. Daniel (Dan) Hare.

### **Expanding Participation in the Academic Senate**

At several meetings, UCOC members shared practices used by their campuses for expanding participation in Senate service, increasing diversity, and building leadership. Campus CoCs employ various techniques such as meeting with department chairs, interviewing committee chairs, other types of focused outreach, and matching junior faculty members with more senior colleagues. Some use or are considering incentives such as step acceleration or course releases.

### **Other UCOC Discussions**

- A representative from the UCOP Office of Research and Innovation joined the March 1<sup>st</sup> UCOC meeting to explain UC's legal requirement to nominate a minimum number of representatives to state-level review panels that the state relies on for expertise. This is part of UC's service to the state.
- UCOC received regular updates from the Academic Senate chair and vice chair about important issues facing the faculty and the university.

Respectfully submitted:

Jennifer Nájera, UCOC Chair  
 Micah Perks, UCOC Vice Chair  
 Oliver Arnold (UCB)  
 Niels Grønbech-Jensen (UCD)  
 Lindsey Richland (UCI)  
 Reza Ahmadi (UCLA)  
 Martin Hagger (UCM)  
 Victor Ortego-Martí (UCR)  
 Gail Heyman (UCSD)  
 Lukejohn Day (UCSF)  
 Peter Sturman (UCSB)  
 Kimberly Lau (UCSC)  
 Robert Horwitz, (Council Chair, ex-officio)  
 Susan Cochran (Council Vice Chair, ex-officio)  
 Joanne Miller (Committee Analyst)

**UNIVERSITY COMMITTEE  
ON  
EDUCATIONAL POLICY  
2021-2022 ANNUAL REPORT**

**TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

The University Committee on Educational Policy (UCEP) met by videoconference eight times in Academic Year 2021-2022 to conduct business with respect to its duties as outlined in Senate Bylaw 170 and in the Universitywide Review Processes for Academic Programs, Academic Units, and Research Units (the “Compendium”). The major activities of the committee and the issues it addressed this year are outlined briefly, as follows.

**FULLY ONLINE UNDERGRADUATE DEGREE PROGRAMS**

UCEP continued to consider various potential forms of online undergraduate degree programs (OUDPs) this year, including fully-online OUDPs. The focus shifted from developing principles to addressing a series of key questions which entailed consultation with divisional Educational Policy committees and Undergraduate Councils. The divisions’ perspectives on the quality of OUDPs identified the need for specific metrics to help guide campus discussions about design, content, and pedagogy. It will also be important for the Senate and University to establish clear guidelines and policies for the review, approval, and assessment of OUDPs, and new processes and infrastructure to support teaching and learning. This feedback was shared with Academic Council in the spring to inform the Council’s deliberations about OUDPs. In addition, the UCI representative provided UCEP with an update on the Paul Merage School of Business’s current online offerings in Business Administration to undergraduate students.

In June, the committee transmitted a white paper, “Understanding Online Undergraduate Degree Programs: Definitions, Status, Process, and Questions at the University of California” to Academic Council. This document, prepared by Vice Chair Katheryn Russ with input from other committee members, attempts to synthesize the information about OUDPs that UCEP has gathered since 2019. The committee believes this white paper will be a valuable resource to the campuses as they explore the development of online degree programs for undergraduates and Council will determine when it will be transmitted to the divisions.

**PROPOSED RESIDENCY AMENDMENT TO SENATE REGULATION 630**

The revision to systemwide Senate Regulation 610 in 2020 raised questions about a loophole that allows enough courses to be offered in virtual formats through campus processes for individual course approval that an online undergraduate degree program can emerge without having been approved as an online program. This year, UCEP weighed a number of possible approaches to closing the loophole. In April, the committee met with the Assistant Vice President for Substantive Change at the WASC Senior College and University Commission (WSCUC) to gain a better understanding of the Commission’s definition of distance education.

The information from WSCUC helped the committee formulate options to Academic Council to close the loophole by instituting a threshold for course credits offered by programs in virtual modalities that would trigger program-level approvals processes tailored for online degree programs. In June, UCEP sent Council (at Council’s request) draft language to amend the residency requirements in Senate Regulation 630 to require approximately one year of coursework during which a minimum number of course credits are taken in-person on a UC campus. Council endorsed sending the proposed amendment to SR 630 out for systemwide review in Fall 2022.

## **REVIEW OF THE SYSTEMWIDE NATURAL RESERVE SYSTEM CALIFORNIA ECOLOGY AND CONSERVATION FIELD COURSE**

Senate Bylaw 170.B.3 charges UCEP with approving courses to be offered as systemwide courses, and UCEP is to review these courses every seven years per guidelines approved by the Academic Council in 2014. UCEP approved the Natural Reserve System California Ecology and Conservation (NRS CEC) course in 2015 as the first systemwide course under these guidelines, and its 2022 review is the committee's first for a systemwide course. As a first step, UCEP adapted and approved the template for systemwide course and program reviews with the understanding that it will be refined over time. The template was endorsed by Council in December 2021.

NRS CEC course instructors provided a detailed report to the committee on the first seven years of the course as a systemwide offering and two UCEP members were responsible for the review. In April, UCEP submitted a [report to Academic Council](#) detailing the many strengths of the NRS CEC course. One serious concern identified through the review was the lack of a robust protocol for dealing with sexual violence and sexual harassment (SVSH) in the field should an event be reported in the future. Council agreed with UCEP's recommendation to support the continued systemwide status of this course and requested the assistance of the Title IX office to clarify and strengthen the SVSH protocols.

## **UC ONLINE**

The committee consulted with the program director of UC Online, formerly known as the Innovative Learning Technology Initiative, three times during this academic year. UCEP was interested in the restructuring of UC Online, which included moving it to the Graduate, Undergraduate and Equity Affairs unit at the Office of the President, and the establishment of a new Advisory Council, that includes the Senate chair and vice chair, a UCEP representative, and campus administrators. The committee will monitor the hiring of a faculty director for UC Online, a recommendation put forward in the Provost's 2020 "Innovative Learning Technology Initiative: Recommendations for Future State" assessment report.

UCEP has maintained an interest in reviewing information about how many students have taken UC Online courses, the characteristics of these students, and enrollment and course completion data. As a result of an April presentation by the program director, the committee had questions and concerns about the analysis and reporting of data on enrollment in and completion of cross-campus courses. In July, UCEP sent a memo to Academic Council outlining a number of recommendations to UC Online and the Advisory Council about standardizing data collection and reporting. The [memo was endorsed by Council](#) and transmitted to the Vice President for Graduate and Undergraduate Affairs, Vice Provost for Equity, Diversity and Inclusion, the UC Online Program Director, and the convener of the Advisory Council.

## **CREDIT BY EXAMINATION**

The director of A-G and Transfer Policy Analysis & Coordination in the Educational Innovations and Services unit at UCOP asked the committee to consider if UC should expand the current credit by examination opportunities beyond the Advanced Placement (AP) and International Baccalaureate (IB) courses. A growing number of external national and international organizations have contacted UC requesting that their curriculum be approved for college credit and the number of UC students who have participated in these curricular offerings is small but slowly growing. A key benefit of expanding credit by exam would be to give students who completed and performed well on the exams the ability to move to the next level without having to repeat the same course content, which could reduce time to degree or at least give students the opportunity to take higher-level upper division coursework sooner.

UCEP agreed to engage in an exploratory process with the appropriate UCOP office to determine whether a new policy allowing the expansion of the range of standardized exams accepted for academic credit will be feasible. The goal would be to design a process that is efficient, expeditious, and involves faculty content experts in the particular areas covered by the exams. It will be essential to determine how



the exams will be assessed. In April, UCEP voted in favor of working with the administration to develop a policy regarding the feasibility of expanding opportunities for credit by examination or, alternatively, issuing a statement about why credit by examination should not be expanded beyond the current exams. Only after a policy is established would the committee start to entertain proposals from the exam providers.

### **OTHER ISSUES AND ADDITIONAL BUSINESS**

In response to requests for formal comment from the Academic Council, UCEP issued views on the following:

- UC Berkeley's Pre-proposal for a new College of Computing, Data Science, and Society
- UC San Diego's Proposal to Re-name the General Campus Academic Divisions to Establish Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences
- Proposed Presidential Policy on Abusive Conduct and Bullying in the Workplace
- UC San Diego's proposal for an Eighth Undergraduate College

UCEP discussions touched on a variety of other issues related to the business of the Academic Council, Academic Assembly, the Intersegmental Committee of the Academic Senates, and the work of campus Committees on Educational Policy/Undergraduate Councils.

### **UCEP REPRESENTATION**

UCEP Chair Lynch represented the committee at meetings of the Academic Council and the Academic Assembly. Chair Lynch also participated on the Provost's monthly budget briefing teleconferences and the Academic Planning Council. UCEP Vice Chair Russ also attended Academic Council and Academic Planning Council discussions related to OUDPs in Fall and Spring. Finally, UCEP was represented by Chair Lynch on the UC Education Abroad Program Advisory and by Vice Chair Russ on the UC Online Advisory Council. This year, there was no UCEP representation on the UC Washington Center's Academic Advisory Council.

### **COMMITTEE CONSULTATIONS AND ACKNOWLEDGEMENTS**

UCEP benefited from consultation and reports from; Todd Greenspan, Director, Academic Planning Institutional Research and Academic Planning (IRAP); Ethan Savage, Analyst, Academic Planning, IRAP; and Ellen Osmundson, ILTI Director, UCOP.

In addition, UCEP consulted the Academic Senate chair and vice-chair, who updated the committee on issues facing the Academic Council and Senate.

