

UNIVERSITY OF CALIFORNIA

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VIDEOCONFERENCE OF THE ASSEMBLY OF THE ACADEMIC SENATE

Wednesday, February 8, 2023

10:00 am - 12:30 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 - February 8, 2023

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 Cocco, Chair, UCEP
Teresa Dalton, Chair, UCFW
Cynthia Schumann, Chair, UCORP
Donald Senear, Chair, UCPB

Berkeley (5)

Adrian Aguilera
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Rosemary Joyce
Martha Olney
Dean Toste

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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
Nicholas Brecha (alt for Jody Kreiman)
Moritz Meyer-ter-Vehn
Shane White

Merced (1)

Shilpa Khatri

Riverside (2)

David Biggs
Peter Chung

San Diego (5)

Niloofar Afari
Paoloa Cessi
Virginia de Sa
Kamau Kenyatta
Anita Raj

San Francisco (4)

Stella Bialous
Pamela Den Besten
Kewchang Lee
Janice Tsoh

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

December 8, 2022

MINUTES OF MEETING

I. ROLL CALL OF MEMBERS

Pursuant to the call, the Assembly of the Academic Senate met on Thursday, December 8, 2022. Academic Senate Chair Susan Cochran presided and called the meeting to order at 10:00 am. Senate Executive Director Monica Lin 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 June 8, 2022.

III. ANNOUNCEMENTS BY SENATE LEADERSHIP

- Susan Cochran, Chair
- James Steintrager, Vice Chair

UCRJ Legislative Ruling: In accordance with Senate Bylaw 206.A, the Committee on Rules and Jurisdiction (UCR&J) has rendered a Legislative Ruling regarding virtual participation in Privilege and Tenure Hearings.

Budget: The proposed 2023-24 UC budget approved by the UC Regents at their November meeting has been submitted to the Governor and legislature for consideration. The 2023-24 budget includes a request for a 4.6% faculty salary increase to help address a market lag of 4.1%.

Last year’s budget compact negotiated between the Governor and the University includes 5% increases to the UC operating budget in each of the next five years with annual approval of UC progress toward policy targets related to student success and equity, affordability, increased transfer rates, workforce preparedness, and expanded access to online courses. The compact also calls for 1% annual growth in California resident undergraduate enrollments (13,600 FTE over four years) and 2,500 additional graduate students. The 2023-24 budget also funds previously unfunded over-enrollments and a “swap” of nonresident undergraduates with resident undergraduates at three campuses that exceed the 18% nonresident enrollment policy cap.

The University will not meet the enrollment targets outlined in the compact this year due to pandemic-related declines in California Community Colleges (CCC) transfers, summer session enrollments, and average student credit hours taken. The CCC enrollment decline will also prevent UC from meeting its goal of enrolling one transfer student for every two freshmen. Despite this, the Governor’s office appears to remain committed to the compact and has acknowledged that pandemic era enrollment recovery may take time.

Retirement: UC will continue a 14% employer contribution to UCRP in 2023-24, with 6% to Savings Choice in the Defined Contribution Plan. UC is also repaying 2.35% of payroll to the Short-Term Investment Pool (STIP) in 2023-24, an increase from 1.36%. This represents a total

16.35% employer contribution in 2023-24. The Regents are not entertaining an increase to employee contributions currently.

Investments: UC investments lost ground during the last fiscal year consistent with the global financial downturn. The losses include the general endowment pool (-7.6%); UCRP (-10.8%); the Blue and Gold Pool (-15.2%); the Total Return Investment Pool (TRIP, -11.3%) and STIP (-0.2%). The UC Chief Investment Officer is holding more cash than usual in anticipation of a recession. The UC Retirement Savings Program is fossil free as of June 30, 2022, and the University has launched a Deferred Life Income fund for those needing annuity protection after age 78.

Leadership Changes: Michael Brown is stepping down at the end of December after five years as UC Provost and Executive Vice President for Academic Affairs. He will continue to serve as a special advisor to President Drake on several issues, including the University's continuing efforts to implement the Native American Graves Protection and Repatriation Act. Katherine S. Newman will become the new provost effective January 9, 2023. She is currently the System Chancellor for Academic Programs and the Senior Vice President for Economic Development in the Office of the President of the University of Massachusetts. Carrie Byington, Vice President for UC Health, will step down in June 2023, and plans to transition to a special advisor.

UC Regents Meetings: The Regents Health Services Committee (HSC) met October 19 to discuss the implementation of Regents Policy 4405, governing UC's affiliations and contracts with healthcare organizations that have policy-based restrictions on care, care delivered by UC healthcare professionals at affiliated hospitals, and the training of UC personnel in those facilities. A UC faculty panel of physicians and an attorney presented information to the HSC on women's reproductive health and gender-affirming care to inform the Committee's discussions.

At the November Regents meeting, the Senate chair and vice chair briefed the Regents on the results of the spring 2022 systemwide survey of faculty and instructors about their work experiences during the pandemic, including the challenges of remote and hybrid instruction. The Regents will hold a special meeting next week to vote on UCLA's proposal to leave the Pac-12 and join the Big Ten.

Systemwide Senate Actions: The Senate participated in several systemwide policy reviews this fall, including a proposed Presidential policy addressing abusive conduct in the workplace; a revised Academic Personnel policy on faculty conflict of commitment; the report of the Academic Council Entry Level Writing Requirement Task Force and its recommendations for updating Senate Regulation 636; a revised Presidential Policy on Vaccination Programs; and a revision to the new Senate Regulation 479 to create the California General Education Transfer Curriculum (Cal-GETC).

Climate Crisis: A new Pathways to a Fossil Free UC Task Force, formed from the Global Climate Leadership Council, is co-chaired by 2021-22 Senate Chair Robert Horwitz. The Task Force is developing recommendations for necessary steps and a timeline to eliminate the use of fossil fuels on campuses, and criteria for state-funded de-carbonization studies on each campus. The Task Force was established in response to the 2022 Senate Memorial to the Regents on Reducing Fossil Fuel Consumption.

Health Sciences Faculty Morale: The Senate has convened an ad hoc working group of faculty drawn from the health sciences and others with healthcare experience to discuss factors affecting low morale among clinical faculty and how the Senate could help address clinician grievances, including their desire for better representation and advocacy.

Labor Matters: An agreement was reached last week with the UC Postdoctoral Scholars and Academic Researchers, two of the four unionized UC academic worker employee groups who began a strike action November 14. The University continues bargaining with the Academic Student Employee and Graduate Student Researcher (GSR) units.

Senate leaders recognize the complicated position of faculty in the strike and have focused efforts on maintaining academic excellence. Many faculty and lecturers with multiple cancelled class sections are feeling overwhelmed by end-of-term grading work. Some campuses have extended grading deadlines and are identifying students who may be harmed if they do not receive grades on time. Faculty with research funding for GSRs are also concerned about labor cost increases within the context of non-flexible grant budgets.

A potential positive outcome of the strike is a new graduate funding model with clear guidelines around what is considered labor for pay subject to contractual compliance as opposed to academic work. Faculty will need to clearly distinguish each role to maintain their mentoring relationships with graduate students. Faculty want the best for their graduate students, but as students become more like employees and faculty advisors more like employers, the dynamics of their relationships will change.

IV. REPORTS OF STANDING COMMITTEES

A. Academic Council

1. Proposed New Senate Regulation 479

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). AB 928 also limits the number of units in the pathway to a 34-unit ceiling.

Cal-GETC is based on the longstanding Intersegmental General Education Transfer Curriculum (IGETC, UC Senate Regulation 478). It aligns UC and CSU transfer requirements without increasing the 34-unit ceiling for the general education course pattern and will take effect for students entering a community college beginning in fall 2025.

The major change in the Cal-GETC pathway for UC is the formal removal of the language other than English (LOTE) requirement as a transfer prerequisite, although LOTE will remain a UC graduation requirement. Cal-GETC also includes a new requirement for a course in oral communication, a longstanding CSU requirement, that will be a third course added to the English communication subject area. Senate Regulation 478 will sunset after Cal-GETC replaces it as the

primary lower-division general education pathway used by prospective CCC transfer applicants to the CSU and UC systems.

UC has always emphasized major preparation for transfers and will continue to do so even if the Assembly approves Cal-GETC. In fact, many UC undergraduates complete their undergraduate breadth requirements in their senior year so that they can stay on track with their major requirements and graduate on time.

The CSU and CCC Academic Senates are also reviewing the Cal-GETC proposal. Under AB 928, if the three Senates are unable to reach agreement on a singular pathway by May 31, 2023, AB 928 would shift authority for doing so from the faculty to the respective administrations of the three segments.

In reviewing comments from the systemwide Senate review, the Council suggested some minor but key edits to the proposed text to better align Cal-GETC with the wording of IGETC. These suggestions have been incorporated as additional clarifying revisions (redlined) in the corresponding Assembly agenda packet.

- Assembly members noted that the change to the LOTE requirement could cause additional students to arrive at UC needing language courses, which could strain UC language departments. Members also noted that SR 479 should clarify whether the Ethnic Studies requirement must be fulfilled in a Department of Ethnic Studies (capitalized) or if it can be fulfilled through other ethnic studies (lower case) courses offered in other departments.
- Executive Director Lin noted that most transfers will complete the LOTE requirement at a community college before they arrive at UC. Prospective transfers may also demonstrate language proficiency by completing two years of high school LOTE instruction. She said the Ethnic Studies requirement is intended to refer to courses offered in a department or program of Ethnic Studies, with some flexibility for courses offered in similar fields, provided they are cross-listed with ethnic studies. She added that Ethnic Studies is defined as inclusive of African American Studies, Asian/Pacific Islander American Studies, Latina/o American Studies, and Native American Studies, along with other iterations of such departments and programs.

ACTION: A motion to approve Senate Regulation 479 was made, seconded, and passed unanimously.

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**

Labor Negotiations: President Drake reported that the University has been bargaining with the United Auto Workers (UAW) union around improvements to compensation, paid leave, childcare and other benefits for four academic employee groups. The University recently reached agreements with the Postdoctoral Scholars and Academic Researchers units on new five-year contracts that include generous compensation and benefits packages. The University is working to resolve the UAW's requests related to pay and benefits for the Academic Student Employees and Graduate Student Researchers units. The University has put forth generous offers that recognize the vital role these groups play at UC and that respond to union and bargaining unit members'

priorities. However, the UAW has included several challenging proposals in negotiations that will be difficult for UC to meet given the financial impact they would have on the UC financial model. The University has invited the UAW to engage with a third-party mediator.

- Assembly members noted that campuses have at times seemed unprepared for the strike. There has been inconsistent communication from the administration and insufficient guidance about how faculty should handle on-the-ground matters such as grants management and withholding pay.
- President Drake responded that it has been challenging to coordinate a single message across UC locations that are operating in different and unique circumstances. UCOP has initiated a process to develop clear guidance for campuses to determine what employees are not working (i.e., striking) and to withhold pay accordingly.
- A Senate member noted that graduate students are not permitted to work more than 50% time but must still pay 100% of costs for food and rent. The University should do more to support graduate students if they want them to thrive and succeed.
- President Drake emphasized that the University's offer provides graduate students enough support for living costs. In addition, students receive free tuition and health benefits and, in the end, a valuable UC degree.
- Individual Assembly members noted that higher labor costs will increase costs on grants that support graduate students, and they asked if UC would consider providing additional support. They also encouraged the University to increase student housing and food subsidies, to make contingency plans for staffing large courses in winter term in case the strike continues, and to consider eliminating or reducing tuition for all-but-dissertation (ABD) students. An Assembly member noted that the strike was dividing faculty and damaging the UC community and advised that efforts to dock pay could undermine the mediation process.
- President Drake responded that the campus chancellors and executive vice chancellors understand the need to provide bridge funding for some grants. He said that UC has 20,000 student beds in the pipeline and is taking advantage of a new state program that funds low- and moderate-income housing with zero percent revolving interest loans. He expressed strong concern about how the strike was affecting undergraduates and said he is sensitive to how higher labor costs could affect faculty grants, research, and educational and financial opportunities for graduate students. He said the University had put forward a fair offer and is doing everything it can to be accommodating, but that striking usually means the loss of pay.
- Provost Brown noted that several factors – including the pandemic, enrollment pressures, inflation, rising labor costs, and the graduate student strike – are combining to disrupt the UC financial and education model. He said it will be important for the Senate and administration to work together to address the challenges and preserve the University's excellence.

