

# UNIVERSITY OF CALIFORNIA

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SAN DIEGO • SAN FRANCISCO • SANTA BARBARA • SANTA CRUZ



## VIDEOCONFERENCE OF THE ASSEMBLY OF THE ACADEMIC SENATE

Wednesday, April 19, 2023

10:00 am - 1:00 pm

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

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

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

<b>I.</b>	<b>ROLL CALL OF MEMBERS</b>	<b>3</b>
<b>II.</b>	<b>MINUTES [ACTION]</b>	
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	<b>A. Academic Council</b>	
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	1. Amendments to Senate Regulations 419, 428, 440, 450, 452, 464, and 465 and new Regulation 467 [Action]	<b>12-15</b>
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	3. Assembly adoption of "The American Institute of Parliamentarians Standard Code of Parliamentary Procedure" as its rules to govern questions of order not covered by Senate legislation [Action]	<b>16-17</b>
<b>V.</b>	<b>ANNOUNCEMENTS BY UNIVERSITY LEADERSHIP (11:00 am)</b>	
	▪ <b>Michael Drake, President</b>	
	▪ <b>Katherine Newman, Provost and Executive Vice President</b>	
	▪ <b>Nathan Brostrom, Executive Vice President and Chief Financial Officer</b>	
<b>VI.</b>	<b>REPORTS OF STANDING COMMITTEES (12:00 pm)</b>	
	<b>A. Academic Council, Continued</b>	
	4. Nomination and Election of the Vice Chair of the 2023-2024 Assembly [ACTION]	<b>17-20</b>

**VII. SPECIAL ORDERS**

**A. Consent Calendar [NONE]**

**VIII. UNIVERSITY AND FACULTY WELFARE REPORT [NONE]**

**X. REPORTS ON SPECIAL COMMITTEES [NONE]**

**XI. PETITIONS OF STUDENTS [NONE]**

**XII. UNFINISHED BUSINESS [NONE]**

**XIII. NEW BUSINESS**

## I. Roll Call

2022-23 Assembly Roll Call – April 19, 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  
Chris Hoofnagle  
Rosemary Joyce  
Martha Olney  
Dean Toste

### Davis (6)

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

### Irvine (4)

Michael Cooper  
John Crawford  
Zeev Kain  
Bonnie Ruberg

### Los Angeles (8)

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

### Merced (1)

Shilpa Khatri

### Riverside (2)

David Biggs  
Peter Chung

### San Diego (5)

Niloofar Afari  
Paola 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

February 8, 2023

## MINUTES OF MEETING

## I. ROLL CALL OF MEMBERS

Pursuant to the call, the Assembly of the Academic Senate met on Wednesday, February 8, 2023. 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 December 8, 2022.**

## III. ANNOUNCEMENTS BY SENATE LEADERSHIP

- Susan Cochran, Chair
- James Steintrager, Vice Chair

January Regents Meetings: Chair Cochran's remarks to the Regents touched on the importance of UC's research doctorate training mission and faculty concerns about the sustainability of the University's graduate funding model. The Regents also discussed the 2022 budget compact with the governor that funds 5% annual increases to UC core funding for five years, contingent on UC's progress toward goals related to increased undergraduate and graduate enrollment, student success and equity, affordability, transfer, workforce preparedness, and online course offerings. The governor's 2023-24 proposed budget funds the compact and provides UC with \$30 million to help three campuses reduce nonresident enrollment to meet an 18% enrollment target. The Regents' Investments Committee discussed losses in the UC investment portfolio that are consistent with the larger downturn in the investment markets.

Transfer: Chair Cochran and Vice Chair Steintrager met with their California State University (CSU) and California Community Colleges (CCC) counterparts on the Intersegmental Committee of Academic Senates (ICAS). ICAS has been discussing several issues related to undergraduate transfer, including large enrollment declines at the CCC, which have reduced transfer applications to UC and CSU and affected UC's ability to meet the 2:1 freshman-to-transfer target ratio for undergraduate enrollment. UC and CSU are also under pressure to simplify and align their transfer requirements. The proposed state budget includes a trailer bill requiring UCLA to participate in the Transfer Admission Guarantee (TAG) program and accept Associate Degrees for Transfer from CCC students seeking transfer to UCLA. UC Senate leaders have noted that a UCLA TAG is likely to privilege the top CCC feeders to UC and yield fewer transfer slots for non-TAG students, leaving CCC students—particularly those from underrepresented groups—with decreased access to UCLA.