Respectfully submitted,

Mary Lynch, Chair (SF)  
Dana Carney (B)  
Melanie Cocco (I)  
Holley Moyes (M)  
Padmini Rangamani (SD)  
Dana Rhode (SF)  
Tracy Larrabee (SC)

Katheryn Russ, Vice Chair (D)  
Alice (Katie) Stirling-Harris (D)  
Kathleen Bawn (LA)  
Bryan Wong (R)  
Daniel Dubin (SD – winter)  
David Paul (SB)  
Zola Hayes (Undergraduate Student)

Robert Horwitz ((SD), Chair, Academic Senate, *Ex Officio*)  
Susan Cochran ((LA), Vice Chair, Academic Senate, *Ex Officio*)  
Brenda Abrams, Principal Policy Analyst

## **UNIVERSITY COMMITTEE ON FACULTY WELFARE (UCFW) 2021-22 ANNUAL REPORT**

### **TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

Under [Senate Bylaw 175](#), the University Committee on Faculty Welfare (UCFW) considers and reports on matters concerning the economic welfare of the faculty, including salaries, benefits, insurance, retirement, housing, and conditions of employment. UCFW met ten times during the 2021-22 academic year, and the major actions and discussions of ongoing issues are highlighted in this report.

UCFW has two semi-permanent task forces with separate memberships and with particular expertise in: (1) the University of California Retirement System (UCRS) including its policies and its investments (the Task Force on Investment and Retirement, TFIR); and (2) the University's health plans for employees and retirees (the Health Care Task Force, HCTF). These task forces monitor developments and carry out detailed analyses of questions and issues in their respective areas and report back to UCFW for further action. UCFW is indebted to the extraordinary commitment and skills of our task force leadership, David Brownstone (TFIR) and Michael Ong (HCTF). These two task forces spend a great deal of time in consultation with systemwide Human Resources (HR). Many of these consultants, along with Academic Personnel and Programs and others from the Office of the President, also regularly attend UCFW meetings and lend their expertise to our discussions. We are indebted to these consultants, and they are individually acknowledged at the end of this Report.

### **COVID-19 IMPACTS TO ADVANCEMENT, WORK-LIFE BALANCE, AND INSTRUCTIONAL DELIVERY**

UCFW members uniformly agreed that a central issue for this year was how to mitigate the negative impacts of the pandemic on faculty career trajectories and overall morale, especially given the unequal impacts of job disruption on a) individuals and members of specific types of scholars, namely those whose research or scholarly activities experienced severe and lengthy disruptions due to campus and performance venue closures, and b) individuals or members of specific demographic groups for whom the pandemic markedly increased their dependent care duties, especially single parents, women, and persons of color whose communities were hard hit by the pandemic. UCFW devoted time at each meeting to hearing in detail from the campuses about their efforts, short-comings, and surprises in dealing with COVID-19 impacts to advancement, work-life balance, and instructional delivery. Implementation of revised active duty/modified service guidelines was closely monitored, and revealed common patterns of underutilization by female faculty and those from underrepresented backgrounds. Junior faculty and those with caregiving responsibilities reported the highest levels of stress. Long-standing deficits in child care access and affordability were made visible and amplified by the pandemic. Multi-format and asynchronous instructional delivery significantly increased workloads, while compensation remained largely flat during fiscal year 2021-22. Negative impacts to

research productivity and creative output deserve special consideration in academic reviews. UCFW summarized its findings in a letter to Council and, called for revisions to the Academic Personnel Manual to codify these considerations into a more holistic review of faculty.

Campus crisis planning continues, but discussions to date have focused on medical specifications, eschewing humanistic considerations that may affect logistics of guideline implementation. The enforcement of mandates in the classroom or laboratory raises questions about the responsibilities of faculty and concerns about privacy. UCFW will continue to monitor outcomes and faculty experiences.

## **FACULTY WELFARE**

Housing: A lack of affordable housing proximate to UC campuses is pricing many employees out of working for the university, and it is straining the finances of many faculty, especially in expensive housing markets. Planned projects at some campuses will open slowly and not fully address the needs. Affordable student housing is a similar issue. Discussions focused on shared-equity loans, renter subsidy options, and other non-single family dwelling programs. UCFW/TFIR supplied a letter and presentation to Council describing the issue and outlining potential options to address it. The new zero-interest loan program may help, but more resources are needed.

Retirement Transition: Inadequacies stemming from both software changes and staffing shortages have led to chronic unresolved concerns with the Retirement Administration Service Center (RASC); the COVID crisis has only exacerbated these concerns since it highlighted RASC limitations. A new Vice President has begun to address these issues by hiring a permanent director for RASC and securing an augmented budget. UCFW will continue to monitor the improvements closely.

Child Care: UCFW has collected information about the hardships to faculty, staff, and students with families resulting from the high cost and the lack of child care options. The COVID pandemic highlighted and worsened these conditions, and the situation has not improved. UCFW forwarded a memo to Council, which was endorsed and forwarded to President Drake, detailing these concerns and requesting a systematic effort to collect data pertaining to childcare costs and access systemwide. A dedicated, executive-led initiative may be needed.

## **CASH COMPENSATION**

A multi-year salary plan designed to close the gap with the Comparison 8, met the goals of the first year (2018), but in 2019, the plan was scaled back following underinvestment by the state and other budgetary concerns. In light of COVID impacts in 2020, salaries were frozen (except for merits). Budget improvements for the state allowed a 3% increase to

faculty and staff on July 1, 2021, but it is now expected that the plan to close the salary gap will be extended by several years.

A new budget compact with the governor has promised a 5% base budget increase to UC for the next 5 years, and the faculty received 4% to the scales this year. It is hoped that subsequent years will see greater increases both to close the market gap and to compensate for high inflation, and together with UCPB, UCFW forwarded a memo to Council urging continued efforts to improve faculty salary competitiveness.

## **HEALTH AND WELFARE BENEFITS**

UCFW and HCTF continued to monitor the operations of UC Care. Issues surrounding pharmacy formulary changes and billing transparency were the most common concerns. HCTF also engaged with UC Care to analyze the benefits survey conducted in the fall of 2021. Although assessment continues, findings of dissatisfaction in the mental health area were on-trend, unfortunately. TFIR hopes that future surveys, whether from UC Care or Human Resources, can include financial awareness and preparedness questions, including the impact of student loans.

Comprehensive Access returned as a topic before the Senate this year, stimulating much discussion at HCTF and UCFW. The Regents adopted language aimed at balancing access to UC quality care and non-discrimination principles, and a new Presidential policy is being developed. A joint Senate-administration oversight committee, the Joint Clinical Advisory Committee, was formed this year. HCTF will monitor developments closely, especially in a post-Dobbs era.

UCFW and HCTF recommended the addition of fertility benefits to the standard suite of coverage available to all UC employees. HR is investigating affordability,

A HCTF working group focusing on behavioral health access and affordability has written a report which the next UCFW will consider.

## **RETIREMENT ISSUES**

TFIR continued its close work with the administration to make more user-friendly the Fidelity brokerage window investment options, an effort led by the Office of the Chief Investment Officer, in conjunction with Human Resources. TFIR also supported an OCIO initiative to remove fossil fuel holdings from the Retirement Savings Program.

TFIR worked to improve communications and planning tools related to the “Second Choice” window of the 2016 UCRP Tier, wherein certain eligible employees may change their initial pension election from defined contribution plan to defined benefit plan. This year is the first year the new election provision is available as this is the first fifth year of the Tier. For both initial elections and the “Second Choice” window, a financial modeling

tool was created by TFIR for use by prospective and new hires, as well as those facing their second choice.

#### **OTHER POLICY ISSUES AND SYSTEMWIDE REVIEWS:**

**Academic Personnel Manual Revisions:** UCFW opined on the following:

- 025 and 671 (Conflict of Commitment and Outside Activities of Faculty Members)
- 715 and 760 (Leaves of Absence/Family and Medical Leave, and Family Accommodations for Childbearing and Childrearing)
- 759 (Leaves of Absence/Other Leaves without Pay)

#### **CORRESPONDENCE:**

Beyond submitting opinions and recommendations on the topics above, UCFW opined on the following matters of systemwide import:

- Proposed Policy on Abusive Conduct in the Workplace
- Department Political Statements
- The Negotiated Salary Trial Program
- Sexual Violence and Sexual Harassment
- Student Loan Debt
- Stewardship of UC Research Data

#### **ACKNOWLEDGEMENTS:**

UCFW is indebted to its consultants and guests, without whom the committee's work could not be done:

Academic Affairs: Provost Michael Brown;

Academic Personnel and Programs: Vice Provost Susan Carlson and Academic Policy and Compensation Data Analyst Gregory Sykes;

UC Health: Executive Vice President Carrie Byington; Executive Director of UC Self-Funded Health Plans Laura Tauber;

Human Resources: COO Rachael Nava, Vice President Cheryl Lloyd; Senior Director of Health and Welfare Benefits Susan Pon-Gee;

Office of the Chief Financial Officer: CFO Nathan Brostrom;

Office of the Chief Investment Officer: CIO Jagdeep Bachher, Associate CIO Arthur Guimaraes, and Director of Defined Contributions Products Marco Merz.

We are particularly grateful for the involvement, support and guidance from the Senate leadership, Chair Robert Horwitz and Vice Chair Susan Cochran, as well as the advice and perspective provided by Senate Executive Director Hilary Baxter. Finally, the committee is highly indebted to Kenneth Feer who has provided able staff support.