CFO Brostrom noted that the University is exploring different strategies to build additional affordable student housing units and to support more California resident undergraduates. However, UC is challenged by inflation and labor cost increases. UC is requesting a 5% increase in ongoing funding from the state to augment revenues from alternative sources, including procurement savings and new asset management strategies, looking at ways it can reduce expenses.

Recognition of Provost Brown: Chair Cochran observed that today’s Assembly meeting was the last for Provost Brown. She thanked the provost for his leadership and service to the University and invited Assembly members to offer comments. Members acknowledged that the provost had reinvigorated the Division of Academic Affairs and been an excellent partner in shared governance. They thanked him for his commitment to diversity, equity, and inclusion, and his support for the University’s graduate education mission. They affirmed that his warmth, humanity, and sense of humor helped UC stay the course in a difficult and challenging period.

VI. SPECIAL ORDERS

- A. Consent Calendar [NONE]
- B. Annual Reports [2021-22]

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

The meeting adjourned at 1:00 pm

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

Attest: Susan Cochran, Academic Senate Chair

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

Appendix A – 2022-2023 Assembly Attendance Record, Meeting of December 8, 2022

President of the University:

Michael Drake

Academic Council Members:

Susan Cochran, Chair
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Mary Ann Smart, Chair, UCB
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Georg Striedter Chair, UCI
Jessica Cattelino, UCLA Chair
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Erith Jaffe-Berg, CCGA Chair
Louis DeSipio, Chair, UCAADE
Francis Dunn, Chair, UCAP
Melanie Cocco, Chair, UCEP
Teresa Dalton, Chair, UCFW (absent)
Cynthia Schumann, Chair, UCORP
Donald Senear, Chair, UCPB (absent)

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Chris Hoofnagle (absent)
Rosemary Joyce
Martha Olney
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Javier Arsuaga
Joseph Chen
Yufang Jin (absent)
Richard Tucker
Judith Van de Water
TBD (1)

Irvine (4)

Michael Cooper
John Crawford
Zeev Kain (absent)
Roderic Crooks (alt for Bonnie Ruberg)

Los Angeles (8)

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

Merced (1)

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David Biggs
Peter Chung (absent)

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Janice Tsoh

Santa Barbara (3)

Isabel Bayrakdarian
Cynthia Kaplan
France Winddance Twine (absent)

Santa Cruz (2)

Melissa Caldwell
Rita Mehta

Secretary/Parliamentarian

Andrew Dickson (absent)

III. ANNOUNCEMENTS BY THE CHAIR

- Susan Cochran

IV. REPORTS OF STANDING COMMITTEES

A. Academic Council

- Susan Cochran, Chair Academic Council

1. Proposed Revisions to Senate Regulations 610 and 630 [ACTION]

Background and Justification: At its January 25, 2023 meeting, following a [systemwide Academic Senate review](#), the Academic Council approved revisions to Senate Regulations 610 and 630. The revisions were proposed by the University Committee on Educational Policy (UCEP) to update the residency prerequisite for an undergraduate bachelor's degree by adding a new paragraph and regulation 630.E. The new regulation requires both freshman and transfer undergraduates to complete six units of in-person courses during a quarter/semester for one year, with the in-person course defined as having at least 50% of instruction occur face-to-face. The revisions also close a loophole in Senate regulations that currently allows for the potential creation of a fully online degree program through individually approved online courses. UCEP addressed comments from the Senate review as additional clarifying revisions supported by the Academic Council and presented to the Assembly below. UCEP added additional language to 630.E reframing the residency requirement as the "campus experience requirement" and requiring that no more than one quarter or semester of an undergraduate degree be completed during the summer. Finally, UCEP proposed an additional revision to Senate Regulation 610 defining residency to align it with the new Senate Regulation 630.E. Included below, following the proposed revisions, is a letter from UCEP addressing several questions and considerations for online degrees and the full set of comments we received from Senate divisions and systemwide committees.

ACTION REQUESTED: The Assembly is asked to approve the proposed revisions to Senate Regulations 610 and 630.

APPENDIX: CURRENT REGULATIONS ([link](#))

Chapter 1. General Provisions

Article 1. Residence

610.

Residence in any regular term is validated for an undergraduate student by enrollment in at least six units of courses that were created through the Divisional course approval process of the student's home campus **and in accordance with requirements of 630.E**. Residence in any regular term is validated for a graduate student with programs of instruction or research approved by the Graduate Council of the student's home campus.

Chapter 2. Requirements for the Bachelor's Degree

Article 1. General Requirements

630.

- A. Except as otherwise provided in this section and SR 614, 35 (or 24 semester) of the final 45 (or 30 semester) units completed by each candidate for the **B**achelor's degree must be earned in residence in the college or school of the University of California in which the degree is to be taken. (Am 9 Mar 83; Am 23 May 01)

- B. When two or more campuses of the University of California have approved a joint program of study, a student enrolled in such a program may meet the Requirement requirement stated in Paragraph A paragraph (A) above by completing the requisite number of units in courses offered at any or all of the participating campuses. The student's program of study must be approved by the Provost, Dean, or equivalent officer of the School of College in which the degree is to be awarded. (En 13 May 97; Am 10 Nov 04)
- C. A further exception to the rule stated in paragraph (A) above is made in the case of students who meet the residence requirement as provided in SR 614. (Am 10 Nov 04)
- D. Except when Divisional Regulations provide otherwise, a student in the Education Abroad Program, the UC Washington, D.C., Program, the UC Center in Sacramento Program, or the NRS California Ecology and Conservation Course, which are systemwide courses, may meet the residence requirement in accordance with the following provisions: (Am 27 May 99; Am 10 Mar 04; Am 10 Nov 04; Am 10 Apr 17)
1. A student who completes the graduation requirements while in a systemwide course may satisfy the requirements stated in paragraph (A) in the final 45 (or 30 semester) units preceding the student's entrance into a systemwide course. (Am 9 Mar 83; Am 10 Mar 04; Am 10 Apr 17)
 2. Subject to the prior approval of the department concerned, a student who is enrolled in a systemwide course may satisfy the residence requirement by earning 35 (or 24 semester) of the final 90 (or 60 semester) units, including the final 12 (or 8 semester) units, in residence in the college or school of the University of California in which the degree is taken. (Am 7 Jun 72; Am 9 Mar 83; Am 10 Mar 04; Am 10 Apr 17)
- E. Each undergraduate student must complete a campus experience requirement. A minimum of six units of course credits per quarter (or semester) for three quarters (or two semesters) completed by each candidate for the bachelor's degree must be earned in courses designed to deliver to any enrolled student at least 50 percent of in-person instructional hours on any campus of the University of California or physical locations affiliated with programs listed in SR 630.D or in prison environments. To satisfy this requirement, at least two quarters or one semester must be completed during the regular academic year, with no more than one quarter or semester completed during the summer. "In-person" means instructors and students are in the same physical location. "Instructional hours" refer to time when instructors are presenting to or interacting with students during designated class times (e.g., lecture, laboratory, discussion, field work, problem sessions). For the purposes of this regulation, instructional hours do not include office hours, or recorded lectures provided as a supplement to designated hours interacting with students. Individual Divisions may maintain a higher threshold for required in-person course credits per term or for the number of terms in which a threshold applies.
-

January 16, 2023

**SUSAN COCHRAN, CHAIR
ACADEMIC COUNCIL**

RE: UCEP's REVISED AMENDMENT TO SENATE REGULATION 630

Dear Susan,

UCEP has reviewed and discussed the feedback from the systemwide review of the committee's proposed amendment to Senate Regulation (SR) 630, and we are pleased to transmit to Academic Council a revision of the proposed new paragraph 630.E. The revised proposal addresses most of the concerns raised by the divisions and standing Senate committees and reframes the residency requirement as the "campus experience requirement." One notable concern raised was that several campuses could not comply with the new requirement since they were not keeping track of online course offerings. We suggest a grace period to allow these campuses to develop a course tracking system and provide a rationale for course mode tracking in Appendix 1: information about online instruction and accreditation, federal financial aid correspondence courses and additional notes defining terminology in the new paragraph.

Questions and considerations for online degrees and majors:

1. *What is the difference between an online degree and an online major?*

A **degree** is completed when ALL of the campus requirements for that degree are met – this includes GE courses, majors courses, and electives that meet the minimum credits required to graduate. Degree accreditation states that if 50% or more of the courses for a degree can be taken online, then that is a distance education program (online degree – see attachment 1). Requirements for a **major** are presented in the course catalog as a specific group of classes required to be taken for that major.

Planning for an online degree requires knowing the mode of instruction for all courses on campus. This is complicated if some course modes are not fixed (e.g., courses might be offered as both online or in-person). A benefit in considering the online major only is that these courses are usually limited to one department or program, allowing the course mode to be set and an online major to be defined within a department or program.

2. *Will this regulation prevent online majors?*

No – students will be required to take 6 units in person for three quarters or two semesters. Most students enroll for 14-16 units per term; consequently, 8-10 units could be devoted to online course offerings per term for the year on campus. Having some in-person course opportunities for online majors would enhance those majors by offering a larger collection of courses and electives.

3. *Will this regulation prevent online degrees?*

Well, it depends. No, if the program allows some in person courses, these can be accommodated in a manner similar to that of the online majors (see above). Yes, if the program is fully online (programs designed to exclude all in-person classes). If the SR 610-630 campus experience regulation is approved, fully online degrees would only be permitted by a variance through the Systemwide Senate. However, fully online degrees might create a second class of students who are not welcome on campus and who would not benefit from campus resources. Evidence shows that fully online programs are very isolating and have poor graduation rates.

4. *What are the benefits of a minimum one-year campus experience?*

Graduation rates for online undergraduate degree programs are notoriously low compared to degrees with curricula with all or mostly in-person courses. We know that undergraduate students taking classes in person often perform academically better than those taking classes online and, that students learning in-person are more likely to complete the course. Online instruction can be diminished and made ineffective by technology problems that simply don't exist in live classrooms. Moreover, in-person courses allow for face-to-face interactions with a diverse population of students; this is important in challenging biases that students might have when entering the university.

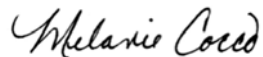
Campuses provide a large array of student resources (e.g., counseling, health care, gyms) as well as social activities, opportunities for peer connections, and connecting with future collaborators. Attending classes in person is part of a student's professional development: time management, showing up for meetings prepared and effective personal communication are important skills for a successful career. For transfer students in particular, an onboarding experience could be significant in helping them feel that they are part of the University community. Faculty and staff are more likely to see if a student is distressed when in person. Interactions online have been shown to be more transactional and limited to specific information in the course whereas in person classes allow for casual conversations before and after class and produce more informal mentoring.

5. *What courses count as online?*

Any course that has 50% or more of the instruction hours are online or remote – these are the hours when one would be lecturing or interacting with students in a classroom for a comparable in-person class.

The committee asks that Academic Council endorse the revised proposal for SR 630.E. UCEP appreciates the opportunity to comment on this matter. Please contact me if you have any questions.

Sincerely,



Melanie Cocco, Chair
UCEP

ATTACHMENT 1 RATIONALE TO DOCUMENT ONLINE INSTRUCTION:

Both the Accreditation Commission and Federal Regulations maintain requirements that are specific to Online courses (defined as 50% or more instruction online). For this reason, it is recommended that UC Divisions track their Online course offerings including the engagement activities in those courses.