Academic Council: At its January meeting, the Council approved sending forward systemwide Senate reviews of a proposed [Presidential Policy on Vaccination Programs](#) and proposed revisions to the [Presidential Policy on Sustainable Practices](#); a [joint UCPB-UCFW letter](#) making

recommendations about a 2023-24 faculty salary plan; and UCFW requests for 1) a new [study of total remuneration](#) for UC faculty and staff and 2) a [comprehensive benefits survey](#) of UC employees.

Labor Matters: Earlier this month, UCOP sent the campuses attestation forms for distribution to faculty and union members who withheld labor during the strike. The United Auto Workers (UAW) is asking the University to document how much pay the University will withhold before supporting the effort, and very few forms have been returned. Senate leadership has lobbied the administration to consider that faculty who have submitted final grades have discharged their duties and do not need to complete the forms.

The new UAW contracts have serious budgetary and enrollment implications. The projected gap in graduate student funding could lead to reductions in graduate student researcher (GSR) and teaching assistant (TA) positions, fewer opportunities for graduate student admission and employment, and higher faculty instructional workloads. These outcomes threaten UC's public mission. Campuses are working to identify short-term bridge funding but have told principal investigators (PIs) not to rely on long-term help to cover financial shortfalls.

Faculty will need to adjust to a new relationship with student employees, who are now represented, and in which contractual rules around engagement apply. They will need to consider how to separate and delineate the part-time labor of student employees from their role as students. The strike has also affected members of the Regents and administration who want to rethink UC's past approaches to fulfilling its educational and research mission.

*Discussion:*

- Assembly members expressed concern that PIs and departments will be responsible for absorbing the higher cost of the new graduate student contracts. Faculty are making offers to TAs and GSRs now for the 2023-24 academic year and need assurances that they can afford to pay them from existing department and grant budgets.
- Members noted that the absence of funding increases for TA support will increase workload for existing TAs and for faculty. They recalled that the 2008 recession led to cuts that were not evenly distributed and created funding and workload inequities that disproportionately affected the arts, humanities, and social sciences. The inequities persist today and will be exacerbated by any new cuts made after the strike.
- Members noted that the University needs a more sustainable graduate funding model that considers the higher cost of the contracts and the different needs and capacities of individual campuses to adapt. Several campuses are forming workgroups to develop plans and guidance about navigating the new reality, but more systemwide guidance would be helpful.
- Chair Cochran encouraged faculty to seek guidance from campus administrators and to be vocal about their needs. She said it is important for faculty from all departments to come together to find a sustainable path forward.

#### **IV. REPORTS OF STANDING COMMITTEES**

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

##### **1. Proposed Revisions to Senate Regulations 610 and 630**

At its January 25, 2023 meeting, following a systemwide Senate review, the Academic Council approved revisions to Senate Regulations (SR) 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. UCEP addressed comments from the Senate review with additional clarifying amendments that were supported by the Council.

Chair Cochran noted that the Regents and the administration want the Senate to consider creating fully online undergraduate degrees, but the Senate has been unable to reach consensus about the question. On the one hand, online degrees offer potentially greater access to UC for more students, including those who are unable to be in-residence for multiple reasons. On the other hand, online degrees could affect the quality of the educational experience and could marginalize students, such as transfers or those with fewer financial resources.

The revisions add a new Regulation 630.E, which reframes the residency requirement as the "campus experience requirement" and requires freshman and transfer undergraduates to complete a minimum of 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 amend the definition of residency in Senate Regulation 610 to align with the new SR 630.E.

The 50% requirement draws from definitions grounded in the rules of UC's accreditor, the Western Association of Schools and Colleges (WASC) as well as minimum engagement requirements for federal financial aid. The new regulation 630.E closes a prior loophole that allowed for the potential creation of a fully online degree program through individually approved online courses. While the new regulation defines UC's commitment to an in-person educational experience, it also opens the door for campuses to experiment with online majors and minors.

Also provided to the Assembly was a letter from UCEP addressing several questions and considerations for online degrees and articulating the benefits of the revision, including fostering persistence, academic success, and inclusive access to the full array of campus resources and experiences.