Respectfully yours, UCFW 2021-22

Jill Hollenbach, Chair  
Terry Dalton, Vice Chair  
Laura Nelson, UCB  
Karen Bales, UCD  
Carson Schutze, UCLA  
Jayson Beaster-Jones, UCM  
John Heraty, UCR  
Kim Cooper, UCSD  
Jenny Liu, UCSF  
Lisa Parks, UCSB  
Nico Orlandi, UCSC  
David Brownstone, TFIR Chair  
Michael Ong, HCTF Chair  
Harry Powell, CUCEA Chair (ex officio)  
Henning Bohn and Terry Hendershott, UCRS Advisory Board Faculty  
Representatives (ex officio)

## **UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION Annual Report 2021-22**

### **TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

#### **Charge of the Committee**

According to Academic Senate Bylaw 182, the University Committee on International Education (UCIE) should fulfil the following roles in systemwide governance:

1. Consider and report, in consultation with other Academic Senate committees, on matters of international education and engagement referred to the Committee by the President of the University, the Academic Council, the Assembly, a Divisional or any Senate Committee.
  - a. Report to the Academic Council and other agencies of the Senate and confer with and advise the President and agencies of the University Administration on matters concerning international engagement.
  - b. Initiate policy recommendations regarding international engagement programs and the status and welfare of international students and scholars at UC.
  - c. Evaluate and advise on UC's international service learning or experiential learning programs, except programs whose authorization and supervision is performed independently by the campuses.
2. Provide Continuing review of the Education Abroad Program and its policies.
  - a. Consult with the University Office of Education Abroad Program on future program development, including modification of the programs of existing Study Centers, establishment of new Study Centers, and disestablishment of UCEAP Programs.
  - b. Represent the Senate in the selection of Study Center Directors.
  - c. Maintain liaison with the Council of Campus Directors.
  - d. Advise the University Office of Education Abroad Program Director on all matters of international education.
  - e. Have the responsibility for the final academic review of new Study Centers and Programs after the first three years, and for regular reviews of all centers and programs every ten years or as conditions may require.
  - f. Authorize and supervise all courses and curricula in the Education Abroad Program.

#### **New UCEAP Programs Proposed in 2020-21**

First-Year Study Abroad Program - Approved

#### **Program Review Reports/Reviews**

2020-21 10-Year Australia Review - Approved

2020-21 Three-Year Netherlands Review - Approved

2020-21 Three-Year Cypress Review – Approved

2021-22 Scandinavia Review – Approved

2021-22 Botswana and South Africa Review - Approved

#### **Program Discontinuances/Closures**

University of Warwick

Summer Global Internship, Toronto

Summer Physics Program, University of Nicosia

Summer Physics Program, University of Cork

Summer Physics Program, Roma Tre University

Summer Physics Program, University of Sydney  
Summer Physics Program, Carlos III University  
University of Nicosia  
International Business Economics, Pompeu Fabra University  
Summer at Queen Mary  
Sciences Po Reims  
Uppsala University  
University of Botswana – Arts and Sciences Track

## **Topics of Note During the 2021-22 Year**

### UCEAP

Because of the pandemic, UCEAP did not send students out over the summer of 2021. However, it had 825 students out of country in the fall, and 822 in the spring, which was more than was anticipated. In addition, a significant number of students asked to extend their time abroad. Through the pandemic, the program's major donors continued their support, so UCEAP was able to offer scholarships for students in need.

Very few Covid cases were reported. Students were required to complete a COVID test before travelling, and if they did test positive, they were not allowed to board a US-bound plane. COVID-positive students had to quarantine in some locations for up to 10 days, which meant that fall semester students missed Christmas at home. If students were charged for their quarantine stay, they were reimbursed by UCEAP.

There has been some tension with campuses, but those “turned a corner” this year and were no longer as problematic. Faculty expressed concern about the closure of some UCEAP study centers, which resulted in fewer opportunities for faculty to serve as study center directors. The UCEAP Director said she was exploring ways for faculty to be abroad and has talked about establishing a short term scholar-in-residence program which would open up opportunities to more of them.

The UCEAP Office noticed an uptick in the number of students who experienced anxiety and depression, particularly with the news of the Russian invasion of Ukraine. Students cannot use UC counseling services while they are abroad because the psychologists are not licensed to practice out of the state. UCEAP partnered with a program called Let's Talk, which provided informal consultation to students and provided the Study Center staff some guidance. If the Let's Talk consultants felt that a problem was significant, they alerted local staff and connected students with local resources. For 2022-23, UCEAP is partnering with an organization called Mind Hammock which will provide preliminary conversations with students and will help in pointing them toward resources.

UCEAP developed a First-Year Fall Program, based on a request from four campuses that were experiencing enrollment pressures. The intent was to create a program that would provide first-year students with a cohort experience at UC in the summer (perhaps an extended orientation or slightly different orientation week) followed by a fall experience abroad. This program is modeled on UCB's very successful Global Edge program. It gives students an opportunity to have a small liberal arts experience within the UC and provides an international foundation to the rest of their UC career. The pilot program will be with UCD, UCI, and possibly UCLA. The campuses are offering guaranteed housing to participating students upon their return in winter quarter. The program was approved by UCIE for a three-year pilot.

Program finances were strong. UCEAP finished the year in the black with about \$6M left in reserves. This allowed the program to pay advanced deposits for the fall and left some money to help students if the virus were to rebound. The loan to UCEAP from UCOP was repaid in June. The program expects to



award half a million dollars in UCEAP scholarships in 2022-23, and it continues to fund 0.5 FTE in the study abroad offices on each of the campuses.

#### Presidential Proclamation 10043

Presidential Proclamation 10043 allows the US Department of State to deny new F or J visa applications or revoke existing visas from Chinese graduate students and researchers who previously studied or conducted research at Chinese universities that support PRC military initiatives or its military-civil fusion strategy. The State Department policy is described as seeking to protect against intellectual espionage and the military application in China of US technologies. The Proclamation was issued in June 2020, and applies to existing and new visas. Initially, because of the COVID-19 pandemic, new visas were largely not being processed. Once the consulates reopened in China, there were concerning reports of this Proclamation being applied very broadly. Many members of UCIE were concerned that this Proclamation was leading to the profiling of scholars of Chinese and Chinese-American descent.

UCIE's letter on Presidential Proclamation 10043 was presented to Council in December. Council's response to the letter was positive. Many members said that UC should not be in the business of counter-espionage. However, a couple of Council members voiced concerns about China's "strong arm" tactics. The discussion spread to a larger issue of campus climate and the chilling effect of the belief that ethnicity is related to espionage. The letter was forwarded to the President, and meetings were arranged with FGR to try to find ways to address problems brought about by 10043.

Additionally evidence was presented on how the Proclamation is leading many top-talent non-Chinese-origin international students, graduate students, postdoctoral scholars and visiting Fellows to not come to the U.S. for their education/research, as they are increasingly seeking out other Western and Asian countries for their educations and research contributions. This puts the U.S. and UC at a competitive disadvantage for innovations in Engineering, Medicine, Technology and Science.

#### Acknowledgements

Thanks to Academic Council Chair Robert Horwitz, Vice Chair Susan Cochran, and Senate Executive Director Hilary Baxter. Thanks also to our UCEAP partners: Associate Vice Provost and Executive Director Vivian-Lee Nyitray and Director of Academic Development Sarah Abraham.

Respectfully submitted,

Julian Schroeder, Chair  
Michelle Leslie, Vice Chair  
Alexandra Saum-Pascal (UCB)  
Jennifer Schultens (UCD)  
Victoria Bernal and William Tang (UCI)  
Andrea Goldman (UCLA)

Michelle Leslie (UCM)  
Denver Graninger (UCR)  
Jason Yuan (UCSD)  
Alan Shindel (UCSF)  
Spencer Smith (UCSB)  
Jorge Hankamer (UCSC)

## **UNIVERSITY COMMITTEE ON LIBRARY AND SCHOLARLY COMMUNICATION**

### **2021-22 ANNUAL REPORT**

#### **TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

According to Senate Bylaw 185, the University Committee on Library and Scholarly Communication (UCOLASC) shall:

1. Advise the President concerning the administration of the libraries of the University in accordance with the Standing Orders of The Regents and issues related to innovations in forms of scholarly communication.
2. Perform such other appropriate duties as may be committed to the Academic Senate by proper authority.

UCOLASC met three times in 2021-2022 via videoconference.

#### **Consultation with the California Digital Library (CDL)**

UCOLASC met with representatives from the California Digital Library at each meeting. CDL provided regular updates on their collections budget. A UCOLASC letter endorsing permanent funding for the CDL was approved by Academic Council and sent to the Provost in April 2022. The Office of the President has pledged to find an ongoing source of funding.

CDL's ongoing negotiations with licensed content providers and efforts to contain costs were shared with UCOLASC. This year, UC and the Publications Division of the American Chemical Society (ACS) entered into the first-ever California-wide transformative open access agreement in partnership with the California State Universities and the 25 institutions represented by the Statewide California Electronic Library Consortium (SCELC). The University and SAGE Publishing, one of the largest publishers of UC research in the social sciences and humanities, came to a two-year agreement to fund open access for UC researchers.

The UC's eScholarship Publishing program provides comprehensive publication services for UC-affiliated researchers. UC's open access repository and scholarly publishing platform receives more requests for new journals and participation than budgeted staff can meet. AVP Waibel and Director Catherine Mitchell announced a staffing reorganization to assign a new staff position to increase eScholarship capacity.

CDL, as part of the Office of the President delegation, will participate in the National Academies of Science Open Science Community of Practice, which will elevate development of open publishing incentives.

#### **UCOLASC received updates on four active OSC working groups:**

### Open Access Book Publishing

OSC is finalizing an OA Books FAQ that will reside on the OSC website and campus scholarly communication websites will link to it, making it a central resource for UC scholars. UCOLASC was asked to give feedback on the draft FAQ.

### OSC DEI Working Group

UCOLASC agreed to work with the OSC to create a Diversity, Equity, and Inclusion in Scholarly Publishing resource for the OSC website. The Working Group created drafts of a landing page. Continued work will develop specific recommendations for faculty and others to address DEI issues within scholarly communication, create a more diverse and inclusive publishing environment, and enrich the scholarly record. OSC will share the completed draft resource with UCOLASC for additional comments before posting to the OSC site.

### Emeriti Works Archiving Project

The Emeriti working group focuses on helping scholars upload large collections of their own academic work to eScholarship. The Working Group is finalizing tools, including a systemwide self-help resource, publisher contact information, templates for requesting rights reversion, and instructions that guide users to ease the process.

### Open Access/Creative Commons

The working group seeks to optimize the use of Creative Commons reuse licenses for articles deposited in eScholarship under the UC Open Access policies. They proposed a revision to vendor workflows to facilitate author selection of licenses. UCOLASC reviewed and provided feedback.