Accreditation of the University to educate students in California is performed by the Western Senior College and University Commission (WSCUC; formerly WASC). They define an online course as one where 50% or more of instruction/interaction is online (see below). Online courses must “*support **regular and substantive interaction** between the students and the instructor or instructors, either synchronously or asynchronously.*” UC courses that include 50% or more of instruction/interaction online should be designated as online courses for the purpose of WSCUC accreditation review. “*Institutions must obtain substantive change approval for programs in which 50% or more of the (degree) program (units for completion of the program) will be offered through distance education.*” For UC students, the “program” refers to a degree. In the case of a transfer student, the “program” consists only of the courses taken at UC to complete a degree (online courses take prior to transfer are not considered in the 50% calculation).

Federal financial aid rules require at least two engagement activities for online instruction (see below). If requested, an institution should be able to provide a list of courses with online instruction and their engagement activities.

Correspondence courses are defined as having online instruction but do not have sufficient engagement activities. For example, a course that posted recorded videos without an engagement activity specific to that content could be called a Correspondence Course. *Federal financial aid* cannot be given to students who take more than 50% of their units (credits) as Correspondence Course format (see below).

- WSCUC accreditation review occurs every 10 years. However, once a campus starts to offer degree programs online, it is the campus responsibility to submit a “Substantive Change Proposal” to WSCUC – regardless of the time since the last accreditation review.
- Federal Financial Aid audits occur every year.

WSCUC (WASC) Definition of online course and (degree) program:

<https://wascsenior.app.box.com/s/6oju46p2b6mklgigo2om>

Page 17, DISTANCE EDUCATION PROGRAMS – online course definition

...WSCUC considers a distance education course to be one in which 50% or more of the instruction and interaction occurs using one or more of the technologies included in the definition of distance education, with the faculty and students being physically separate ...

Distance Education is defined as: Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency - (i) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and (ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

WSCUC (WASC) New (Online) Degree Program Proposal Instructions

Institutions must obtain substantive change approval for programs in which 50% or more of the program (units for completion of the program) will be offered through distance education.”

<https://wascsenior.app.box.com/s/c3v95f0nzpmodcadfbhl>

Page 8

1.b If this proposal involves distance delivery of any portion of the curriculum, describe how the program meets expectations for “Academic Engagement” and “Faculty-Initiated Regular and Substantive Interaction” as defined by the federal regulations (see Code of Federal Regulations §600.2 Academic Engagement & Distance Education). Identify where/how these required elements are incorporated into the proposed program.

Page 9

4.a Describe how “Regular and Substantive Interaction” is monitored, by whom, and how often?

7.b. If applicable, explain how comparative assessment of program outcomes for students in different program modalities will be conducted (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

Page 10

5. If 50% or more of the program will be offered via distance education, describe the provisions available to faculty to determine that the enrolled student is the student completing the coursework. How will the identity of students participating in the program be verified?

Page 12

7.b If 50% or more of the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction and/or web links to online training resources.

Page 13

4. If 50% or more of the program will be offered via distance education, provide a detailed description of the type of distance education modality being proposed and the format (asynchronous, synchronous, online, teleconference, video on demand, etc.).

Federal Definition of Online Course requirements for Financial Aid

<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600>

(Definition of Instructional Clock Hour)

(1) A period of time consisting of -

- (i) A 50- to 60-minute class, lecture, or recitation in a 60-minute period;
- (ii) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period;
- (iii) Sixty minutes of preparation in a correspondence course; or
- (iv) In distance education, 50 to 60 minutes in a 60-minute period of attendance in -
 - (A) A synchronous or asynchronous class, lecture, or recitation where there is opportunity for direct interaction between the instructor and students; or
 - (B) An asynchronous learning activity involving academic engagement in which the student interacts with technology that can monitor and document the amount of time that the student participates in the activity.

3) An institution must be capable of monitoring a student's attendance in 50 out of 60 minutes for each clock hour under this definition.

Distance education (cont):

(required engagement activities – must provide interactions between instructor and student)

(4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also **includes at least two of the following:**

- (i) Providing direct instruction;
- (ii) Assessing or providing feedback on a student's coursework;
- (iii) Providing information or responding to questions about the content of a course or competency;
- (iv) Facilitating a group discussion regarding the content of a course or competency; or
- (v) Other instructional activities approved by the institution's or program's accrediting agency.

Correspondence Course Financial Aid Handbook

<https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2020-2021/vol2/ch4-audits-standards-limitations-cohort-default-rates>

Students may NOT receive financial aid if the number of correspondence course units is more than 50% of their total course units in any given term.

...A school must calculate these percentages to demonstrate compliance with a requirement or to demonstrate eligibility for a limitation waiver. For each of the tests, the calculation performed by the school must be attested to by the independent auditor who prepares the school's audited financial statement or its FSA compliance audit. If a school's initial or previous calculation was in error, the auditor's report must be part of the audit workpapers and must include a recalculation. The auditor's attestation report must indicate whether the school's determinations (including any relevant waiver or exception) are accurate.

ATTACHMENT 2
NOTES from June 14, 2022 UCEP memo

1. The proposal is to amend SR 630, as this is the section of Senate Regulations that details residence requirements for undergraduates. SR 610 defines residence, for both undergraduate and graduate students.
2. The descriptor “are designed to” is included to refer to the course as described during the course approval process, so that emergency closures or other contingencies beyond the control of the campus, instructor, or student do not interfere with students satisfying the requirement.
3. The 50-percent threshold to define in-person courses is based on the threshold used by WASC to distinguish between on-site and distance education courses.
4. The descriptor “in-person” is used here instead of WASC’s term “on-site” to avoid any potential for conflicting definitions of “on-site” to arise.
5. The term “instructional hours” is used here instead of WASC’s “substantive interaction” to tie the in-person activity as cleanly and directly as possible to course credit hours.
6. Treatment of hybrid courses: The use of the qualifiers “are designed to” and “any enrolled student” combined with the definition of “instructional hours” here is intended to enable classes with flipped classrooms to satisfy this requirement, but at the same time prevent courses that are designed to provide in-person instruction to only a subset of students from satisfying the requirement.
7. The use of “are designed to” and “any enrolled student” is intended to allow courses where instructors deliver in-person lectures that students may view later if they wish, or where attendance is optional, to satisfy this requirement.
8. The phrase “or recorded lectures provided as a supplement to designated hours interacting with students” indicates that live instruction is required. Asynchronous material is only a supplement to it in this definition. The qualifier “for the purposes of this regulation” is added to preserve the discretion of Divisional bodies to approve asynchronous instruction for such use in other contexts.



320 STEPHENS HALL
UNIVERSITY OF CALIFORNIA

November 15, 2022

SUSAN COCHRAN
Chair, Academic Council

Subject: Systemwide Senate Review of Revision to Senate Regulation 630

Dear Chair Cochran:

On November 7, 2022, the Council of the Berkeley Division (DIVCO) discussed the *Systemwide Senate Review of Revision to Senate Regulation 630*, informed by written comments from the Committees on Admissions, Enrollment, and Preparatory Education (AEPE); Courses of Instruction (COCI); Rules and Elections (R&E); and Undergraduate Council (UGC). DIVCO supported the intention of the revised regulation, but also pointed out some serious logistical and conceptual problems with the proposal.

DIVCO commends that the intent of the regulation, directed towards increasing the sense of belonging and building social networks for students to campus, but raised some serious concerns. Most importantly, COCI pointed out that the Berkeley campus currently has no mechanism to track which courses involve more than 50% in-person instruction, nor any possibility of developing such a tracking system within the next 2-3 years. This would make it impossible to enforce a residency requirement of this kind. COCI suggested, and DIVCO strongly agreed, that it would be more desirable and more workable for a residency requirement to be instituted, tracked, and enforced at the level of individual departments and majors. Among the other comments raised by DIVCO were that the amendment impacts headcount, and therefore may necessitate additional oversight in relation to maximum enrollment numbers on campuses. DIVCO and other committees were also concerned about the administrative burden the amendment would place on academic advisors to track which courses in students' transcript met the proposed requirement of "...six units of course credits per quarter (semester) for three quarters (or two semesters)..."

DIVCO members were in general agreement that the university should not be moving towards fully online degrees, whether intentionally or through "loopholes." While DIVCO is generally supportive of a residency requirement, our conclusion was that the specifics of the revised requirement need to be thought through more fully.

Please see the attached letters for more information.

Sincerely,



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

Enclosure

cc: Maximilian Auffhammer, Vice Chair, Berkeley Division of the Academic Senate
Jocelyn Surla Banaria, Executive Director, Berkeley Division of the Academic Senate
staffing Committee on Admissions, Enrollment, and Preparatory Education
Jill Duerr Berrick, Chair, Committee on Admissions, Enrollment, and Preparatory Education
Felix Fischer, Chair, Committee on Courses of Instruction
J. Keith Gilless, Chair, Committee on Rules and Elections
Robert Ashmore, Chair, Undergraduate Council
Sumei Quiggle, Associate Director staffing Committee on Rules and Elections; and
Undergraduate Council
Rachel Marias Dezendorf, Staff Analyst, Committee on Courses of Instruction



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 amendment to Senate Regulation 630

Dear Chair Smart,

The Academic Senate Committee on Admissions, Enrollment, and Preparatory Education (AEPE) was asked to provide comments on the proposed amendment to Senate Regulation (SR) 630, which clarifies the residency prerequisite for an undergraduate Bachelor's degree by adding the new paragraph 630.E, requiring undergraduates (both transfers and freshman admits) to complete six units of in-person courses in a quarter/semester for one year during the course of their UC Berkeley degree (i.e., two or four years), with the in-person course defined as having at least 50% of instruction occur in a face-to-face manner.

AEPE members discussed that there are no implications in the residency definition for the purposes of setting non-resident fees (i.e., Office of the Registrar); however, there are concerns about how this amendment impacts headcount; guidance and clarity may be needed on how the campus goes forward with headcount if this amendment is approved.

Sincerely,

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

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

PROFESSOR MARY ANNE SMART,
Chair, 2022-2023 Berkeley Division of the Academic Senate

RE: COCI's Comments on the Proposed Amendment to Senate Regulation 630

At its meetings of September 23rd and October 7th, 2022, the Committee on Courses of Instruction (COCI) discussed the revision to Senate Regulation 630 proposed by the University Committee on Educational Policy (UCEP) and relayed to COCI in their letter from June 14th, 2022. Members express support for the stated intent behind the amendment reflected in SR 630 E. Namely to "...ensure student's direct connection with campus services [that] support student success..." fostering a "...sense of belonging...building social and professional networks...and providing opportunities for experimental learning...". While we broadly agree with the spirit of striking a balance between in-person instruction while allowing departments and instructors the flexibility to develop and adopt mixed modality (courses that combine in-person and online components) or online-only teaching resources towards a major requirement, members have voiced serious concerns and in some cases strong objections to the implementation of the policy in its current form.

We are made to understand that the intent of this amendment lies in:

- preventing undergraduate students from "gaming the system" by choosing an online-only path towards graduation.
- precluding possible future attempts of departmental units to intentionally create de-facto online-only major programs.

COCI members expressed serious concerns about the unreasonable additional administrative burden placed on our undergraduates and undergraduate advisors, were they tasked with tracking the compliance with the proposed "...six units of course credits per quarter (semester) for three quarters (or two semesters)...". Given the current reality that the requested distinction of >50% in-person instructional hours is not explicitly documented in the schedule of classes the burden of compliance with this regulation is placed squarely on the undergraduate students and their advising staff. In lieu of a significant change to the course coding, the reclassification of all courses taught on campus, and the implementation of a real time tracking of undergraduate progress towards the compliance goal the implementation of the regulation represents an unreasonable administrative burden. This is especially daunting at a time where administrative staffing levels and the student/advisor ratio remain low while overall student numbers keep growing.