*Discussion:*

- Assembly members noted that implementing the regulation could require a significant change at campuses that do not track the percentage of instruction delivered online and in person in a given course. Another complication is that some faculty record large enrollment lecture classes for later viewing by students who attend in person for exams only. Should those courses be considered online?
- Chair Cochran responded that all campus registrars now track online courses to meet the state budget compact requirement to increase online course offerings. UCEP Chair Cocco added that UCEP based the 50% requirement on WASC accreditation rules. UC is not authorized to offer online degrees without WASC approval. WASC defines a degree as online when 50% or more of relevant courses can be taken online and it requires a "substantive change" review of a degree when the courses are first designated as online. WASC also requires online courses to include specific engagement activities and uses the 50% threshold to distinguish between in-person and correspondence courses. Technically, a lecture posted online is a correspondence course that does not meet the minimum engagement requirement for financial aid. Chair Cocco noted that the regulation prevents the development of fully online

degrees that would hinder students from accessing on-campus resources. Practically speaking, the new requirement calls for a 4-year student to complete roughly 10% of credits required for graduation on a UC campus and a transfer student to complete 20% of credits on campus.

**ACTION: A motion to approve the revisions to Senate Regulations 610 and 630 was made, seconded, and passed in a voice vote.**

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

- **Michael Drake, President**
- **Katherine Newman, Provost and Executive Vice President**
- **Nathan Brostrom, Executive Vice President and Chief Financial Officer**

Pandemic: President Drake noted that Covid-related hospitalizations are trending down compared to a similar period in each of the past two years. The University has strong vaccination, testing, and safety protocols in place. A systemwide Covid workgroup continues to meet to monitor the alignment of UC policies with state and federal health guidelines.

Labor: President Drake expressed appreciation for the faculty's efforts to support the progress of undergraduates during the academic student employee strike and to begin making adjustments in response to the new contract. The contract provides better support for student workers who were experiencing financial challenges, and it enhances the University's competitive position in graduate student recruitment. The strike was unusual as UC's first contract with four new represented units simultaneously and in terms of the variety of opinions held and conditions experienced by members of the organizing units across the ten campuses. These circumstances made contract negotiations challenging.

The new contract compounds existing labor expense challenges across the UC enterprise. Some faculty will struggle to meet the financial obligations of the new contract. Others will find it easier to adjust. UCOP and campus administrations will make a pool of funding available to help campuses bridge cost increases this year. But addressing the new reality over the long term will require a collaborative effort and everyone leaning in together. The University will also need to adjust its current graduate training and funding model in ways that may alter academic pathways and roles for graduate students.

Budget: The University is pleased that the governor is honoring the budget compact by including a 5% increase in his proposed 2023-24 budget. President Drake recently met with a group of state legislative leaders who also expressed their support for UC. President Biden's State of the Union address mentioned a plan to increase the maximum Pell Grant by \$500 to \$7,300 for the 2023 fiscal year and to expand eligibility for the 2024-25 fiscal year. These policies will support UC's efforts to ensure affordable pathways to a high-quality education.

CFO Brostrom added that the University's rating agencies recently reaffirmed UC's AA rating in anticipation of a \$2.5 billion bond issue, citing UC's excellence, burgeoning demand, and financial stability. UC is among the highest performers in the higher education space. The proposed budget does not fund UC's requests for one-time funding for capital improvements. The University is fully subscribed to the state's new student housing grant program and will be working with the state legislature on additional student housing initiatives.

*Discussion:*

- Assembly members noted that the circulation of attestation forms has upset and confused some faculty and graduate students, who have so far submitted only a few forms with usable information. Further complicating efforts are rules prohibiting faculty from asking graduate student employees about their work during the strike. Faculty are worried that a lack of attestation data will affect their ability to accurately report effort on federal grants.
- Assembly members expressed concern about the long-term stability of graduate programs under the new contracts. They asked administrators to provide central financial support for cost increases, to clarify the requirements for graduate student FTE appointments, to provide guidance about how to navigate the division of labor between graduate students as researchers and learners, and to consider lowering graduate tuition temporarily to reduce pressure on grants. They noted that messages about the need to reduce student labor to align with budgets are at odds with the budget compact mandate to increase graduate enrollment.
- President Drake acknowledged that one of the most challenging aspects of graduate student unionization relates to the faculty's new relationship with students as employees. He said the University wants to balance student educational needs with workforce needs in ways that support educational quality and maintain stability. The University will work with the state to ensure that the state takes a realistic and flexible view of UC's enrollment plans, projections, and promises. UC's collective ability to adapt to change will ensure success in the new world. He said the attestation forms create an opportunity for people to be honest and straightforward. UCOP will be thoughtful about gathering information without appearing to be punitive. UCOP will review later in February the information received and offer further guidance then.