## **Project Transform**

Project Transform is charged to negotiate and implement a set of transformative agreements with publishers of scholarly journals. The goal of these transformative agreements is to convert subscription spending into open access publishing spending. UCOLASC discussed Project Transform's progress at each meeting.

By summer 2022, UC had established 16 transformative agreements, with just over 50 percent of all UC articles eligible for open access publishing with financial support from the UC libraries. Among these agreements is one with the American Chemical Society, representing the first California-wide transformative open access agreement. This agreement was carried out in partnership with the California State Universities (23 campuses) and the Statewide California Electronic Library Consortium (SCELC) (representing 25 institutions).

## **Council of University Librarians (CoUL)**

UCOLASC met with the Council of University Librarians at each meeting. UC libraries continue expansion of access to books online, exploring Controlled Digital Lending (CoDiLe), as well as other means to expand access, following the success of HathiTrust's emergency digital access (ETAS) during pandemic-related shutdowns. Libraries are working to advance affordable course materials systemwide.

UC libraries returned to fully open status, although a growing number of students appear to expect ongoing hybrid access library resources. Staff vacancies, due both to pandemic issues and to hybrid and remote preferences for work, impact the libraries' functioning. Campus libraries reported pressure to reframe library space as study/learning spaces rather than scholarly or archival spaces.

The UC Libraries work collectively to advance print collection management locally, systemwide and with external partners, such as the Western Regional Storage Trust and HathiTrust. Together, the libraries preserve and ensure short- and long-term access to journals, books, and many other types of physical collections.

### **Dryad Partnership**

UCOLASC discussed the University's continued partnership with Dryad, which has been named a Generalist Repository Ecosystem Initiative (GREI) repository in a new NIH initiative, which supports and advances multidisciplinary data repositories. Dryad stores data not stored in discipline-specific repositories; through CDL's co-development partnership, the Dryad service is free-of-charge for UC faculty, students, researchers and personnel. A navigation tool to guide authors through the open access publishing process is also under development.

### **Campus Reports**

UCOLASC set aside a portion of each meeting for updates from members about issues under discussion on campuses and local library committees. These briefings touched on a wide array of topics, including library budget concerns, effects of COVID-19 surges on reopening efforts as libraries transitioned to fully open status, efforts to increase acceptance of open publishing on campuses, unique challenges facing humanities researchers in open-access publishing, concerns regarding increasing prices for electronic books, and efforts to ensure that library committees are consulted in campus academic and budget planning.

### **Endorsements and Letters of Support**

UCOLASC drafted and unanimously approved a statement for OSC's publisher workflows demonstrating support for open access publishing.

UCOLASC wrote a letter endorsing permanent funding for the CDL. This was approved by Academic Council and sent to the Provost in April 2022.

UCOLASC provided an open-access publishing FAQ to UCAP for campus merit and advancement use.

*Acknowledgements:* UCOLASC expresses thanks to Academic Council Chair Robert Horwitz, Vice Chair Susan Cochran, and Senate Executive Director Hilary Baxter. Thanks also to the consultants who provided expertise and contributed much valuable time helping UCOLASC fulfil its mission: CoUL President Erik Mitchell; LAUC President Rachel Green; members of COUL; UC Berkeley University Librarian and Chief Digital Scholarship Officer Jeffrey MacKie-Mason; CDL Associate Vice Provost and Executive Director Günter Waibel; CDL Director, Shared Collections Program Ellen Finnie; CDL Director, University of California Curation Center John Chodacki; CDL Director

of Publishing, Archives, and Digitization Program Catherine Mitchell; CDL Research Data Specialist & Product Manager Daniella Lowenberg; CDL Systemwide Library Planning Analyst Danielle Watters Westbrook.

Respectfully submitted:

Derjung Mimi Tarn, Chair (UCSF)	Susan Laxton (UCR)
John Hildebrand, Vice Chair (UCLA)	Mark Hanna (UCSD)
Christine Rosen (UCB, Fall)	Charles Hart (UCSF)
Ellen Simms (UCB, Spring)	Karen Lunsford (UCSB)
Eric Rauchway (UCD)	Abraham Stone (UCSC)
Bryan Reynolds (UCI)	Robert Horwitz, <i>ex officio</i>
Robert Zeithammer (UCLA)	Susan Cochran, <i>ex officio</i>
Maria DePrano (UCM)	Stefani Leto, Committee Analyst

## UNIVERSITY COMMITTEE ON PLANNING AND BUDGET (UCPB) ANNUAL REPORT 2021-22

### TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The University Committee on Planning and Budget (UCPB) met ten times in Academic Year 2021-22 to conduct business pursuant to its duties to advise the President and other University agencies on policy regarding planning, budget, and resource allocation as outlined in [Senate Bylaw 190](#) and in the *University-wide Review Processes for Academic Programs, Academic Units, and Research Units* (the “[Compendium](#)”). The major activities of UCPB and the issues it addressed this year are outlined briefly, as follows:

#### BUDGET, ENROLLMENT, STATE RELATIONS, AND ADVOCACY

The University’s Chief Financial Officer, Associate Vice President for Budget Analysis and Planning, Associate Director of State Government Relations, and other senior administrators, joined UCPB each month to discuss the development of the 2022-23 University budget plan, the State budget, and the progress of budget negotiations and advocacy in Sacramento. UCOP leaders also carved out time to brief UCPB on the risk landscape faced by the University, University of California Retirement Plan funding, and rebenching review efforts. UCPB Chair McGarry supplemented these updates with in- and between-meeting summaries of business from Academic Council and UC Regents meetings, and the monthly budget calls hosted by the UC Provost.

The ongoing COVID-19 pandemic affected the University’s budget plans and UCPB agendas. Committee meetings were via videoconference format. A UC-wide vaccine mandate drove high levels of vaccination among faculty, staff, and students. Campuses resumed in-person instruction, with different campuses beginning at different times. Emerging more-infectious Omicron variants and subsequent surges led to some staffing shortages, maintenance of remote work for many UC staff, and calls from students for continuing pandemic-introduced accommodations such as multi-modality class delivery and universal class recording.

California expects an estimated \$97.5 billion state budget surplus in 2022. The final University budget is the largest ever, over \$5.1B. This includes an allocation of \$360M in new ongoing funds, with a five percent base budget adjustment per year for five years, as part of the Governor’s Compact for Higher Education, and \$67.8M to fund enrollment growth, including prior unfunded enrollment growth. This represents full enrollment funding for the first time in many years. Any excess from that amount can be carried forward, allowing the University to hire faculty in advance of increased student numbers. Some of the Regents’ requests for funding for the Student Academic Preparation and Educational Partnerships (SAPEP), former foster youth services, carceral system impacted student services, and undocumented student services were also granted. The state has allocated money for student housing construction in a grant program and expressed intent to establish a zero-interest, revolving loan fund in 2023-24. One-time capital funds for seismic retrofitting, deferred maintenance, and energy efficiency were requested but not enough was provided. The five-year budget deal and the new cohort tuition plan should enable more stable budget planning. Although many allocations have language promising their continuance in subsequent years, the Governor’s Finance Office predicts a downturn in 2023; traditionally the state has pulled back on agreed long-term funding in times of economic retreat.

As part of the budget agreement with the state, the University has agreed to a plan to add at least 20,000 California undergraduate students by 2030. Legislatively-imposed caps on non-resident student enrollment were coupled with a buy-out agreement in which the state would provide the University with money equal to that which non-resident students would have paid in tuition. Ideas

for accommodating increasing numbers of students include expanding summer sessions, concentrating growth at Merced and Riverside campuses, expanding online education and partnership arrangements with the California State Universities, and the use of satellite campuses. Some legislators see online teaching as a cost-conscious approach to the University's funding. UCPB noted that the experience of remote teaching due to the pandemic is not the same as high-quality remote instruction, which is not necessarily less expensive than in-person instruction. Surveys of faculty and students indicate that both find online education less effective than in-person instruction.

## **INVESTMENT AND RETIREMENT ISSUES**

***Consultation with UC Investments:*** UC Investments Vice President Bachher and Investments staff briefed UCPB on University investment strategy and outlook in December. The University's portfolio has shown steady increases over the last 25 years, and current market downturns do not pose significant risk to University financial stability. For long-term investment, equity remains the primary investment vehicle, with bond funds held for their role in diversifying and moderating risk. He noted climate change as a persistent risk to investments, and as the primary motivation for a movement to a sustainable investment framework.

***Consultation with TFIR Chair:*** UCFW Task Force on Investments and Retirement (TFIR) Chair Brownstone briefed UCPB at each meeting on a variety of investment and retirement topics, including the ongoing reorganization of Systemwide HR, the development and deployment of a tool to model Pension Choice and Savings Choice retirement plans for new hires, ongoing issues with Navitus, a new prescription manager, chronic ongoing problems with service from the Retirement Administration Service Center (RASC), and successful efforts to obtain an ad-hoc COLA to raise affected retirees to 85 percent of purchasing power.

## **OTHER BRIEFINGS AND ISSUES**

### ***UC Insurance and Risk Landscape***

In October, UC Berkeley Professor Johan Walden provided UCPB with a high-level overview of the insurance industry as well as issues complicating the provision of insurance. Interim Associate Vice President and Chief Risk Officer Kevin Confetti met with UCPB in November and discussed the University's liability coverage. The University cannot obtain traditional liability insurance for earthquake risks, cyber risk, sexual violence/sexual harassment (SVSH), and traumatic brain injuries from University-sponsored athletics. Fiat Lux, the University's captive insurance company, provides otherwise-unobtainable insurance coverage.

### ***UCPB Task Force on Agriculture and Natural Resources (TF-ANR)***

Eleanor Kaufman chaired TF-ANR, and reported to UCPB in March that the task force believed that because the Legislative Analyst's Office had called for the Agriculture Experiment Stations to be funded as a budget line-item, that an outside review of ANR was warranted. This proposal has not been brought to the ANR Governing Council.