COCI has been further advised by the office of the registrar that a technical implication of this amendment is not executable at the point of registration, as selection and admission to future courses is a continuously moving target (e.g. waitlists, cancelled classes, changing offerings). Undergraduate students would only become aware that they were in violation of this new rule

after the fact, further burdening an already complex advising process. Resolution of any non-compliance issues close to the projected graduation date will not be trivial (e.g. students may have to take additional classes beyond the 120 credits limit) and may result in unnecessary delays in their time to graduation. It is the consensus of COCI that forced compliance with this rule, even with a significant lead time that accommodates nontrivial changes in programming and additional training of undergraduate advisors, would lead to a significant increase in variance petitions.

Members of COCI agreed that any attempt to stem an uncontrolled growth of de-facto online only major programs should be implemented at the curriculum level rather than the individual student. Not only would a regulation at the departmental level be easier and more cost effective to implement, but would also alleviate all concerns related to the tracking of the progress at the individual student level.

For example, course development at the department level could be required to offer a minimum of 18 (12) units of course credits in the junior or senior year (out of the 35 or 24 units earned in residence, SR 630 A) towards a major degree in a >50% in-person format. Alternatively, COCI members suggested that the requirement outlined in SR 630 E could in principle be treated analogous to current P/NP rules. Rather than tracking a minimum number it appears more practical and transparent to implement a cap on the number of course credits towards a degree that can be taken in a <50% in-person format during the junior and senior years. In either of these cases however the challenge remains that every single course taught on this campus would have to be revisited and categorized based on a vague 50% criterion.



Felix Fischer
Chair, Committee on Courses of Instruction



320 STEPHENS HALL
UNIVERSITY OF CALIFORNIA

November 1, 2022

MARY ANN SMART
Chair, Berkeley Division

Re: Proposed revision to SR 630 (Requirements for the Bachelor's Degree)

Dear Chair Smart,

At its meeting on September 15, the Committee on Rules and Elections reviewed proposed revisions to Senate Regulation 630 according to our purview. No issues were raised.

Sincerely,

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

J. Keith Gilles
Chair, Committee on Rules and Elections

JKG/scq



November 1, 2022

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

*Re: UGC comments on proposed amendments to SR 630
(residence requirement for the Bachelor's Degree)*

Dear Chair Smart:

At its meeting on October 5, the Undergraduate Council (UGC) reviewed proposed amendments to Senate Regulation 630, which would require undergraduates to complete a minimum of six units of in-person courses for each of two semesters (or three quarters). UGC supports the principle that degree programs should be planned thoughtfully and intentionally, and that fully online degree programs should not be cobbled together ad hoc via loophole or work-around. Our UCEP representative informs us that Systemwide committees are currently developing principles for online programs, and that this amendment would be a stopgap measure until those are in place.

The committee discussion on issues relating to these amendments was divided. There was broad support for the amendments as expressing a desire to avoid an ill-thought-out rush to online modes of instruction, including comments suggesting that large-scale efforts currently underway at the system-wide level to ramp up online degrees will themselves likely not be immune to the same obstacles and unintended consequences that have accompanied such efforts for over a decade. At the same time, some members expressed indignation at the idea that approved online courses should be deemed inferior to face-to-face counterparts. Other members (UGC student members in particular) suggested that the impulse to preserve values of face-to-face instruction was itself out of step with the present era when campuses are de facto incapable of providing housing and other support to students, who are accordingly forced by circumstance to utilize any means at hand to complete their degrees. Potential disparate impacts on disabled students were also raised as a potential problem for an across-the-board policy favoring in-person instruction. Students on a reduced course load, for example, might

not be able to complete six units in a term. For these reasons, UGC, while on the whole broadly supportive of the perceived intent underlying the amendments, was unable to reach a clear consensus in support.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Ashmore", written over a light gray rectangular background.

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 Amendment to Senate Regulation 630

Dear Susan,

The proposed amendment to Senate Regulation 630 was forwarded to all standing committees of the Davis Division of the Academic Senate. Admissions and Enrollment (CAE) and Undergraduate Council (UGC) responded.

Committees support the proposed amendment. However, UGC raised the following considerations: “The proposed amendment would apply to both transfers and first-year admits, and [UGC] questioned whether the changes could have different implications for each group, especially transfers. It appears that the proposed changes address course credits in general, rather than exclusively those taken within a major. UGC members wonder whether there might be unexpected effects of this broad application. UGC also asks whether internships would be included in this proposed amendment, and what its implications may be for summer sessions.”

The Davis Division appreciates the opportunity to comment.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Palazoglu".

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 amendment to Senate Regulation 630

Dear Ahmet:

The Committee on Admissions & Enrollment (CAE) has reviewed the Request for Consultation (RFC) of the Proposed amendment to Senate Regulation 630 regarding residency requirements. The committee members support this proposed change and did not have any specific concerns or comments. This seems like a sensible amendment to codify the idea that residency is part of a UC degree without impinging upon faculty innovation in hybrid and flipped classroom learning modes.

Sincerely,



Jay Stachowicz

Chair, Committee on Admissions & Enrollment

November 1, 2022

Ahmet Palazoglu

Chair, Davis Division of the Academic Senate

RE: Request for Consultation: Proposed Amendment to Senate Regulation 630

Dear Ahmet:

The Undergraduate Council (UGC) reviewed the Request for Consultation (RFC) of the Proposed Amendment to Senate Regulation 630. The council is largely in agreement with the revision but did raise some concerns about how this would impact the Davis Division.

UGC members observed that the proposed amendment would apply to both transfers and first-year admits, and questioned whether the changes could have different implications for each group, especially transfers. It appears that the proposed changes address course credits in general, rather than exclusively those taken within a major. UGC members wonder whether there might be unexpected effects of this broad application. UGC also asks whether internships would be included in this proposed amendment, and what its implications may be for summer sessions.

In addition to these questions, UGC members noted that if the proposed SR 630.E is implemented, the Committee on Courses of Instruction of the Davis Division may need to review the policy on [Virtual and Hybrid Courses](#), especially the portion that establishes that in-person and online courses are functionally equivalent, to ensure that any divisional policies are not in violation of this addition to SR 630. (“Two courses that have the same subject code and course number but will be taught with different online/in-class learning activities (i.e. BSK 101 and BSK 101V), must be equivalent except for their learning activities and manner of instruction. All prerequisites, credit limitations, descriptions, General Education attributes, units, grading mode, etc., must be the same. These courses will be coded as equivalent in the Registrar’s course database, so they will fulfill the same degree requirements for students.”) Further, if the proposed amendment is put in place, the [Davis Division Regulation 610](#) may need to be amended to ensure compliance with the newly implemented SR 630.E

In summary, UGC supports the proposed amendment but has questions about some of its implications.

Thank you.



A. Katie Harris

Chair, Undergraduate Council

November 4, 2022

Susan Cochran, Chair
Academic Council

Re: Systemwide Review of Proposed Amendment to Senate Regulation 630

Dear Chair Cochran,

The Irvine Division discussed the proposed amendment to Senate Regulation (SR) 630 at its Cabinet meeting on November 1, 2022. The Council on Educational Policy (CEP) and Council on Teaching, Learning, and Student Experience (CTLSE) also reviewed the proposal. The committees' feedback is attached for your review.

Members were not supportive of the proposed amendment and expressed several concerns. To start, they noted that SR 610 defines residence for undergraduate students as validated by enrollment in at least six units of courses that were created through the Divisional course approval process of the student's home campus; it does not distinguish between online or in-person units. Thus, they found creation of a "residency" requirement under SR 630 -- which is in fact an in-person requirement -- to be confusing and inconsistent with the definition of residence established in SR 610.

Additionally, members understood that the University Committee on Educational Policy (UCEP) proposed the amendment in conjunction with consideration of a "waiver" that would allow campuses to develop online major or minor programs that may be approved for exemption from the amendment. Yet the proposal does not include any information or criteria for waivers from SR 630's provisions.

Members observed that UCEP proposed the amendment in part to close a "loophole" that allows campuses to potentially and inadvertently create fully online degree programs through individually approved online courses. However, no evidence that this is a significant problem, such as the number of students who have earned or may be able to earn fully online degrees this way, was provided. Further, some members thought that since UC has not defined online courses in a uniform way, this proposal may be premature. Finally, members questioned how the amendment would be implemented and the feasibility of campuses monitoring in-person units completed.

The Irvine Division appreciates the opportunity to comment.

Sincerely,



Georg Striedter, Chair
Academic Senate, Irvine Division

Enclosures: CEP, CTLSE memos

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



October 21, 2022

GEORG STRIEDTER, CHAIR
ACADEMIC SENATE — IRVINE DIVISION

**RE: SYSTEMWIDE REVIEW OF PROPOSED AMENDMENT TO SENATE
REGULATION 630**

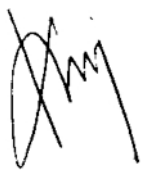
At the October 6, 2022 meeting, CEP reviewed the proposed amendment to Senate Regulation 630 proposed by the University Committee on Educational Policy (UCEP) and endorsed by the Academic Council last year.

The amendment clarifies the residency requirement for a bachelor's degree by adding section 630.E requiring undergraduates, both freshman and transfer cohorts, to complete six units of in-person courses in a quarter/semester for one year, with an in-person course defined as having at least 50% face-to-face instruction. The amendment also permits divisional Senates to require a higher threshold for in-person course credits per term or for the number of terms in which a threshold applies. Finally, the amendment closes a loophole through which campuses could potentially or inadvertently create fully online degree programs through individually approved online courses.

Members of CEP were not in favor of the proposed amendment, which was deemed unclear and potentially problematic. The comments from the ASUCI Representative indicated that this would lead to much confusion for the students. Questions were also raised by members about the feasibility of enforcing the proposed regulation. As the issue of defining residency has been reviewed by CEP on several occasions, the Council reaffirmed that residency is validated by enrolling in Senate-approved courses and should not necessarily be limited to in-person courses.

Please feel free to contact us with any additional comments or questions.

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

October 17, 2022

**GEORGE STRIEDTER, CHAIR
ACADEMIC SENATE – IRVINE DIVISION**

Re: Systemwide Proposed Amendment to Senate Regulation 630

Systemwide Senate Chair Susan Cochran has distributed for review a proposed amendment to Senate Regulation 630 proposed by the University Committee on Educational Policy (UCEP) and endorsed by the Academic Council last year.

The Council on Teaching, Learning, and Student Experience (CTLSE) discussed this issue at its meeting on October 3, 2022. The Council would like to submit the following comments:

1. Members found the proposed amendments confusing. The language and requirements should be clarified.
2. Is this a requirement for transfers and first year freshmen during their first year at UCI?
3. Is this something students only have to do in one of their years at UC? If so, could they, in principle, take the rest of their courses online?
4. If housing is not guaranteed, there could be equity issues.
5. Some members suggested that these amendments be rejected.
6. The supporting documents mention the possibility of online degrees, and the concern over having to amend the regulation in the future. However, if the phrase “unless a different requirement is approved for a specific degree,” is added, then it would clarify that degrees can be approved that have a different requirement, including all online courses. Senate approval would still be required for such a degree. Going forward, an online degree could specifically ask for a waiver for this regulation and be granted it. It would be useful to have the second option clarified in documentation around the regulation so departments did not feel that the regulation prevented them from approving an online degree as a separate category.

Sincerely,

Mary McThomas

Mary McThomas, Chair
Council on Teaching, Learning, and Student Experience

C: Jisoo Kim, Executive Director
Academic Senate



November 4, 2022

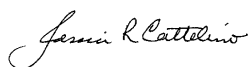
Susan Cochran
Chair, UC Senate

Re: Proposed Amendment to Senate Regulation 630

Dear Chair Cochran,

At the November 3, 2022, meeting of the Executive Board, members reviewed the proposed amendment to Senate Regulation 630 and divisional committee and council responses. Members agreed that closing the loophole identified in the report was wise. They concurred with the statement that the broader conversation about online education is underway yet not completed in the Academic Senate. Members found this proposed amendment to be an elegant and well-designed solution as these conversations continue. After 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

To: Jessica Cattelino, Chair
Academic Senate

From: Marco Giovannini, Chair
Committee on International Education

Date: October 27, 2022

Re: **Systemwide Senate Review: Proposed Amendment to Senate Regulation 630**

Dear Chair Cattelino,

At its meeting on October 26, 2022, the Committee on International Education discussed the Proposed Amendment to Senate Regulation 630.