Remarks from Provost Newman: Provost Newman said it was UC's excellence and research impact that attracted her to the position of systemwide provost and executive vice president. She expressed her commitment to supporting the creation of debt-free degree pathways, growing the faculty, and emphasizing diversity in enrollment and hiring. She said the strike has inspired reflection about the current funding model for graduate education and higher education more broadly. Adapting to the challenges of the new world will require creative collaboration, and the Senate will be a critical partner. She is working with Senate leadership to develop a charge for a joint Senate-Administration workgroup to look at new pedagogical models for graduate education and training that support excellence, ensure that teaching and research is done mostly by full-time expert professionals, and maintain the faculty-student mentor-mentee relationship. She added that the crisis in graduate funding is a national issue. She has asked UC advocates in Washington, DC to launch a communications and advocacy campaign.

- Assembly members noted that UC has a special role in academic graduate education and PhD production. Determining the "right size" for PhD enrollments at UC should consider the needs of California and the nation. Provost Newman responded that there is no one-size-fits-all answer to PhD enrollment that would apply across all campuses and disciplines. The University relies on the faculty's judgment about where opportunities exist for academic graduate students inside and outside the University. However, UC cannot ignore the constraints and should be thoughtful about the potential overproduction of PhDs in some fields. Council members encouraged a serious study of these issues and warned against allowing emergency temporary cuts to become permanent and normalized.



- 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**

The meeting adjourned at 12:30 pm

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

Attest: Susan Cochran, Academic Senate Chair

Attachments: Appendix A – Assembly Attendance Record, Meeting of February 8, 2023

**Appendix A – 2022-2023 Assembly Attendance Record  
Meeting of 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 Cattellino, 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, UCFW Chair (absent)

Cynthia Schumann, Chair, UCORP

Donald Senear, Chair, UCPB (absent)

**Berkeley (5)**

Adrian Aguilera

Chris Hoofnagle

Rosemary Joyce

Martha Olney

Dean Toste

**Davis (6)**

Javier Arsuaga

Joseph Chen

Yufang Jin

Richard Tucker

Judith Van de Water

*TBD* (1)

**Irvine (4)**

Michael Cooper

John Crawford

Zeev Kain

Bonnie Ruberg

**Los Angeles (8)**

Carol Bakhos (absent)

Patricia Ganz

Tim Groeling

Ronald Hays

Eleanor Kaufman

Nicholas Brecha (alt for Jody Kreiman)

Hiram Beltran-Sanchez (alt for Moritz

Meyer-ter-Vehn)

Shane White

**Merced (1)**

Jessica Trounstine (alt for Shilpa Khatri)

**Riverside (2)**

David Biggs (absent)

Peter Chung (absent)

**San Diego (5)**

Niloofar Afari

Paola Cessi

Virginia de Sa

Kamau Kenyatta (absent)

Anita Raj (absent)

**San Francisco (4)**

Stella Bialous

Pamela Den Besten (absent)

Kewchang Lee

Janice Tsoh

**Santa Barbara (3)**

Isabel Bayrakdarian

Cynthia Kaplan

France Winddance Twine

**Santa Cruz (2)**

Melissa Caldwell

Rita Mehta (absent)

**Secretary/Parliamentarian**

Andrew Dickson

### III. ANNOUNCEMENTS BY THE CHAIR

#### ▪ Susan Cochran

#### 1. Announcements and Updates about University and Academic Senate Business and Issues

#### 2. Award for Mid-Career Leadership in the Academic Senate [INFORMATION]

In 2019, an endowment was created for an Academic Senate Mid-Career Leadership Award, to honor individuals whose records demonstrate an exceptional ability to work effectively with different University constituents and exceptional promise for further service to the Senate. Nominations for the biennial award are made through Divisional Committee on Committees to the University Committee on Committees (UCOC). UCOC, in turn, submits the names of two nominees to the Academic Council. At its March 29, 2023 meeting, the Academic Council decided to honor Professor Katheryn Russ of UC Davis and Professor Daniel Widener of UC San Diego with the 2023 award.