### ***Admissions Planning and Implications***

In March, Todd Greenspan, Director, Academic Planning, Institutional Research and Planning, Pamela Brown, Vice President, Institutional Research and Planning, and Han Mi Yoon-Wu, Executive Director, Undergraduate Admissions presented information on the annual enrollment cycle, the enrollment proposal for 2022-23, the multi-year (rolling 4-year) enrollment plan, enrollment expectations in the Governor's budget and the five-year compact, and UC 2030 capacity

planning. In 2021, total applications to the UC were higher than ever, with close to one million applications being evaluated across the system. Modeling admission outcomes were accurate until the pandemic and the discontinuation of the use of standardized tests. Campuses vary in the accuracy of their yield models. Wait lists have helped campuses smooth out admission targets. Evaluating applicants has become increasingly challenging for campuses, and subsequent modeling for yield has been complicated.

### ***UC Health***

In April, Executive Vice President of UC Health Carrie Byington along with AVP, Finance and Administration, UC Health Zoanne Nelson joined UCPB to present an overview of UC Health's operations and plans. UC Health began a systemwide strategic planning year in June. UC Health supports universal health care and would like to be available to more Californians. During the first half of 2022, the system had returned to pre-pandemic bed numbers and had recovered financially but patients were generally sicker than pre-pandemic. Constraints on space and clinicians who have other roles than patient care both limit the amount of care UC Health can provide. EVP Byington would like to add UC Health clinics located away from campuses, staffed by full-time clinicians. There is a newly-hired UC Health Director of Finance, and this position should enable mutually-agreed on financial data for sharing. Although UC Health would like to help UC Merced achieve the goals of having a School of Medicine, as well as supporting UC Riverside's School of Medicine, current funding levels are not enough to support these two enterprises.

### ***Faculty Home Loan Programs***

In May, Jennifer Mays, Director of Loan Programs, presented an overview of the three kinds of mortgage assistance available for faculty and senior management. Mortgage programs are used to support recruitment and retention. The Mortgage Origination Program (MOP) are initial loans, Supplemental Home Loan Program (SHLP) are second mortgage offerings, and a new product, the Zero Interest Program (ZIP) Loan uses campus discretionary funds to provide a supplemental mortgage with no monthly payment, and no interest, with ten percent of the loan forgivable each year, so that at the end of the term there is zero balance due on this loan. Loans can be stacked, according to campus funds, to enhance purchasing options.

### ***Agriculture and Natural Resources (ANR)***

In July, ANR Vice President Humiston and ANR AVP, Business Operations, Tu Tran provided an overview of ANR's strategic plans and budget. The legislature would like all of ANR funding to be line-item, a practice which might extend legislative reach into ANR's educational activities. ANR sees its role extending beyond agriculture into a multitude of topics designed to serve rural communities in California. Expanding AES to Merced and Irvine makes sense for ANR's strategic goals, yet current funding is not enough to support that expansion. VP Humiston reminded UCPB that the ANR Governing Council has robust Senate representation, and urged the committee to review the annual report.

### ***Senate Leadership Briefings***

The Academic Council Chair and Vice Chair attended a portion of each UCPB meeting to brief the committee on business from Academic Council and Board of Regents meetings, and other systemwide issues of interest to UCPB or of general interest to faculty, including: socializing the recommendations the Mitigating the Effects of COVID-19 on Faculty Report; the retention of systemwide review of Master's degrees; UC Health policy on affiliations; possible legal responses to websites facilitating cheating and the theft of intellectual property; the work of ICAS to create a singular transfer pathway to both the UCs and California State Universities; pressure to move forward with fully-online degrees; effects of unionization on the work and education of Graduate



Student Researchers; problems with a new pharmacy benefits provider; the Climate Memorial approved and sent to the Regents; discussions regarding adding ethnic studies to the A-G curriculum; and departments posting political statements on their websites.

## **SELF-SUPPORTING GRADUATE PROFESSIONAL DEGREE PROGRAMS (SSGPDPs)**

***Academic Planning Council Workgroup on the Review and Approval of Master's Degree Programs:*** Chair McGarry and Vice Chair Senear represented UCPB on a joint Senate/Administration workgroup reviewing a proposal from the Provost to move the delegated approval authority for state- and self-supporting master's programs from UCOP and the systemwide Senate to the campus chancellors and division Senates.

After evaluating and discussing the efficiency and effectiveness of the review process and weighing its potential benefits against the risks and liabilities of devolving approval to the divisions, the workgroup concluded that there is value in systemwide review of master's degree programs, and that the current process of degree proposal review should remain in place. The systemwide review process reinforces academic quality, equity across campuses, and in the case of SSGPDPs, financial soundness.

Despite the report of the joint workgroup, the Provost put forward in July that he would still like the proposal review and approval process to be campus-based. UCPB will continue monitoring the issue.

***Review of Individual SSGPDPs:*** Per the Compendium, CCGA leads the main systemwide review of proposed SSGPDPs, while UCPB provides financial analysis to CCGA after assigning a lead reviewer to assess the business plan and market analysis. UCPB reviewed six SSGPDPs this academic year.

- UCB Master of Climate Solutions – approved
- UCB Master of Nutritional Science and Dietetics - approved
- UCD Doctorate of Nursing Practice-Family Nurse Practitioner Degree Conversion to Self-Supporting Degree Program - approved
- UCLA Master of Science in Data Science in Biomedicine – approved
- UCSD Precision Medicine MS – approved

Most UCPB members served as lead reviewer for one SSGPDP. They addressed multiple topics including the financial viability of the SSGPDP; the proposed indirect cost (IDC) rate and how it was determined; the planned use of net revenues; and the disposition and compensation of faculty serving the program. Reviewers also considered factors that could prevent the program from achieving UC quality; the extent to which SSGPDPs could divert resources – including space, services, and faculty effort – away from state-supported programs; their financial aid plan, and other factors that could affect accessibility to diverse and underserved student populations. Reviewers noted positive elements such as strong academic and market justifications, or well-documented academic, business, and facilities usage plans. UCPB was concerned about assessment of financial performance of SSGPDPs after they are established, lack of methods for terminating programs which do not meet their financial or educational goals, and effects of rapidly-proliferating SSGPDPs on the reputation of the University.

## **REPORTS:**

**Faculty Hiring Work Group Report:** Senate Chair Robert Horwitz asked the University Committee on Planning and Budget (UCPB) to undertake an analysis of faculty hiring across UC campuses, with particular attention paid to the relative numbers of Lecturers and Senate faculty. Chair McGarry and Professor Neuman examined hiring trends from April, 2012 to April 2020. UC saw rapid growth in the number of non-Senate Lectures and relatively slow growth in the number of Senate Faculty. In addition, there was dramatic growth in the percentage increase of Lecturers with Security of Employment (LSOEs). While the workgroup noted the typically very high caliber of teaching provided by these types of instructors, students have less opportunity to learn from faculty engaged in cutting edge research. Student to Senate Faculty ratios increased at all campuses except Merced, Riverside, and Santa Cruz, producing a systemwide 5% increase.

**Rebenching Work Group:** Vice Chair Don Senear led a working group including UCPB Chair McGarry, and UCPB members Dard Neuman (UCSC), Heather Rose (UCD) and Dana Simmons (UCR). The working group produced a report endorsed by Council in June and forwarded to the Provost. The report concluded that students should continue to be assigned different weight values for funding, with possible lowering of weights for students paying professional supplemental tuition to doctoral programs in the health sciences, such as Schools of Public Health, and greater weights for academic Master's students. They noted that any change in student weights will have unintended consequences. In addition, the working group strongly urges that the current level of set-aside funding be held as an upper limit and efforts to reduce the overall expenditures directed to set-asides. Set-asides should be reviewed on a regular basis and sunsetted if they are no longer warranted. The work group also voiced strong support for maintaining aspirational funding for PhD students to aid campuses in reaching PhD enrollments equivalent to 12 percent of undergraduate enrollments. As with other set-asides, these funds should sunset after a period of time with any continuation predicated on a review.

**UC Health Work Group:** Professor Marc Steurer led the working group including Alyssa Brewer (UCI), Eleanor Kaufman (TF-ANR, UCLA), and Evelyn Blumenberg (UCLA). They worked to describe the financial relationship between UC Health/Medical Centers and the campuses. They focused on Schools of Medicine (SOM) as they represent the largest portion of funds and labor exchange between UC Health and campuses. The UC Health systems all have funds flow practices in place that appear to share several similarities. Departments must structure clinical compensation for the faculty such that they have funds left to cover research and education. This portion can create tension between the differing missions and stakeholders: the academic mission is of utmost importance, as it not only defines UC at its core but also the faculty (both clinical and non-clinical). Codifying it and creating more visibility/transparency around this point would likely serve all stakeholders well. The working group will pursue information of funds flow at all levels over the next two years. They hope to determine whether a common standard for all UC Health sites would be useful. Efforts to understand the financial relationships will continue next year.

**Campus Reports:** UCPB set aside a portion of each meeting for updates from members about issues under discussion on campuses and local budget and planning committees. These briefings touched on a wide range of topics, including: ongoing issues with Oracle financial systems software implementation and efforts to address the problems; COVID-19 responses on campus; student and faculty housing crises; staffing issues; salary equity reviews and programs; and budget shortfalls.

#### **UCPB REPRESENTATION**

Chair Kathleen McGarry represented UCPB at meetings of the Academic Council, the Assembly of the Academic Senate, and the Provost's monthly budget Zoom meeting. Gedeon Deák and Dard Neuman reviewed the UC Institute on Global Conflict and Cooperation (IGCC) and The Dickens

Project, respectively as UCPB liaisons to the Multicampus Research Units, Kevin Mitchell served as UCPB representative to the Academic Council Special Committee on Lab Issues (ASCOLI), Heather Rose served as UCPB representative to the Education Abroad Program, and Eleanor Kaufman led the Task Force on Agriculture and Natural Resources.