Members support the comment raised by the Undergraduate Council to clarify the rationale for the proposed requirement that “two quarters or one semester must be during the regular academic year” as opposed to including the summer term.

Thank you for the opportunity to review and comment. If you have any questions, please do not hesitate to contact me via the Committee on International Education analyst, Emily Le, at ele@senate.ucla.edu.

October 18, 2022

Jessica Cattelino, Chair
Academic Senate

Re: Systemwide Review: Proposed Amendment to Senate Regulation 630

Dear Chair Cattelino,

At its meeting on October 10, 2022, the Council on Planning and Budget (CPB) reviewed the Proposed Amendment to Senate Regulation 630. Members offered the following comments.

Members commented that it is challenging to formulate an informed opinion while there is a lack of clarity on the budget implications of the proposed change. Some members questioned whether the proposed regulation would restrict the ability to provide additional online instruction that may generate revenue for the university. Other members wondered whether the new Future of Instruction Task Force would study issues such as this one, and whether their perspective would be important to have at this time. Moreover, members wondered whether the proposed amendment would have a significant effect on the budget, enrollment numbers, classroom use (physical seats), infrastructure, and the quality of instruction. We concluded that these should be consideration given to the effects on departmental resources, distribution of classes, and enrollment.

If you have any questions for us, please do not hesitate to contact me at afl@ucla.edu or via the Council's analyst, Elizabeth Feller, at efeller@senate.ucla.edu.

Sincerely,



Andrew Leuchter, Chair
Council on Planning and Budget

cc: Andrea Kasko, Vice Chair/Chair Elect, Academic Senate
Shane White, Immediate Past Chair, Academic Senate
April de Stefano, Executive Director, Academic Senate
Elizabeth Feller, Assistant Director, Academic Senate
Members of the Council on Planning and Budget

September 29, 2022

To: Jessica Cattelino, Chair, Academic Senate
From: Kathy Bawn, Chair, Undergraduate Council

Re: (Systemwide Senate Review) Proposed Amendment to Senate Regulation 630

At its meeting on September 23, 2022, the Undergraduate Council reviewed an amendment to Senate Regulation 630 that clarifies the residency prerequisite for the Bachelor's degree. The proposed amendment stipulates that at least 6 units/quarter for 3 quarters (or 2 semesters) must be earned in courses intended to be in person, and at least 2 quarters (1 semester) must be during the academic year. In principle, the amendment is meant to close a loophole that could allow campuses to create fully online undergraduate degree programs through individually-approved online courses.

Members' reactions to the proposal were mixed. Some were opposed to introducing restrictions that would prevent the creation of fully online undergraduate programs. Others found the proposed amendment to be reasonable and manageable for units who may wish to offer online or hybrid degrees. With 50 percent of instruction designed to be in person, members noted that the amendment does not preclude remote participation while allowing students to benefit from an on-campus experience.

Some suggested modifying the language of SR 630.E to reflect the total minimum number of units that must be completed in person per academic year (rather than units per quarter/semester). Clarification was also sought on the rationale for the proposed requirement that "two quarters or one semester must be during the regular academic year," as opposed to during summer. Some also suggested changing the wording of SR 630.A (vis-à-vis 630.E) to clarify the definition of "in residence" as matriculation in a college or school, distinct from physical presence on a UC campus.

Members also discussed the broader merits and challenges of online learning with respect to course quality, academic integrity, and grade inflation. Some felt that UC should not stifle online programs in order to support innovation and equity. Others felt that expanding online options would better allow the University to honor the goals of the California Master Plan, whereas limiting them may exclude students—particularly in rural areas of the state—who cannot physically access many UC campuses. Overall, members emphasized the importance of Academic Senate oversight in ensuring that online programs be designed with best practices in mind to achieve educational excellence.

Thank you for the opportunity to opine. Please direct any questions to Council analyst Julia Nelsen at jnelsen@senate.ucla.edu.

CC: April de Stefano, Executive Director, Academic Senate
Andrea Kasko, Vice Chair/Chair-Elect, Academic Senate
Julia Nelsen, Undergraduate Council Analyst
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

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 Revision to Senate Regulation 630](#)

The proposed revisions to Senate Regulation 630 were 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 Committee on Rules and Elections (CRE) believed that overall, the proposed addition of Section E is a clear and almost bulletproof effort to achieve the objective that is described in the supporting documentation. There remains a possible loophole in how the term "designated" is interpreted. Who does the designating? The faculty member, in consultation with the students? Perhaps "during designated class times" could be replaced by "during class times designated in the home campus Registrar's schedule of courses for the pertinent semester".

The Undergraduate Council (UGC) offered the following comments for consideration:

1. Academic Council Chair Cochran's memo states, "The amendment clarifies the residency prerequisite for an undergraduate Bachelor's degree by adding new paragraph 630.E, requiring undergraduates (both transfers and freshman admits) to complete six units of in person courses in a quarter/semester for one year...". This indicates that a minimum of six units per semester should be taken in consecutive semesters or quarters; however, it is not clearly stated. If this is the intent, UGC recommends clearly stating this in Senate Regulation 630.E.
2. Proposed Senate Regulation 630.E states, "At least two quarters or one semester must be during the regular academic year." UGC wonders if this means that a summer session is required as one of the "two semesters" referenced in the first sentence of Senate Regulation 630.E. UGC recommends rephrasing the last sentence as, "Only one summer term can be used to satisfy a six-unit requirement".
3. UGC is concerned that there is no existing definition for "instructional hours" and "in person class". UGC wonders if these definitions exist elsewhere that can be referenced.

4. UC Merced's definition of "in-person class" is more stringent than the one presented in the revised policy (UC Merced includes a 70% threshold rather than a 50% threshold for a class deemed "in-person"). UGC recommends clearly stating that the six-unit residency requirement is referring to "in-person classes" as defined by each campus, and if no such definition exists, to use that of WASC, as outlined in the present Senate Regulation 630.

UGC recommends the following rephrasing of Senate Regulation 630.E:

Each candidate for the Bachelor's degree must earn a minimum of six units of course credits per quarter (or semester) from classes classified as "in-person" for at least three quarters (or two semesters). Only one summer term can be counted as a quarter or semester to satisfy the six unit in-person course credit requirement. The "in-person" classification can be made at the campus level, and if none exist should be taken to mean courses which are designed to deliver to any enrolled student at least 50 percent of instructional hours on location at a campus of the University of California or physical locations affiliated with programs listed in SR630.D or in prison environments. "On location" means that instructors and students are in the same physical location. "Instructional hours" refer to time when instructors are presenting to or interacting with students during designated class times (e.g., lecture, laboratory, discussion, field work, problem sessions). For the purposes of this regulation, instructional hours do not include office hours, or recorded lectures provided as a supplement to designated hours interacting with students. Individual Divisions may maintain a higher threshold for required in-person course credits per term or for the number of terms in which a threshold applies.

Overall, UGC believes the amended Senate Regulation 630. E is difficult to understand as written and recommends further revision in a more clear and straightforward manner, as outlined above.

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

The Merced Division thanks you for the opportunity to comment on the proposed revisions.

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



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

UNIVERSITY OF CALIFORNIA, MERCED

October 9, 2022

To: Patti LiWang, Chair, Divisional Council

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

Re: [Proposed Amendment to Senate Regulation 630](#)

CRE has reviewed the proposed amendments to Senate Regulation 630, which governs residence requirements for undergraduate students and offers the following comments for your consideration.

Overall, the proposed addition of Section E is a clear and almost bulletproof effort to achieve the objective that is described in the supporting documentation. There remains a possible loophole in how the term "designated" is interpreted. Who does the designating? The faculty member, in consultation with the students? Perhaps "during designated class times" could be replaced by "during class times designated in the home campus Registrar's schedule of courses for the pertinent semester".

CRE appreciates the opportunity to comment on this proposed amendment to Senate Regulation 630.

CC: CRE Members
Senate Office



ACADEMIC SENATE, MERCED DIVISION
UNDERGRADUATE COUNCIL (UGC)

UNIVERSITY OF CALIFORNIA, MERCED

October 11, 2022

To: Patti LiWang, Chair, Academic Senate

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

Re: [Revision to Senate Regulation 630 - Residency](#)

Members of UGC reviewed the Revision to Senate Regulation 630 - Residency and offer the following recommendations:

1. Academic Council Chair Cochran's memo states, "The amendment clarifies the residency prerequisite for an undergraduate Bachelor's degree by adding new paragraph 630.E, requiring undergraduates (both transfers and freshman admits) to complete six units of in-person courses in a quarter/semester for one year...". This indicates that a minimum of six units per semester should be taken in consecutive semesters or quarters; however, it is not clearly stated. If this is the intent, UGC recommends clearly stating this in Senate Regulation 630.E.
2. Proposed Senate Regulation 630.E states, "At least two quarters or one semester must be during the regular academic year." UGC wonders if this means that a summer session is required as one of the "two semesters" referenced in the first sentence of Senate Regulation 630.E. UGC recommends rephrasing the last sentence as, "Only one summer term can be used to satisfy a six-unit requirement".
3. UGC is concerned that there is no existing definition for "instructional hours" and "in-person class". UGC wonders if these definitions exist elsewhere that can be referenced.
4. UC Merced's definition of "in-person class" is more stringent than the one presented in the revised policy (UC Merced includes a 70% threshold rather than a 50% threshold for a class deemed "in-person"). UGC recommends clearly stating that the six-unit residency requirement is referring to "in-person classes" as defined by each campus, and if no such definition exists, to use that of WASC, as outlined in the present Senate Regulation 630.

UGC recommends the following rephrasing of Senate Regulation 630.E:

Each candidate for the Bachelor's degree must earn a minimum of six units of course credits per quarter (or semester) from classes classified as "in-person" for at least three quarters (or two semesters). Only one summer term can be counted as a quarter or semester to satisfy the six unit in-person course credit requirement. The "in-person"

classification can be made at the campus level, and if none exist should be taken to mean courses which are designed to deliver to any enrolled student at least 50 percent of instructional hours on location at a campus of the University of California or physical locations affiliated with programs listed in SR630.D or in prison environments. “On location” means that instructors and students are in the same physical location. “Instructional hours” refer to time when instructors are presenting to or interacting with students during designated class times (e.g., lecture, laboratory, discussion, field work, problem sessions). For the purposes of this regulation, instructional hours do not include office hours, or recorded lectures provided as a supplement to designated hours interacting with students. Individual Divisions may maintain a higher threshold for required in-person course credits per term or for the number of terms in which a threshold applies.

Overall, UGC believes the amended Senate Regulation 630. E is difficult to understand as written and recommends further revision in a more clear and straightforward manner, as outlined above.

UGC thanks you for the opportunity to review.

Cc: UGC Members
Senate Office
Erin Webb, University Registrar



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 Amendment to Senate Regulation 630

Dear Susan,

The Riverside Executive Council discussed the subject regulation amendment during their November 7, 2022 meeting and have no feedback or questions to put forth in addition to what is attached from local Senate committees.

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 Revision to Senate Regulation 630

The Committee on Educational Policy (CEP) reviewed the proposed revision to Senate Regulation 630 at their October 7, 2022 meeting. The Committee noted that the proposed six units of course credits effectively requires the students to take two courses, for a total of eight units of course credits. The Committee recommends that the proposal be updated to provide additional clarification on whether the requirement will be applied during each quarter or distributed over three quarters.