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SUSAN COCHRAN  
ACADEMIC COUNCIL CHAIR

Dear Susan,

The University Committee on Committees (UCOC) is nominating Professor Katheryn Russ (Davis) and Professor Daniel Widener (San Diego) for the 2023 Mid-Career Award in the Academic Senate. The committee selected these two faculty members from seven nominations, all of which reflected extraordinary service on both the systemwide and divisional level, as well as stellar records of academic achievement.

#### **Katheryn (Kadee) Russ, UC Davis**

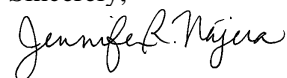
Professor Russ's Senate service history is remarkable in the speed with which she has ascended to top leadership positions. She began her Senate service at UC Davis in 2017 and rose swiftly through the ranks; she is currently serving as Vice Chair of the Davis division of the Academic Senate as well as advisor to the Planning and Budget Committee. She has graciously accepted more responsibility at every turn. Her rapid and continual increase in responsibilities within the Academic Senate is evidence of Professor Russ's leadership capabilities and commitment to the university. As a rising star in the Davis Senate, she will have much more to offer the Systemwide Senate in future years as well.

#### **Daniel (Danny) Widener, UC San Diego**

Professor Widener has an impressive record of major service contributions to his department, the School of Arts and Humanities, the UC San Diego campus and the University of California system. What sets Professor Widener apart is his extraordinary contributions to diversity, equity, and inclusion in both his profession and in the community. Since 2009 he has demonstrated a commitment to shared governance with extensive service across a wide range of committees both on the San Diego campus and systemwide. Last year he served as chair of the systemwide University Committee on Affirmative Action, Diversity, and Equity (UCAADE) and served on the UCOP Ethnic Studies A-H Working Group. Professor Widener is a highly sought participant for searches and task forces aimed at fostering equity, diversity and inclusion, as well as well as a trusted consultant for faculty leaders and administrators alike.

Please find enclosed the nomination materials for these nominees, as submitted by their respective Divisions.

Sincerely,



Jennifer Nájera  
Chair, University Committee on Committees

#### IV. REPORTS OF STANDING COMMITTEES

##### A. Academic Council

- Susan Cochran, Chair

#### 1. Proposed Revisions to Senate Regulations 419, 428, 440, 450, 452, 464, and 465, and new Regulation 467

**Background and Justification:** At their July 2022 meeting, the UC Board of Regents approved amendments to their policies on undergraduate admissions to address the May 2020 Regents decision to remove the standardized testing requirement from the Comprehensive Review criteria. The amendments also addressed a larger Regents Office project to combine separate Regents policies all relating to undergraduate admissions into one comprehensive policy. Most of the changes were not substantive (e.g., retaining high-level principles, moving implementation details to systemwide guidelines, clarifying definitions, and rescinding obsolete statements). Notable changes included the following:

- Consolidated several policies on undergraduate admissions into one comprehensive policy (Regents Policy 2102) and moved implementation details to systemwide guidelines
- Added an explicit statement that standardized test scores shall not be considered
- Incorporated existing Academic Senate resolution ensuring that nonresident applicants compare favorably to California residents
- Included language prohibiting preferential treatment and interference in admission
- Codified existing requirements for transfer admissions

Further details about the changes are described in the written action item available at <https://regents.universityofcalifornia.edu/regmeet/july22/a4.pdf>. Attachments 1 and 5 show blacklined versions of the new and old policy. The new version of Regents Policy 2102, Policy on Undergraduate Admissions, as amended can be found here:

<https://regents.universityofcalifornia.edu/governance/policies/2102.html>

In response to these policy and organizational changes, the Academic Senate's Board of Admissions and Relations with Schools (BOARS) recommended conforming amendments to relevant Senate regulations. The proposed amendments to Regulations 419, 428, 440, 450, 452, 464, and 465, and a new Regulation 467 align the regulations to the Board of Regents policy actions and consolidation of associated policies on admissions. At its March 29 meeting, following a systemwide review<sup>1</sup>, the Academic Council approved the amendments.