#### ACKNOWLEDGEMENTS

UCPB benefited from regular consultations with CFO Nathan Brostrom; Associate Vice President for Budget Analysis and Planning David Alcocer, Associate Vice President and Director of State Governmental Relations Kieran Flaherty; Associate Director of State Government Relations Seija Virtanen State Governmental Relations; and Todd Greenspan, Director, Academic Planning. UCPB is also grateful to the following consultants and guests for their contributions: TFIR Chair David Brownstone; Provost Michael Brown; UC Health Executive Vice President Carrie Byington; AVP, UC Health Zoanne Nelson; ANR Vice President Glenda Humiston; ANR Budget Director Tu Tran; Vice President of Research Teresa Maldonado; Vice President of Investments Jagdeep Bachher; Vice Provost Susan Carlson; Director Gregory Sykes; Analyst Kaylin Jue; Chief Risk Officer Kevin Confetti; CCGA Chair Andrea Kasko; UCFW Chair Jill Hollenbach; Professor Emeritus James Chalfant; Professor Johan Walden (UC Berkeley); Professor Susannah Scott (UCSP); and Professor Eric Halgren (UCSD). UCPB also appreciates the contributions of faculty who attended UCPB meetings as alternates for regular committee members: Holly Doremus (UC Berkeley), Patricia LiWang (UC Merced), Jeffrey Gee (UC San Diego), James Rawlings (UC Santa Barbara). UCPB once more notes sorrow at the death of Professor Robert Powell, UC Berkeley.

Respectfully submitted:

Kathleen McGarry, Chair (UCLA)	Marc Steurer (UCSF)
Don Senear, Vice Chair (UCI)	Doug Steigerwald (UCSB)
Holly Doremus (UCB)	Rene Weber (UCSB)
Heather Rose (UCD)	Dard Neuman (UCSC)
Alyssa Brewer (UCI)	Bailey Henderson (undergraduate student)
Evelyn Blumenberg (UCLA)	Eleanor Kaufman (TF-ANR chair), <i>ex officio</i>
Kevin Mitchell (UCM)	Robert Horwitz, <i>ex officio</i>
Dana Simmons (UCR)	Susan Cochran, <i>ex officio</i>
Gedeon Deák (UCSD)	Stefani Leto, Committee Analyst

**TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

During the 2021-2021 Academic Year, the University Committee on Preparatory Education (UCOPE) held four videoconferences and UCOPE's English for Multilingual Students Advisory Group met once, also by videoconference. Both groups considered matters in accordance with their duties as set forth in Senate Bylaw 192, which states that UCOPE shall advise the President on matters relating to preparatory and remedial education (including the language needs of students from diverse linguistic backgrounds); monitor and conduct periodic reviews and evaluations of preparatory and remedial education; supervise the University of California Entry Level Writing Requirement (ELWR); monitor the development and use of placement examinations in mathematics; and work with the Board of Admissions and Relations with Schools to communicate these standards to all high schools and colleges in California.

A summary of the committee's activities and accomplishments follows below:

**DISCONTINUATION OF THE ANALYTICAL WRITING PLACEMENT EXAM**

In August 2021, UCOPE was notified by the Vice Provost for Graduate, Undergraduate, and Equity Affairs that the systemwide Analytical Writing Placement Exam (AWPE) would be discontinued following the May 2022 administration. The Vice Provost indicated that growing campus dissatisfaction with the AWPE and the vagaries of the COVID-19 pandemic had called into question the logistical and financial sustainability of systemwide administration of the AWPE. UCOPE discussed the ramifications of the administration's decisions throughout the year, including whether the committee will have any responsibility for the AWPE when it is no longer a systemwide placement mechanism and how the Office of the President (UCOP) can equitably support the placement processes at all of the undergraduate campuses in the future. Next year, UCOPE should discuss what its interaction would be with the AWPE and Test Development committees and if campuses using alternatives processes and those using the AWPE locally will report their activities to UCOPE.

**ALTERNATIVE WRITING PLACEMENT MECHANISMS**

In January, the committee agreed that satisfaction of the Entry Level Writing Requirement (ELWR) by one of the alternative placement processes should be honored by other campuses and [Council endorsed this recommendation](#) in April. This year, writing program representatives from UCD, UCI, UCSD, UCSB, and UCSC provided UCOPE with updates on the alternatives to the AWPE being utilized at these campuses for placement. Members expressed an interest in receiving reports about the alternative placement processes on a regular basis.

**THE ENTRY LEVEL WRITING REQUIREMENT TASK FORCE**

This year, the committee received updates on the work of Council's ELWR Task Force including a briefing by the task force co-chairs in January. The task force submitted its phase one report to Council in March and the phase two report in June, and Council decided that both reports will be sent out for systemwide Senate review in September. UCOPE anticipates dedicating significant time to discussing the reports during its fall 2022 meeting.

### **SMARTER BALANCED ENGLISH LANGUAGE ARTS ASSESSMENT SCORES**

UCOPE considered whether campuses should be able to use the Smarter Balanced English Language Arts Assessment (SBELLA) scores in combination with other data for placement decisions after students have matriculated to a campus. The SBELLA should not be used as a single measure to make placement decisions but several members agreed it can be an additional data point to consider in combination with other measures like grade point average. The committee's consultants in Admissions will work with UC Legal on a data sharing agreement with the California Department of Education and the Smarter Balanced Assessment Consortium. UCOP will operate a centralized mechanism to match the scores to the admitted students and systematically provide that information to the campuses. The ELA scores may be available in fall 2023.

### **ENGLISH FOR MULTILINGUAL STUDENTS ADVISORY GROUP**

In addition to the standard reports about issues related to enrollment numbers, placement, instruction, and budget, the impact of the ongoing COVID-19 pandemic was the focus of the April meeting of the English for Multilingual Students Advisory Group.

### **UCOPE REPRESENTATION**

UCOPE Chair Zhang represented the committee at meetings of the Intersegmental Committee of Academic Senates (ICAS), chaired the ICAS Intersegmental General Education Transfer Curriculum Standards Review Subcommittee, and participated on ICAS's Special Committee on California Assembly Bill 928.

### **ACKNOWLEDGEMENTS**

UCOPE gratefully acknowledges the contributions of these UCOP and campus consultants over the past year: AWPE Committee Chair and Chief Reader Jon Lang; EMS Advisory Group Chair Paul Beehler and all members of the EMS Advisory Group; AWPE Coordinator Julie Lind; Associate Director, Undergraduate Admissions Laura Hardy; Executive Director of Undergraduate Admissions Han Mi Yoon-Wu; Institutional Research Analyst Matt Reed; and Tongshan Chang, Director, Institutional Research and Academic Planning.

Respectfully submitted,

Jingsong Zhang, Chair (R)  
Sarah Freedman (B)  
Daniel Gross (I)  
Yinsheng Wang (R)  
Brian Dolan (SF)  
Tanner WouldGo (SC)  
Madeleine Sorapure (*Ex Officio*, BOARS Representative)  
Maryam Amin (Undergraduate Student)

Eileen Camfield, Vice Chair (M)  
Rebekka Anderson (D)  
Bruce Hayes (LA)  
Amanda Solomon Amorao (SD)  
Katherine Saltzman-Li (SB)  
Amy Vidali (SC, winter/spring)  
Jennifer Reifman (Graduate Student)

Robert Horwitz (Chair, Academic Senate, *Ex Officio*, (SD))  
Susan Cochran (Vice Chair, Academic Senate, *Ex Officio*, (LA))  
Brenda Abrams, Principal Policy Analyst

## **UNIVERSITY COMMITTEE ON PRIVILEGE AND TENURE 2020-21 Annual Report**

### **TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

Under Senate Bylaw 195 and consistent with [Bylaw 40](#), the University Committee on Privilege and Tenure shall: (Am 23 May 01; Am 28 May 2003)

1. Advise the President, the Academic Senate and its Divisions, and the Divisional Privilege and Tenure Committees on general policies involving academic privileges and tenure [see [Bylaw 334](#)]. (Am 25 May 76; EC 28 May 2003)
2. Constitute special Hearing Committees as provided for in Bylaw 336.A. (EC 28 May 2003)
3. Maintain statistical records of the grievance, disciplinary, and early termination cases taking place on each of the campuses, as specified in [Bylaw 334.B](#). (EC 28 May 2003)

### **Topics of Note During the 2021-22 Year**

#### **Simultaneous Misconduct Charges and Merit and Promotion Considerations**

The Vice Chair (who is from the Davis division) sought the input of the committee on the question of how to conduct simultaneous merit and misconduct cases. These circumstances arose in at least three instances on the Davis campus. She explained that the Davis administration had taken upon itself to sometimes inform the department chairs, to include information in dossiers, and also would occasionally engage in some “foot dragging” to slow and stall the promotion process. She asked if credible allegations exist regarding serious misconduct, should the administration have the ability to pause a personnel action. Vice Chair Simon also noted that the requirements to put a faculty member on paid administrative leave are quite stringent

The committee felt that it was in the interest of P&T to be unambiguous about this matter; it could result in a grievance. The committee discussed potential ways of dealing with such a situation, such as changes to the APM, involvement (or not) of the campus CAP, the Graduate Council’s willingness to deny a faculty member’s right to teach, or a retroactive “fix.” Demotion of a faculty member who has tenure would require a change to APM 016.

The Chair formed a task force to look at options and develop a proposal to address this problem.

#### **Bylaw 336 Timelines**

In 2019, the Senate changed Bylaw 336 which dictates various timelines for disciplinary cases. This was largely in response to concern raised in the state auditor’s report. Once that was finalized, UCPT expressed concern about the feasibility of the timelines and agreed to revisit the decision in two to three years to see if timelines were being met. Members discussed concerns they had about the timelines (e.g., feeling that 90 days might be more attainable than 60). The University reported to the state auditor for 2019-2020 on the timelines of its SVSH cases, and the auditor determined that the University has met its goals. The reporting on SVSH that is being conducted now is only for the University’s Title IX office.