October 8, 2022

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

FROM: John Kim, Chair 
CHASS Executive Committee

RE: Proposed Amendment to Senate Regulation 630 on Residency Requirements

The CHASS Executive Committee reviewed the Proposed Amendment to Senate Regulation 630 on Residency Requirements at its October 6, 2022, regular meeting.

We affirm the spirit of the proposal in that a meaningful educational experience for our students is best attained when students are on campus interacting with their instructors and fellow students in-person.

However, we would like a justification for why only 50% of instructional hours should be in-person. Several members of the committee felt that this percentage could be higher unless there is a clear justification for 50%.




Academic Senate

COMMITTEE ON RULES AND JURISDICTION

October 13, 2022

To: Sang-Hee Lee
Chair, Riverside Division

From: Kathleen Montgomery, Chair 
Committee on Rules and Jurisdiction

Re: [Systemwide Review] (Proposed Regulation Change) Proposed Amendment to Senate Regulation 630

The Committee on Rules and Jurisdiction reviewed the Proposed Amendment to Senate Regulation 630 and finds the proposed revisions consistent with senate code.



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 Regulation Change- Proposed Amendment to State Regulation 630

The SOE Executive Committee reviewed the Proposed Regulation Change- Proposed Amendment to State Regulation 630 and discussed any comments/feedback at our executive committee meeting on October 25, 2022. Additional comments were also received via email.

While overall, we understand the purpose of the amendment, we want to make sure to note that online courses are an important avenue for completion for marginalized populations. Many of our commuting students, returning students, student parents, low-income students, etc., leverage and maximize online courses in order to ensure they are able to keep various parts of their lives in "balance". With the investment in online education and the improvement of online courses, there may be a way for students to effectively complete their requirements as long as there is an online path available to them. Data should be taken and used to inform any further amendments to see the ways that changes may help or hinder degree attainment.

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

October 31, 2022

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division
FROM: Marcus Kaul, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine
SUBJECT: Response to [Systemwide Review] Proposed Regulation Change: Proposed Amendment to Senate Regulation 630

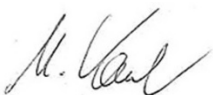
Dear Sang-Hee,

The SOM Faculty Executive Committee has reviewed the Proposed Regulation Change: Proposed Amendment to Senate Regulation 630.

The Committee discussed the value of in-person instruction. The proposed regulation will enforce guidelines where a department cannot flip to an online only program. There is a need for guidelines for hybrid and flipped classrooms. The proposed regulation will define and characterize how the course is built and define in-person instruction for students.

The Committee approved the proposed regulation change and have no additional comments.

Yours sincerely,



Marcus Kaul, Ph.D.
Chair, Faculty Executive Committee School of Medicine

TO: Sang-Hee Lee, Chair
Riverside Division

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

RE: [Systemwide Review] Proposed Regulation Change: Proposed Amendment to Senate
Regulation 630

Date: October 31, 2022

The Executive Committee of the School of Public Policy reviewed the documents for “[Systemwide Review] Proposed Regulation Change: Proposed Amendment to Senate Regulation 630.”

We have no comments.

Sincerely,



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

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 Amendment to Senate Regulation 630 (Residency)

The Committee on Undergraduate Admissions reviewed the proposed addition to Senate Regulation 630 (Residency) at their October 21, 2022, meeting and is generally supportive of the proposed changes. SR 630E has become a necessary addition to clarify residency, considering the potentially increasing role of remote courses.

Matters of residency are not central to the mandate of the Committee on Undergraduate Admissions. Members accepted the merits of in-person instruction and group synergy. Members' individual concerns about remote courses varied with their own experience of different course components. Although lecture sections have been successfully offered in remote mode, it is harder to offer remote laboratory and field sections that meet the intent of the in-person course as initially approved. In-person laboratory or field components may be essential to acceptance of some degree programs (e.g. geology, engineering) by state boards of registration and professional accreditation organizations.

Not all existing "in-person" courses would necessarily have been approved with the 630E stipulation that 50 percent of instruction hours be in-person and in-residence. How are we to evaluate individual senior theses, for example, in which students investigate remote field locations?

There was concern that the amended regulation intended to prohibit on-line degree programs. The intent is surely more limited -- to prevent stealthy, course-by-course approaches to that end. Perhaps the amended language should refer to a regulation that stipulates the proper pathway to approval of new degree programs.

The amendment was proposed with essential and expanded explanations of several key phrases, including "are designed to," and "instructional hours." Will such notes accompany the amended regulation 630?



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 Proposed Revisions to UC Senate Regulation 630

Dear Chair Cochran,

The proposed revisions to UC Senate Regulation 630 were 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 agreed with the rationale provided by UCEP for establishing SR 630.E. It will be important for each campus to be mindful of the residency requirement's impact on students' degree progress. As the inventory of online courses increases and programs design select courses to be online only, it is possible that some students, particularly transfer students, may find it challenging to meet the requirement and should not be penalized due to needing to complete specific courses online required for their degree. Here we imagine the need for a robust petition process.

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

Sincerely,

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 24, 2022

PROFESSOR NANCY POSTERO, Chair
Academic Senate, San Diego Division

SUBJECT: Review of Proposed Revisions to UC Senate Regulation 630

At its October 17, 2022 meeting, the Educational Policy Committee reviewed the proposed revisions to UC Senate Regulation 630. The Committee has no objections to the proposed revisions.

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 630

At its October 14, 2022 meeting, the Undergraduate Council reviewed the proposed revisions to UC Senate Regulation 630.E (Residency Requirement). The Council endorses the spirit of the proposal but is mindful that transfer students may find this revision a challenge to meet. This is particularly true if a program designs certain courses to be online only and the expectation to take these online courses occurs once they transfer to the university. What will be done to ensure transfer and non-transfer students are not penalized for courses designed to be online only? How will this be monitored?

Further, the Council inquires what will happen to previously established online undergraduate programs, if any, if this amendment passes.

Overall, the Council endorses this proposal as it effectively closes loopholes associated with the current policy and looks forward to larger discussion that will guide the administration of online curricula.

Sincerely,

Bonnie Kaiser, Chair
Undergraduate Council

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



November 17, 2022

To: Susan Cochran, Chair
Academic Senate

From: Susannah Scott, Chair
Santa Barbara Division 

Re: Proposed Revisions to Senate Regulation 630

The Santa Barbara Division distributed the Proposed Revisions to Senate Regulation 630 to the Undergraduate Council (UgC), the Committee on Courses and General Education (CCGE), the Committee on Diversity and Equity (CDE), the Committee on International Education, 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). CIE and CCS opted not to opine.

The response to the proposed revisions to Senate Regulation 630 was mixed. While several reviewing groups support the proposed amendment, others feel that the added language in 630.E. is confusing or limiting. The main points are summarized below, with more details in the attached reviewing group responses.

UgC sees the potential for considerable confusion among readers of Regulation 630, when the language in 630.E. regarding completing units of in-person instruction is read alongside 630.A which refers to earning units while in residence.

Both UgC and CCGE want to see a detailed rationale for the decision to set "six units of in-person courses in a quarter/semester for one year" as the minimum requirement. CCGE also calls attention to the complicated nature of calculating the percentage of online content in a course, and notes that the 50% threshold for identifying online courses is not a settled standard on our campus and may not be on other campuses either. The Committee expresses skepticism that the proposed amendments will achieve its intended goal of ensuring a meaningful residential experience for all students.

CCGE also calls attention to a number of potential complications of the proposed amendment with respect to students who have remote access accommodations, those who are obliged to carry deficit course loads, or those experiencing circumstances that necessitate a course drop.

The L&S FEC, while generally in favor of a requirement for the residential component for undergraduate majors within their College, found it difficult to reach a consensus on this issue. The FEC recognizes that future needs of programs not yet envisioned, both at UCSB and elsewhere in the UC system, may serve legitimate academic goals in being offered fully online. Although the proposed revision states that its goals are to “close a loophole” by eliminating the possibility of structuring a fully online degree from existing online courses, the language of the requirement precludes the completion of any potential online degree in the future that does not meet the few exceptions granted. For example, special categories such as incarcerated students already benefit from fully online program offerings, and are granted exception (“[...] in prison environments”) in the proposed regulation. However, the regulation cannot anticipate all potential future programs that may deserve exception, and systemwide Regulations are difficult to change once ratified. As such, the committee hesitates to advocate for a change that may preclude degree offerings of academic merit in the future.

We expect this proposal will need to be reconsidered, revised, and resubmitted for Systemwide review. 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 Revisions to Senate Regulation 630

The Undergraduate Council (UgC) discussed the proposed revisions to Senate Regulation 630 at its meeting of October 6, 2022. The amendment attempts to clarify the residency requirement for undergraduate degrees, stating that undergraduates (both transfers and freshman admits) must complete six units of in-person courses in a quarter/semester for one year, with the in-person course defined as having at least 50 percent of instruction occur in a face-to-face manner.

UgC would have liked to have seen a detailed rationale for the decision to set “six units of in-person courses in a quarter/semester for one year” as the minimum requirement. Further, the Council sees the potential for considerable confusion among readers of Regulation 630, when the language in 630.E. is read alongside 630.A. The Council recommends that the language in Regulation 630 be clarified and resubmitted for Systemwide review.

November 17, 2022

To: Susannah Scott, Chair
Academic Senate

From: W. Davies King, Chair
Committee on Courses and General Education

Re: Proposed Revisions to Senate Regulation 630

The Committee on Courses and General Education has looked at the proposed addition to Senate Regulation 630 (paragraph E) and offers the following comments.

We interpret the revision as an effort to establish some basis of campus experience in the academic programs of undergraduate students at UC, and we support this goal. Our issues have to do with the practicality of the regulation and the details of its implementation.

We find the language of the proposed revision hard to decipher, but we take it to mean that there must be a six-unit minimum of in-person classes each quarter for at least one year in a degree program. This would seem to be a very low bar.

Assuming we are correct in that interpretation, we are surprised to find that no explanation is given for why six units is used as an appropriate standard. It seems like the intention is to require that more than one course should be taken in-person, but currently our committee is considering a proposal from a department that wants to create several six-unit courses. (It's unclear whether this will be allowed.) We might also ask whether a one-unit course, such as an independent study, might be used, in addition to a five-unit in-person course. (In fact, we never know whether independent study is conducted in person or remotely, and we also know that a student could take numerous units of independent study, even as many as six.) If the intention is to insist that the student be present, in-person and on campus, for a substantial portion of each term (say, two courses), then why not require eight units?

We also know that in the past decade many different sorts of courses have arisen. Relatively few are what we know as W courses—that is, substantially online (above 50%). Many courses have evolved into—or been created as—what we know as hybrid courses, in which a substantial portion of the course, up to 49%, is delivered either remotely or through an online interface. We have had many discussions about whether we think the 50% figure is appropriate, with some asserting that directly interactive or in-person instruction should constitute a more substantial portion of the instruction, perhaps 60%. The point is, some on this campus believe that 50% is not a resolved standard. Furthermore, the 50% standard is hard to calculate in some instances, such as a course that has a substantial lab or studio component (in-person and perhaps overseen by a TA) but also a lecture/discussion component (which could be entirely remote, and yet the course would still count as in-person). A student might also arrange a group of hybrid courses such that presence on campus might be limited to one day in the week. The student might live two hours away. The goal of requiring a campus experience would not be well served in that case.

There has also been discussion at UCSB of imposing an upper limit of online courses that can be counted toward an undergraduate degree, but no policy has been set at this point. Members of CCGE would likely push back on a degree program that would substantially consist of online courses.

CCGE also sees some practical repercussions that should be considered. The committee wonders whether the impact on students in the Disabled Students Program (DSP) has been explored. DSP students are eligible for various accommodations, which in some cases might take the form of remote learning. Would those students be in violation of the regulation?