**ACTION REQUESTED:** The Assembly is asked to approve the proposed revisions to Senate Regulations 419, 428, 440, 450, 452, 464, and 465, and new Regulation 467.

#### **Proposed Revisions to Academic Senate Regulations on Undergraduate Admissions Approved by the Academic Council, March 29, 2023**

<https://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart2.html>

*Additions are shown by underline and deletions are shown by strikethrough.*

#### **Title I. Academic Colleges**

#### **Chapter 2. Admission to Freshman Standing**

#### **Article 1. Submission of Test Scores**

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<sup>1</sup> <https://ucop.box.com/s/agrq8vll0fawpaa83glx2k82ojvc3cb3>

418. (Rp. 12 June 2013)

419. (En 17 June 2009) ~~{SR 419 as set forth below, is to be valid for freshmen entering the University beginning in fall 2012}~~ {SR 419 as set forth below, is to be valid for freshmen entering the University beginning in fall 2021}

~~Each Applicant for freshman admission must submit official scores on an approved test of Mathematics, Language Arts, and Writing on or before the date established by the Office of Admissions.~~

Applicants for freshman admission do not need to submit standardized test scores for admission to the University.

Approval of future standardized tests shall be determined by the Board of Admissions and Relations with Schools with the concurrence of the Academic Council and the Assembly of the Academic Senate. The minimum scores acceptable shall be determined by the Academic Senate through its Board of Admissions and Relations with Schools (BOARS).

### **Article 3. Minimum Requirements for Admission for Graduates of Secondary Schools in California**

428. ~~Alternate ways to complete the subject requirements specified in 424.C.a-g~~ SR 424.A.3 include:

- A. Taking approved subject matter tests and achieving such scores, as the Board of Admissions and Relations with Schools may determine, or
- B. Completing with a grade of C (2.0) or higher one transferable college-level course (3 semesters or 4-5 quarter units) for each missing high school subject course specified in SR 424.A.3
- C. Completing more advanced courses with passing grades, as the Board of Admissions and Relations with Schools may determine, provided that such courses assume knowledge acquired in lower-level coursework.

(Am 4 May 95) (Am 8 Mar 72) (En 25 May 83) (Am 17 June 2009) (Am June 2013)

~~440. Applicants for freshman admission who do not satisfy the requirements of Regulation 419 or 424 may submit scores on admissions examinations as specified by the Board of Admissions and Relations with Schools. Applicants who have achieved satisfactory scores, as determined by the Board of Admissions and Relations with Schools, are entitled to a review of their application for admission. (Am 4 May 95) (Am 17 June 2009)~~

### **Article 4. Admission of Applicants other than Graduates of Secondary Schools in California**

450. Students applying for freshman admission on the basis of transcript of record from an accredited secondary school outside of California must complete a four-year course of study that includes at least 15 college-preparatory courses as specified in SR 424.A, ~~the required examinations specified in SR 419~~ and must meet scholarship requirements with a minimum grade point average of 3.4 (or its equivalent for alternative grading scales) as calculated in SR 424.B.2 as ~~shall be~~ and determined by the Board of Admissions and Relations with Schools with the concurrence of the Academic Council and the Assembly of the Academic Senate. (Am 17 June 2009) (Am June 2013)

~~452. Candidates who are not graduates of a high school or other secondary school are entitled to admissions review if they satisfy the provisions of SR 440. (Am 17 June 2009)~~

### Chapter 3. Campus Selection of Freshman Applicants

**464.** (En 17 June 2009) (Am June 2013)

Notwithstanding the requirements for freshman admission specified in SR 419, 424, 440, and 450, [California resident](#) applicants who do not satisfy the University's minimum requirements may be admitted provided that the proportion of the enrolled freshman class admitted to a campus in this manner does not exceed six (6) percent, [as detailed in Regents Policy 2102 I\(D\)](#).