#### **Faculty Vaccination Compliance**

In response to the Covid-19 pandemic, the University developed a policy that mandates vaccination for those who are going to be physically present on campuses. Senate members who were not in compliance with this mandate would have to go through UCPT; violation of the policy is a form of misconduct under

APM C8. There are exemptions (medical, disability, and religious). The committee engaged with the Vice Provost about this issue. There was concern that campus P&Ts may be facing a considerable number of disciplinary cases related to non-compliance. The Vice Provost shared a report that indicated that there was only one vaccination-related disciplinary case for a Senate faculty member systemwide.

### **UC Anti-Discrimination Policy**

Professor Brian Soucek (UCD) informed the committee that there was a working group formed last year with a charge from President Drake to support the development of a presidential policy on discrimination and harassment that would apply to all faculty, staff, and students. It was specified that the policy should address education and training, employment practices in hiring and retention, adjudication of policy violations, and prevention. This working group was also developing a procedure for implementation of the policy at all locations and recommend changes to other relevant University policies. Originally the Senate Chair was the only faculty member on the committee which had about 34 members; however, Mr. Soucek was added as a member. Professor Soucek invited the committee members to reach out to him with suggestions and advice from the P&T perspective.

### **UCSC R&J Request for Guidance**

There was a grievance at UCSC related to a personnel letter and an assertion that that there had demonstrably false claims related to bullying behavior. The faculty member had asked to have that information removed and the chancellor rejected that request. The chancellor said it is not a personnel record until the review is complete. UCSC P&T did not agree with the chancellor's opinion; anything that goes into a file is a record. UCSC P&T contested that, and the EVC rejected their findings.

UCSC asked UCPT to review this issue and respond to it. UCPT found in favor of UCSC's P&T, and sent a [letter](#) to the division P&T chair regarding the administration's interpretation of APM 160-30. In the letter, the committee expressed the belief that the administration's actions were inconsistent with both the letter and the spirit APM 160.

### **Court Ruling: The Role of P&T**

At UCD, there was a case where the chancellor recommended a letter of censure and a reduction in pay for three months for a faculty member. The professor brought a lawsuit challenging the chancellor's decision and the court found in favor of the professor. The court held that the Chancellor is not permitted under UC policy to revisit the fact-finding that was done by P&T and relied on its interpretation of APM 016 and Bylaw 336. The court held that the Chancellor exceeded his authority by interpreting the Faculty Code of Conduct differently from the way P&T had. The committee discussed the decision with considerable input from Attorney Adviser Meltzer. The Chair asked that Mr. Meltzer keep the committee apprised on the developments.

### **Acknowledgements**

UCPT is grateful to have had valuable input from - and exchange with- these UCOP and campus consultants and guests over the past year: Vice Provost Susan Carlson, Associate Vice Provost and Deputy to the Vice President Amy K. Lee, Senior Counsel Joshua Meltzer, Senior Counsel Chad Pimentel, and Systemwide Title IX Director Suzanne Taylor. Special thanks to Academic Council Chair Robert Horwitz, Vice Chair Susan Cochran and Senate Executive Director Hilary Baxter.

Respectfully submitted,

Luca Ferrero, Chair (UCR)

Lin Tian (UCM)

Julia Simon Vice Chair (UCD)  
Samuel Otter (UCB)  
Catherine VandeVoort (UCD)  
Irene Tucker (UCI)  
Sandra Graham (UCLA)

James Tobias (UCR)  
Stefan Smith (UCSD)  
Daniel Bikle (UCSF)  
Risa Brainin (UCSB)  
Julie Guthman (UCSC)



## University Committee on Research Policy

### Annual Report 2021-22

#### **TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

The University Committee on Research Policy (UCORP), as specified in Senate Bylaw 200, is responsible for fostering research; formulating, coordinating, and revising general research policies and procedures; and advising the President on research. UCORP met seven times during the 2021-22 academic year. Due to the COVID-19 pandemic, all meetings were held via videoconference. This report summarizes the committee's activities during the year.

#### **MRU REVIEWS: INSTITUTE FOR GLOBAL CONFLICT AND COOPERATION AND THE DICKENS PROJECT**

In 2021-22, UCORP led two five-year reviews for the Academic Senate. The committee split into two groups and, per the 2014 Compendium's "Guidelines for Five-Year Reviews of Multicampus Research Units," representatives from CCGA and UCPB joined the Review Groups to conduct reviews of the Institute for Global Conflict and Cooperation (IGCC) and The Dickens Project. In February, leaders from IGCC and The Dickens Project joined the UCORP meeting for discussion and follow-up questions. The two MRU Review Reports were completed in May and sent to the Academic Council for approval. The reports were approved at the June Academic Council meeting and transmitted to the Vice President for Research and Innovation.

The Review Group for the Institute for Global Conflict and Cooperation (IGCC) found that the MRU has brought together experts from across the UC system with researchers and thought leaders from other institutions to discuss issues of global importance at its hosted dialogs, conferences, and workshops. IGCC funds fellowships for graduate students on all ten UC campuses and makes good use of resources by supporting and training the next generation of leaders in this area. The Review Group recommended that IGCC adopt a more formal decision-making structure, including establishing an advisory board to provide oversight. The Review Group also recommended that IGCC expand engagement with other UC campuses in order to truly be a *multi*-campus research unit, and that it track participation of students and faculty from underrepresented groups.

The Review Group for The Dickens Project found the MRU to be a healthy and well-focused program that is impressively managed and collaboratively structured. There is a strong emphasis on graduate education and community outreach, and conscious efforts around diversity. The Review Group recommended that The Dickens Project start tracking diversity statistics, explore funding options including consortium fee increases and MRPI or UCHRI funding, and consciously reach out to other UC's in order to truly strengthen the multi-campus nature of the MRU. The Review Committee would also like to see UCOP provide a small level of financial support to re-engage the UC campuses that have suspended their involvement due to the expense, and to support other interested UC campuses.

## MRU REVIEW TEMPLATES

As part of an assessment of the templates used in the MRU five-year reviews, UCORP and all of the MRU directors were asked for input on the materials, which include a narrative section and appendixes of Excel spreadsheets. The spreadsheets are quite detailed, but designed to be filled out each year as part of the annual report and then rolled up into the five-year review. The MRUs reported difficulty in tracking grant details, especially when trying to obtain information from other campuses. UCORP members confirmed that all of the information collected in the tables is helpful, but noted that it can be challenging to tease out the most important pieces of information from the detailed tables. Looking at the big picture, some commented that the reviews constitute a lot of work for little benefit, and that the emphasis of the review might be shifted to focus on how the MRU enhances the UC mission.

## OTHER TOPICS TOUCHED ON THROUGHOUT THE YEAR

*Animal Research* – UCOP convenes an animal research transparency workgroup, in which UCORP Chair Bales and undergraduate student representative Daniel Halpern-DeVries participate. The group is developing a white paper on animal research and coordinating with a larger group that is conducting surveys of animal researchers. The primary goal of these efforts is to support animal research and researchers in an environment in which many are actively harassed. In April, UC Davis announced that it prevailed in a lawsuit brought by the animal activists group PETA, which had been trying to obtain videos from the California National Primate Research Center housed at UC Davis. The court ruled that releasing the material did not serve the public interest and would undermine academic freedom and the scientific process while increasing the risk to researchers of harassment from activists. The court also said that the PETA demand that researchers separate videos for public disclosure imposed an unreasonable burden.

*Financial accounting system issues* – Troubles with the new Oracle financial system at UC Merced and UCSD adversely impacted researchers and the research enterprise throughout the year. UC Merced's administration responded with more staffing, but problems continued. UCSD faculty are concerned that they are losing funding due to system mistakes and miscommunication. Faculty want to make sure that other campuses planning to transition to a new financial system are aware of the issues. In October, UCORP Chair Karen Bales sent an informal memo to Academic Council Chair Robert Horwitz describing the problems encountered by researchers at UCM and UCSD, and the status of system implementation at the other campuses. The memo was used to inform Chair Horwitz' discussion with UC President Michael Drake and was also forwarded to the President along with a letter from CCGA in July, 2022.

*Impact of graduate student unionization on research programs* – At the request of Academic Senate Chair Robert Horwitz, UCORP discussed the potential impacts of graduate student unionization on UC's research enterprise, and specifically on Principal Investigators. Depending on the outcome of negotiations, PIs might see additional costs for employing graduate students. The fear is that if graduate student costs become too prohibitive, PIs will hire post-doctoral researchers or staff instead of graduate students.

Because many graduate programs depend on external grant funding for student support, this could lead to a decrease in graduate student enrollment and thus fewer opportunities for future graduate student education. UCORP wrote to the Academic Council in April and, in July, UCORP's letter was forwarded along with an accompanying letter from CCGA to UC President Michael Drake with an additional request for the formation of a joint workgroup to examine the model of graduate student funding more broadly.

### **OFFICE OF RESEARCH AND INNOVATION – UPDATES AND CONSULTATION**

As consultants to the committee, members of the Office of Research & Innovation joined UCORP each month to provide updates and solicit feedback. Vice President for Research & Innovation Theresa Maldonado provided regular updates on personnel searches and hires, new and ongoing working groups, and progress on reviving the UC “Council on Research.”

Topics discussed with the Office of Research & Innovation included updates on UC policies, requirements for disclosure of conflict of interest and conflict of commitment, progress on UC's knowledge transfer efforts, and anticipated State funding for climate crisis mitigation.

***Foreign Influence*** – Undue “foreign influence” continues to be a big topic nationally. New federal guidelines and security vetting processes have been imposed by the government for federally-funded programs. In response to an internal audit, UCOP's Office of Ethics, Compliance and Audit Services developed new training for UC researchers that was rolled out in 2021. Every campus has an escalation protocol for foreign influence concerns in which faculty are informed if a vendor or potential partner is considered high risk.

***UC Research Data Ownership Policy*** – Over the past two years, UCORP provided input to the development of the UC Research Data Ownership policy. The policy continued to be revised throughout this year, undergoing two systemwide reviews and eventually cleared to be issued in July, 2022. In addition to asserting and clarifying the university's intellectual property rights, the revised policy calls upon campus leadership and researchers to work in partnership to manage, retain, preserve, protect, access, and share data.