Furthermore, first-year students ("freshmen" and transfers) can request and are granted deficit loads (requests to enroll in fewer than 12 units) for an array of reasons but primarily for health issues. The proposed regulation might prevent a student on a deficit load from being in one online four-unit course and one in person course. Certainly we want new students to have mostly an in person experience, but the regulation does not clearly allow for exceptions.

Another practical snag that the proposed regulation might create comes from the phrase "complete units of in-person courses." This clause could create a problem because it implies that a college should not approve a late drop for a student if it would put them under the six units in-person threshold. Here, too, some provision for exceptions should be considered.

The more closely we look at how instruction is delivered at UCSB, the more we become aware that the metrics are hard to calculate. Long ago, when all courses were delivered in-person, it was easy to measure the amount of time in a classroom, relative to the time for homework. A standard of assigning units to hours arose from that. But that era has passed, and we know that a student might be interacting with numerous different modes of instruction in the course of a year. If the intention of the new regulation is to preserve some centrality to campus presence—actually being *here among the campus facilities* and *in the presence of faculty and other students*, and we think these are eminently worthy goals—then we have serious doubts that the proposed regulation is the best way to achieve that goal.

We hope there will be another opportunity for this committee to consider a *revised* revision after these initial comments have been reviewed.

**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: Systemwide Senate Review of Revision to Senate Regulation 630


At its meeting of October 17, 2022, the Committee on Diversity and Equity (CDE) reviewed the revision to Senate Regulation 630, pertaining to undergraduate student residency requirements. The Committee thought these language changes will help avoid the possibility of students obtaining an undergraduate degree by taking all online courses, and appreciated that there is an exemption for incarcerated students.

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: Systemwide Senate Review of Revision to Senate Regulation 630


At its meeting of October 6, 2022, the Committee on Rules, Jurisdiction, and Elections (RJE) discussed the revision of Senate Regulation 630, pertaining to undergraduate student residency. RJE found these revisions satisfactory.

Cc: Shasta Delp, Executive Director, Academic Senate

November 2, 2022

To: Susannah Scott
Chair, Divisional Academic Senate

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



Re: Revision to Senate Regulation 630

At its meeting on October 27, 2022 the Faculty Executive Committee of the College of Letters and Science (FEC) reviewed the proposed revisions to systemwide Senate Regulation 630. The revision would add language detailing a new residency requirement specific to in-person instructional content, specifically requiring a minimum of three academic terms where the student took at least 6 units of coursework with 50% or more in-person instructional contact. The proposal emphasizes that this new requirement is designed to eliminate the possibility of any UC campus creating a fully online degree program structured out of existing online course offerings.

The FEC discussed this item at length and had difficulty reaching a consensus. In general, the FEC is in favor of requirement for the residential component for undergraduate majors at UCSB within the College of Letters & Science, but recognizes that future needs of programs not yet envisioned, both at UCSB and elsewhere in the UC system, may serve legitimate academic goals in being offered fully online. Although the proposed revision states that its goals are to “close a loophole” by eliminating the possibility of structuring a fully online degree from existing online courses, the language of the requirement precludes the completion of any potential online degree in the future that does not meet the few exceptions granted. For example, special categories such as incarcerated students already benefit from fully online program offerings, and are granted exception (“[...] in prison environments”) in the proposed regulation. However, the regulation cannot anticipate all potential future programs that may deserve exception, and systemwide Regulations are difficult to change once ratified.

As such, the committee hesitates to advocate for a change that may precludes degree offerings of academic merit in the future.


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

DocuSigned by:

274089D035704C0...

RE: Systemwide Senate Review of Revision to Senate Regulation 630

The College of Engineering FEC met on Tuesday, October 18th and reviewed and approved the proposed additions to the residency requirements. 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 Senate Review of Revision to Senate Regulation 630

Dear Susan,

The Santa Cruz Division of the Academic Senate has completed its review of the Systemwide Revision to Senate Regulation 630 with the Committees on Affirmative Action and Diversity (CAAD), Educational Policy (CEP), International Education (CIE), Teaching (COT) and Planning and Budget (CPB) responding. We appreciate the work of the Academic Council and UCEP to help address rising questions concerning online education.

Our campus largely found the proposed SR 630 revision to the “senior residency” policy to be concerning if the intention of this addition to the existing policy is in fact to address online courses and programs being developed at our individual campuses. CPB and CEP noted that the rush to close the “loophole” was not sufficiently thought through how this will be implemented and managed on our campuses. CPB argues, “To take one example, the UCSC Registrar would have difficulty implementing (and UCSC students would have difficulties verifying) the new regulation: UCSC does not normally track the mode of delivery on student transcripts.” Additionally, CEP states, “While 630 has been amended with sections B, D, and now E to meet the needs of joint programs, study-away opportunities, and online majors, we think 630 can be re-written to match the needs of current students’ educational goals rather than adding another amendment to patch an antiquated and restrictive regulation that doesn’t align with the path of all students.” CAAD echoes this point: “Given that Section D in the existing Regulation already makes exceptions for some of these available pedagogical experiences, it does not seem consistent to remove the potential flexibility that some majors and programs have found useful in helping students graduate.” These are just a few examples of how the proposed revisions could create unintended consequences for our students.

Our committees (CAAD, CEP, CPB, COT) agree that there needs to be more careful consideration and guidance for online courses and potential online undergraduate programs, and this should be prioritized at the systemwide level to help support our campuses. COT points out, “[W]e want to

echo the framework's document's observation that there is an important role for the Administration to play in articulating guidance around areas of online degrees that are under their purview, including fee structures for students and financing of online degree programs." CAAD raises additional issues related to how modalities of instruction have dramatically changed during the COVID-19 pandemic stating, "We have realized that different modalities may work better for different disciplines and curricula, and we still need a more thorough assessment of the outcomes of online courses for different student populations, especially for traditionally underrepresented students. The committee believes that possible equity impacts should be better understood before imposing the blanket solution of senior residency."

This brings us to a related issue for our own campus. Over the last couple of years UC Santa Cruz has been developing an online degree program, the Creative Technologies B.A., that has been reviewed and endorsed by our campus (CEP, CPB and the office of the VPAA), and submitted to UCEP. The potential revision to SR 630 would effectively prevent the launch of this program. CEP notes, "In contrast to some other online degree programs that have been considered at UCs, the Creative Technologies B.A. is a niche program that was conceived as explicitly conducive to and benefiting from an online format due to the focus on the types of learning projects and modalities that are involved in careers related to these technologies." They further urge that, "there should be an exception to any policy of this type in order to allow the capacity for the pending Creative Technologies B.A. and other specialized high-quality, well-conceived online degree programs that might be proposed in coming years." We are concerned that if this policy is approved, it could prevent the approval of our online program proposal. More importantly, we are worried that this would ultimately stifle creative and innovative pedagogical practices.

On behalf of the Santa Cruz Division, we thank you for the opportunity to opine on this critical proposed revisions to SR 630. We hope that these concerns will be addressed in any future proposed revisions. We have included the committee responses since they provide specific nuances and complexities.

Sincerely,



Patty Gallagher, Chair
Academic Senate, Santa Cruz Division

encl: Senate Committee Responses (Bundled)

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
David Lee Cuthbert, Chair, Committee on Educational Policy
Kent Eaton, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Catherine Jones, Chair, Committee on Teaching
Matthew Mednick, Executive Director, Academic Senate

November 7, 2022

Patty Gallagher, Chair
Academic Senate

Re: Systemwide Proposed Amendment to Senate Regulation 630

Dear Patty,

The Committee on Affirmative Action and Diversity (CAAD) has reviewed the Systemwide Proposed Amendment to SR 630. While the idea behind the proposed amendment in the senior residency requirement seems reasonable, the committee thinks that possible equity impacts on current and future students (or programs) should be thoroughly examined first.

This amendment seeks to ensure that all students have a baseline of on-campus experiences, which are valuable for many. However, the method by which this is achieved - an additional senior residency requirement - is not appropriately attuned to the ways that students now are taking courses and completing their college careers: for example, studying abroad in their senior year, accepting an off-site internship and taking online courses during the final year, etc. Given that Section D in the existing Regulation already makes exceptions for some of these available pedagogical experiences, it does not seem consistent to remove the potential flexibility that some majors and programs have found useful in helping students graduate. There are also potential equity issues at play here regarding, for example, students who must return home for care-taking, students who leave campus due to mental health crises but still want to complete their degrees, and other special cases. This policy removes the flexibility that has been needed, and that may again be needed in the future, to work around unforeseen circumstances.

As we know, modalities of instruction have changed dramatically during the pandemic. We have realized that different modalities may work better for different disciplines and curricula, and we still need a more thorough assessment of the outcomes of online courses for different student populations, especially for traditionally underrepresented students. The committee believes that possible equity impacts should be better understood before imposing the blanket solution of senior residency.

Sincerely,



Kirsten Silva Gruesz, Chair
Committee on Affirmative Action and Diversity

cc: David Lee Cuthbert, Chair, Committee on Educational Policy
Kent Eaton, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Catherine Jones, Chair, Committee on Teaching

October 21, 2022

Patty Gallagher, Chair
Academic Senate

Re: Systemwide Senate Review of Revision to Senate Regulation 630

Dear Patty,

The Committee on Educational Policy (CEP) has reviewed the Systemwide Revision to Senate Regulation 630. Our committee noted several areas of significant concern with the proposed revision to the policy. We would like to begin by posing some broader questions regarding the intended function of Senate Regulation 630 and some concerns about potential problems it would create across the UC System and for UC Santa Cruz in particular. These include considerations of the evolving composition, learning goals, and needs of our student bodies; the disconnect between the goals of the proposed policy change and its current language and operation; and the challenges the new policy would create for some existing and proposed programs at UC Santa Cruz.

In many ways, the senior residence requirement was established to ensure that foundational work was accomplished during one's final year prior to entering into advanced degrees. As our committee notes, this may have been the "typical" path in the past. However, as our student bodies have diversified, and financial burdens have intensified, more undergraduates have been pursuing a wider variety of paths to help them graduate in a timely manner, and many want the ability to participate in important learning experiences beyond the home campus. More students are electing to complete their program requirements earlier in their career to either participate in a study away program or transfer in remaining credits in a "reverse transfer model" by sending in remaining credits to reach the 180 credit limit. While 630 has been amended with sections B, D, and now E to meet the needs of joint programs, study away opportunities, and online majors, we think 630 can be re-written to match the needs of current students' educational goals rather than adding another amendment to patch an antiquated and restrictive regulation that doesn't align with the path of all students.

The intent behind the proposed regulation seems to be the understandable desire to avoid loopholes that would allow individual programs to quickly or haphazardly create entire majors made up of online courses without any well-developed rationale or considerations of the strengths and weaknesses of online versus in-person modalities for different types of knowledge and skill development. However, the proposed legislative change would not address these valid concerns. Instead, the proposed regulation change, as worded, would allow a student to complete their in-person residence requirement in the freshman or sophomore year, or would allow a senior to complete courses not required for their major in-person while completing courses for their major online.

Since the intent is to ensure that programs don't provide fully online majors without approval, we would suggest that any proposed rule of this type be applied to programs, and not to individual students, who are already confused by the senior residence requirement. Furthermore, it is not clear how this type of regulation would be enforceable, given that some UC Santa Cruz classes are now approved as either in-person or online –and outside of the

location/modality advertised to students during *enrollment* there is no transcript-level record of the modality taken

Finally, the policy proposal poses particular challenges for UC Santa Cruz. If this revision to the policy were to be approved, the implications would raise questions and confusion regarding at least one of our existing programs as well as creating significant problems for one proposed program. The interdisciplinary Community Studies program (CMMU) is considered a residential program and approves students for field study of 15 units in fall quarter during the senior year. It is ambiguous whether this program would violate the standard articulated in the proposed revision: “on a campus of the University of California or physical locations affiliated with programs listed in SR630.D or in prison environments.” Will there be remedies or exceptions available for existing programs that don’t clearly conform to this guideline?