***NAGPRA Outcomes*** – The UC Presidential Policy on Native American Cultural Affiliation and Repatriation was issued on January 1, 2022, although it will be updated as needed based on changes to the state and national laws. Prior approval from Native American tribes is now required for all research uses of identified or potential human remains. UC has been inventorying Native American items since 1990, and continues to add items as they are acquired and to search for items that may have been overlooked. In addition to a UC-wide Oversight Committee, NAGPRA Oversight Committees are in place at each campus that holds Native American artifacts. Each campus also has a designated Chancellor's representative and repatriation coordinator.

### **AGRICULTURE AND NATURAL RESOURCES (ANR)**

In March, the chair of the Academic Senate's Task Force on Agriculture and Natural Resources (TF-ANR) joined the meeting to discuss the Task Force's request for a comprehensive external review of UC's Division of Agriculture and Natural Resources. The recipient of over \$250 million annually from the State of California to support its many programs, the Division of Agriculture and Natural Resources (ANR) is UC's largest multi-

campus entity. Over the years, the Academic Senate has tried to increase engagement and/or oversight of ANR. The ANR Task Force was formed a few years ago using the UCFW task forces as models.

In May, Vice President for UCANR Glenda Humiston and Associate Vice President Wendy Powers-Shilling joined the meeting to talk about new cooperative extension specialist positions, anticipated federal funding for UC Agricultural Experiment Stations, a state-wide ANR “all hands” conference planned for next spring, and more. VP Humiston said that the Regents would hear a proposal for adding the AES designation to two more UC campuses – UC Merced and UC Santa Cruz – for a total of five. AVP Powers-Shilling, who is leaving UC in June, mentioned a national partnership with CDC on vaccination programs and with NSF on climate change, among others. In discussion, the ANR leaders talked briefly about the new Hub for Urban Living at the South Coast REC, which was presented to UCORP last year. Located close to UC Irvine, staff at the learning center staff will engage with UCI faculty. Another learning center is being developed in the nearby desert area and will focus on human-wildlife interaction.

### **SYSTEMWIDE SENATE ISSUES, CAMPUS REPORTS, LIAISON REPORTS**

UCORP devoted part of each regular meeting to discussing systemwide issues as reported by Academic Senate leadership and reports from members on campus COR issues. UCORP’s undergraduate student and liaisons to other committees and working groups also provided updates at each meeting.

### **SYSTEMWIDE REVIEW PARTICIPATION AND CORRESPONDENCE**

- Memo regarding Oracle financial accounting software problems on the campuses
- Input on changes to MRPI competition process (memo to Vice President Theresa Maldonado), January 3, 2022.
- Response to the Report of the Regents Working Group on Innovation Transfer and Entrepreneurship, January 11, 2022.
- Comments on Proposed Revisions to APM 759, Leaves of Absence/Other Leaves Without Pay, January 14, 2022.
- Comments on Proposed Revisions to APM 025 and APM 671, Conflict of Commitment and Outside Activities of Faculty Members, January 14, 2022.
- Letter in response to the Impact of Graduate Student Unionization on Research, March 17, 2022, revised July 19, 2022.
- Comments on Proposed Presidential Policy on UC Research Data – Second Systemwide Review, April 19, 2022.

### **UCORP REPRESENTATION**

As Chair of UCORP, Karen Bales served on the Assembly of the Academic Senate, Academic Council, and the Academic Planning Council. UC Santa Cruz member Jarmila Pittermann represented UCORP on the UCPB Task Force on Agriculture & Natural Resources (TFANR), while UC Berkeley member Javad Lavaei represented UCORP on the Academic Council Special Committee on Lab Issues (ACSCOLI).

**ACKNOWLEDGEMENTS**

UCORP is grateful to its regular consultants who have provided invaluable information and perspective to the committee:

- Theresa Maldonado, Vice President for Research & Innovation
- Bart Aoki, Executive Director, Research Grants Program Office
- Kathleen Erwin, Director, UC Research Initiatives
- Janna Tom, Director, Research Policy Analysis and Coordination
- Lourdes DeMattos, Associate Director, Research Grants Program Office
- Glenda Humiston, ANR Vice President
- Wendy Powers, ANR Associate Vice President

UCORP also wishes to thank its invited guests for their participation and support throughout the year, as well as colleagues across the system who brought to the attention of the committee research-related issues of concern.

Respectfully submitted, UCORP 2021-22:

Karen Bales, Chair  
 Tannishtha Reya, Vice Chair  
 Javad Lavaei, UCB  
 Cynthia Schumann, UCD  
 Michele Guindani, UCI  
 Susanne Nicholas, UCLA  
 Jason Sexton, UCM  
 Weixin Yao and alternates Danko Turcic (winter) and Kinnari Aitt (spring), UCR  
 Stephanie Richards, UCSD  
 Lea Grinberg, UCSF  
 David Stuart, UCSB  
 Jarmila Pittermann (fall) and Nicolas Davidenko (spring), UCSC  
 Daniel Halpern-DeVries, Undergraduate Student Representative, UC Santa Cruz  
 Robert Horwitz, Academic Senate Chair, *Ex Officio*  
 Susan Cochran, Academic Senate Vice Chair, *Ex Officio*  
 Joanne Miller, Committee Analyst

## UNIVERSITY COMMITTEE ON RULES AND JURISDICTION (UCRJ) ANNUAL REPORT 2021-22

### TO THE ASSEMBLY OF THE ACADEMIC SENATE:

Pursuant to [Senate Bylaw 205](#), the University Committee on Rules and Jurisdiction (UCRJ) is responsible for:

- examining and supervising all changes and additions, both substantive and editorial, in the Senate Bylaws and Regulations;
- examining all Divisional legislation that affects the systemwide Bylaws and Regulations;
- preparing and reporting to the Assembly or to any of the Divisions such changes and additions to the Bylaws and Regulations as may seem to it advisable; and
- making editorial and conforming non-substantive changes in the Bylaws and Regulations with regard to numbering, headings, cross-references, organizational titles, details of style, and similar items.

Pursuant to Senate Bylaw 206, UCR&J shall respond to informal requests from Senate members for information concerning the *Code of the Academic Senate*, and shall file with the Secretary/Parliamentarian of the Senate, and summarize in its annual committee report, all correspondence containing committee response to such requests. UCRJ conducted business over email in academic year 2021-22, and its major actions are reported below.

### **Advice to Divisions and Committees**

#### ***Advice to UCOC***

UCRJ provided advice to UCOC concerning the interpretation of Senate Bylaw 128.H. UCRJ advised that the prohibition articulated in the Bylaw – “Members holding an administrative position higher than department chair may not serve as members of Assembly committees” – should apply in the case of a Senate member who holds a part-time appointment as an Associate Dean. UCRJ noted that an Associate Dean is expressly recognized in APM 241-4 as an administrative position, and the position is understood to be “higher than department chair.”

#### ***Advice to UCSF Rules and Jurisdiction***

UCRJ provided advice to the UCSF Committee on Rules and Jurisdiction in response to its question about whether a faculty member can hold Academic Senate membership in two separate divisions concurrently. UCRJ advised that Senate membership is set down in Standing Order 105.1 of the Board of Regents. The Standing Order does not explicitly exclude concurrent membership, and implicitly sanction concurrent membership.

#### ***Advice on UCB School of Public Health Bylaws & Senate Bylaw 55***

The chair of the UC Berkeley School of Public Health (SPH) requested advice regarding a potential change to the SPH bylaws related to non-Senate participation in new Senate faculty appointment cases. UCRJ advised that Bylaw 55.B restricts voting on such appointments to active Senate members, but does not prohibit the solicitation and collection of non-Senate advisory votes as long

as the mechanism is approved by the Senate members of the unit and the opinions are tabulated and submitted to the Committee on Academic Personnel separately from the Senate member vote.

### ***UCR Requests for Informal and Formal Opinion***

The Vice Provost for Administrative Resolution at UCR requested an informal opinion (May 2022) and then a formal ruling (July 2020) about the appropriate approach to dealing with an alleged violation of the Faculty Code of Conduct by an individual who retired with Emeritus status at another UC campus who was recalled to active service at UCR. UCRJ advised that a Legislative Ruling on the issue was not needed, but that the administration of the campus where the alleged misconduct took place would be the appropriate one to investigate the offense. UCRJ noted that the accused Senate member should usually be expected to have the right of a hearing by the Divisional Committee on Privilege and Tenure of the campus where the misconduct is alleged to have taken place, and where they are currently employed.

### ***Advice to UCAP***

Chair Dickson met with the University Committee on Academic Personnel (UCAP) to discuss UCAP's questions about the role of Teaching Professors/Lecturers with Security of Employment on divisional CAPs.

### **Evaluation of Proposed Bylaw and Regulation Changes**

UCRJ confirmed the following Bylaw and Regulation changes put before the Assembly, as consistent with the Code of the Academic Senate:

- UCRJ reviewed a revision to Senate Regulation 478.B proposed by BOARS and advised about potentially ambiguous language in the proposed regulation.

### **Legislative Ruling**

None

### **Variance**

None

Respectfully submitted,

Andrew Dickson, Chair (UCSD)  
James Steintrager, Member At Large (UCI)\  
Mijung Park, Member At Large (UCSF)  
J. Keith Gilles, Ex Officio, Divisional R&J Chair (UCB)  
Katie Ford, Ex Officio, Divisional R&J Chair (UCR)  
UCRJ Staff: Michael LaBriola, Principal Analyst

- VII. UNIVERSITY AND FACULTY WELFARE REPORT [NONE]**
- VIII. SPECIAL ORDERS [NONE]**
- IX. REPORTS ON SPECIAL COMMITTEES [NONE]**
- X. PETITIONS OF STUDENTS [NONE]**
- XI. UNFINISHED BUSINESS [NONE]**
- XII. NEW BUSINESS**