Moreover, the policy proposal would effectively prevent the launch of the proposed Creative Technology B.A. degree completion program at UC Santa Cruz. In contrast to some other online degree programs that have been considered at UCs, the Creative Technologies B.A. is a niche program that was conceived as explicitly conducive to and benefiting from an online format due to the focus on the types of learning projects and modalities that are involved in careers related to these technologies. This program has been developed through a rigorous process and has received careful review and endorsement at several levels, including the Vice Provost for Academic Affairs and the Academic Senate. Thus, we also strongly urge that there should be an exception to any policy of this type in order to allow the capacity for the pending Creative Technologies B.A. and other specialized high-quality, well-conceived online degree programs that might be proposed in coming years.

We appreciate the thoughtful consideration of this range of issues, and respectfully suggest that the proposed Systemwide Revision to Senate Regulation 630 be modified to address the concerns noted.

Sincerely,



David Lee Cuthbert , Chair
Committee on Educational Policy

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
Kent Eaton, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Catherine Jones, Chair, Committee on Teaching

October 31, 2022

Patty Gallagher, Chair
Academic Senate

RE: Proposed Revisions to Systemwide Senate Regulation 630

Dear Patty,

At its meeting of October 18, 2022, the Committee on International Education (CIE) reviewed the proposed amendment to Senate Regulation 630. CIE concurred with the proposed revision to SR 630 and noted that, with respect to CIE's purview, the physical presence of international students on campus contributes significantly to the overall diversity and cross-cultural enrichment of our population at UC Santa Cruz.

CIE appreciates the opportunity to comment.

Sincerely,
/s/
Kent Eaton, Chair
Committee on International Education

cc: CAAD Chair Silva Gruesz
CEP Chair Cuthbert
CPB Chair Neuman
COT Chair Jones

November 7, 2022

Patty Gallagher, Chair
Academic Senate, Santa Cruz Division

Re: Systemwide Senate Review of Revision to Senate Regulation 630

Dear Patty,

The Committee on Teaching (COT) has reviewed the Systemwide Revision to Senate Regulation 630. We appreciate the Academic Council and UCEP's thoughtful consideration of important questions around online education and efforts to develop a nuanced path forward. We support the framework document's suggestion that UC should proceed in a way that is informed by data on student outcomes rather than speculative projections. There appears to be a high degree of agreement within the Senate that online degrees should not be of inferior quality to in-person degrees, as noted by the 2021 Systemwide Senate Review of Online Undergraduate Degree Task Force. Further, we want to echo the framework's document's observation that there is an important role for the Administration to play in articulating guidance around areas of online degrees that are under their purview, including fee structures for students and financing of online degree programs.

All that said, we share some of the reservations identified by our colleagues in the Committee on Education Policy (CEP) about the remedy proposed in Senate Regulation 630, which uses a revised senior residence requirement to forestall individual campuses' creation of online degree programs in the absence of a clear policy framework for Senate assessment of degree proposals. As the proposal acknowledges, students' pathways through degrees now entail many valuable experiences away from their home campuses. The complexity of the revised regulation seems to place additional burdens on students as they navigate requirements while trying to take advantage of the diverse educational opportunities the UC system provides. Further, as CEP notes, it's not clear that remedy would really achieve the objectives laid out in the letter.

We appreciate the opportunity to review this important proposed revision as the impacts of it could be significant for UC Santa Cruz.

Sincerely,



Catherine Jones, Chair
Committee on Teaching

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
David Lee Cuthbert, Chair, Committee on Educational Policy
Kent Eaton, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget

November 7, 2022

Patty Gallagher, Chair
Academic Senate

RE: Proposed Revisions to Systemwide Senate Regulation 630

Dear Patty,

The Committee on Planning and Budget (CPB) has reviewed the proposed amendment to Senate Regulation 630. CPB viewed this proposed amendment from two vantage points. One, as a policy to close a loophole whereby an in-residence program might develop, incrementally and without Senate oversight, into a de facto online degree program. Two, as a stop gap measure for the UC system to gain time to properly think through the place or non-place of online undergraduate degrees at UC.

Regarding the first, CPB strongly agrees that the Senate needs to find a way to close the stated loophole. However, CPB finds the proposed amendment to be flawed and insufficiently thought through. To take one example, the UCSC registrar would have difficulty implementing (and UCSC students would have difficulties verifying) the new regulation: UCSC does not normally track the mode of delivery on student transcripts. We expect the Committee on Educational Policy (CEP) will address other difficulties with policy implementations as well as problematic policy implications.

CPB argues the proposed amendment measures are flawed because they are, in fact, designed to solve a separate problem: how to slow down the emergence of online undergraduate degree programs at UC. CPB won't rehash the arguments for or against online undergraduate degree programs. CPB does recommend, however, that systemwide Senate directly address one of the implied concerns regarding undergraduate online degrees: namely, that if one undergraduate degree program is approved, then others might no longer need to come before systemwide Senate review.

In summary, CPB finds that the proposed revisions to Systemwide Senate Regulation 630 to be urgently needed but, as presently written, flawed: the proposed revisions offer a solution to a problem (a premature opening of the UC's to undergraduate online degree programs) that is related to, but separate from the explicit problem of closing the loophole.

Sincerely,



Dard Neuman, Chair
Committee on Planning and Budget

cc: CAAD Chair Silva Griesz
CEP Chair Cuthbert
CIE Chair Eaton
COT Chair Jones



BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)

Barbara Knowlton, Chair

knowlton@psych.ucla.edu

Assembly of the Academic Senate

1111 Franklin Street, 12th Floor

Oakland, CA 94607-5200

November 15, 2022

**SUSAN COCHRAN, CHAIR
ACADEMIC COUNCIL**

RE: Proposed Amendment to Senate Regulation 630 (Residency)

Dear Susan,

The Board of Admission and Relations with Schools (BOARS) has discussed the Proposed Amendment to Senate Regulation 630 (Residency). BOARS supports the amendment to the residency regulation that:

1. Specifies that the residency requirement can only be satisfied through enrollment in the minimum of 6 units in courses that have 50 percent of instruction face-to-face.
2. Closes a loophole that could have allowed campuses to create a fully online degree program through individually-approved online courses.

The Senate Regulation amendment is consistent with the recommendations against the allowing of fully online degree programs in the 2020 Report of the Online Undergraduate Degree Task Force. The Task Force report summarized existing evidence that degree completion and other student outcomes tend to be substantially better in in-person programs than in fully online degree programs.

As noted in Academic Council Chair Cochran's call for review, the Regulation change also allows ample latitude for campuses to experiment with delivery of some courses online. This will allow for the future assessment of whether online courses can be improved to achieve comparable outcomes to in-person courses. Though success in online course by students who are also enrolled in person does not assure students would succeed if all their courses were online.

Regarding degree outcomes in fully online programs, Deming et al. (2016)¹ found in an audit study published in the *American Economic Review* that applicants listing online degrees actually received call backs at an equivalent or lower rate than applicants who listed no degree at all. This suggests that employers already view online degrees as "second class." This increases the risk to students who assume student debt as part of their financial aid package that they will suffer

¹ Deming, David J., Noam Yuchtman, Amira Abulafi, Claudia Goldin, and Lawrence F. Katz. 2016. "The Value of Postsecondary Credentials in the Labor Market: An Experimental Study." *American Economic Review*, 106 (3): 778-806.

adverse consequences from those debts. Hoxby (2018)² further found that students receive wage gains from online degree programs that are far lower than in-person programs of equivalent cost.

Thank you for keeping these considerations in mind,

Sincerely,

Barbara Knowlton
BOARS Chair

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

² Hoxby, Caroline M. "Online Postsecondary Education and the Higher Education Tax Benefits: An Analysis with Implications for Tax Administration." *Tax Policy and the Economy* 32.1 (2018): 45-106.



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

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

November 2, 2022

SUSAN COCHRAN
CHAIR, ACADEMIC COUNCIL

RE: PROPOSED AMENDMENT TO SENATE REGULATION 630

Dear Susan,

UCAADE appreciates the opportunity to comment on the proposal to clarify the residential requirement for undergraduate Bachelor's degrees.

UCAADE agrees that a UC degree should include at least a year of coursework taken at a campus. Proposed growth strategies for the UC include increasing the number of fully-online course offerings. The committee's concern with this growth is that while proponents assert that underserved UC students will have greater access to courses via online delivery, these assertions are not borne out by research. The committee is also concerned that many first generation students and underrepresented minority students will not have sufficient academic support in fully online programs. UCAADE believes that requiring residency is most likely to serve all UC students.

Sincerely,

Louis DeSipio
Chair, UCAADE

cc: UCAADE



UNIVERSITY COMMITTEE ON RESEARCH POLICY (UCORP)
Cynthia Schumann, Chair
Email: cschumann@ucdavis.edu

University of California
Academic Senate
1111 Franklin Street, 12th Fl.
Oakland, California 94607

November 14, 2022

SUSAN COCHRAN
CHAIR, ACADEMIC COUNCIL

RE: Proposed Amendment to Senate Regulation 630

Dear Susan,

UCORP members discussed the proposed amendment to Senate Regulation 630 at the UCORP meeting on October 10th. I am writing to convey UCORP's support for the amendment, which clarifies the residency prerequisite for an undergraduate Bachelor's degree. In addition to the reasons given in the cover letter, UCORP believes that in-person student participation is crucial for fostering research at UC, including at the undergraduate level. The ability to provide undergraduate research opportunities is part of what sets the UCs apart from other universities.

Thank you for the opportunity to comment on this policy.

Sincerely,

Cynthia Schumann
Chair, University Committee on Research Policy



UNIVERSITY COMMITTEE ON PLANNING AND BUDGET (UCPB)
Donald Senear, Chair
dfsenear@uci.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

November 2, 2022

**SUSAN COCHRAN, CHAIR,
ACADEMIC COUNCIL**

RE: PROPOSED AMENDMENT TO SENATE REGULATION 630

Dear Susan,

UCPB welcomes the opportunity to comment on the proposed amendment, which clarifies requirements for residency for undergraduate degrees. The current regulation defining residence as enrollment in course units approved through the regular process was created prior to widespread remote instruction at the University. With the advent of majors that offer the last two years of instruction entirely online, an enterprising transfer student could obtain a UC degree without ever stepping foot on a campus. The amendment would close this loophole by defining residence as enrollment in classes that meet the criteria for in-person instruction.

From a planning perspective proponents of online education might view the loophole as a way to increase access to UC education for transfer students without impacting campus infrastructure, perhaps to the specific advantage of traditionally under-represented groups. However, UCPB strongly believes that barriers to educational quality persist in online formats, especially after students reported less-than-ideal experiences with remote education during the pandemic. The proposed amendment would not preclude online courses or online majors but does continue to uphold the quality of a UC degree without which, increased access lacks merit.

UCPB strongly supports the proposed amendment.

Sincerely,

A handwritten signature in cursive script that reads "Donald Felt Senear".

Donald Senear, Chair
UCPB

University Committee on Rules and Jurisdiction
Comments on Proposed Revision to Senate Regulation 630
November 2022

The major problem is that the amendment was designed to ensure students take courses in-person on the home campus, but that is not mentioned in the amendment at all. Instead, the in-person instruction is only required to take place "on a campus." Either intention is valid, but we should make sure that the amendment matches the intent.

The phrasing in the first sentence does not require the quarters or semester to be consecutive. This should be double-checked with UCEP.

The addition of "prison environments" as an allowed physical location is rather unusual, but does not present any problems of interpretation or coherence with policy.

- V. ANNOUNCEMENTS BY SENIOR UNIVERSITY LEADERS (11:00 A.M.)**
- **Michael Drake, President**
 - **Katherine Newman, Provost and Executive Vice President**
 - **Nathan Brostrom, Executive Vice President and Chief Financial Officer**

- VI. SPECIAL ORDERS**
- A. Consent Calendar [NONE]

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