**465.** (En 17 June 2009) ~~{SR 465 as set forth below, is to be valid for freshmen entering the University beginning in fall 2012}~~

Each applicant for freshman admission who satisfies the provisions of SR 419, SR 424 and SR 428, who completes all 15 required units of college-preparatory course work specified in SR 424 by the date of graduation from a California secondary school, and who either:

- A. satisfies an index, determined by the Board of Admissions and Relations with Schools, that places students in the top nine (9) percent of California high school graduates based on grade point average in all University-approved college-preparatory courses taken in grades 10 and 11, and on ~~scores on approved admissions tests~~ [the number of subject requirement courses, as defined in SR 424.A.3, completed or planned in grades 9-12](#); or
- B. falls in the top nine (9) percent of their high school graduating class based on grade point average in all University-approved college-preparatory courses taken in grades 10 and 11 as determined by the University;

shall be admitted to at least one campus of the University. Such applicants not selected for admission by any campus to which they apply will be referred to a campus with available spaces. For purposes of paragraphs A and B above, the grade point average is based on the scale of A = 4, B = 3, C = 2, D = 1 for standard college-preparatory courses, and A = 5, B = 4 and C = 3 for approved honors-level, Advanced Placement, International Baccalaureate, and college courses approved by the University, except that in the case of Paragraph A, the number of semesters of courses receiving the additional honors point shall be limited to 8.

**466.** (En 17 June 2009)

The Board of Admissions and Relations with Schools, with the concurrence of the Academic Council and the Assembly of the Academic Senate, shall periodically adjust the index referred to in SR 465, paragraph A, to achieve the intended goals of the University's admission policy.

**467.** [Non-resident domestic and international students admitted to a campus should compare favorably to California residents admitted at that campus.](#)

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## 2. Amendments to Senate Regulation 636 (Entry Level Writing Requirement) [ACTION]

**Background and Justification:** In the 2021-22 academic year, the Academic Council charged<sup>2</sup> an Entry Level Writing Requirement (ELWR) Task Force with collecting and analyzing campus ELWR data, considering questions related to ELWR placement, and developing recommendations for updating Senate Regulation 636,<sup>3</sup> the UC Entry Level Writing Requirement. The Task Force's Phase 1 Report<sup>4</sup> included initial findings and observations based on data the Task Force collected about the use of the UC ELWR

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<sup>2</sup> [https://senate.universityofcalifornia.edu/\\_files/committees/elwrtf.pdf](https://senate.universityofcalifornia.edu/_files/committees/elwrtf.pdf)

<sup>3</sup> <https://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart3.html#r636>

<sup>4</sup> <https://ucop.box.com/s/135p1bpg9cqt4teklidyln23g6v8ixcg>

across campuses. Its Phase 2 Report<sup>5</sup> included specific recommendations for the UC ELWR, including principles to guide campus ELWR placement methods, and a proposal to update Senate Regulation (SR) 636 to reflect the principle of the ELWR as an instrument of equity and inclusion and to establish an ELWR Oversight Committee to advise the University Committee on Preparatory Education (UCOPE) on the use of the ELWR.

In November 2022, the Academic Council asked UCOPE to review feedback from the systemwide Senate review of the report<sup>6</sup>, and advise the Council about the recommendations and a new revision to SR 636. Council asked UCOPE to consider three changes: 1) replace the term “equity” with “educational equity”; 2) broaden the composition of the proposed ELWR Oversight Committee to include both Senate and non-Senate writing faculty familiar with the ELWR; and 3) clarify Senate Regulation 636 to reflect an expectation that the ELWR should prepare students for success in all first-year college-level courses, not just first-year writing courses. UCOPE adopted the first change. In response to the second, it suggested calling the oversight group the “ELWR Coordinating Council (ECC)” rather than the “ELWR Oversight Committee” to emphasize that the group makes recommendations to UCOPE. The regulation does not discuss the specific construction of the ECC. It rejected the third change, noting that it was beyond the scope of the ELWR to prepare students for success in all first-year courses. At its February 22, 2023 meeting, the Academic Council accepted these recommendations and endorsed the following revision to SR 636.

**ACTION REQUESTED: The Assembly is asked to approve the proposed revisions to Senate Regulation 636.**

**Proposed Revisions to SR 636, University of California Entry Level Writing Requirement  
Approved by the Academic Council, February 22, 2023**

A. ~~The University of California Entry Level Writing Requirement (ELWR) is designed to foster educational equity among University of California students by ensuring that they can succeed in first-year writing courses.~~ The University of California Entry Level Writing Requirement (ELWR) is designed to foster educational equity among University of California students by ensuring that they can succeed in first-year writing courses. ~~is a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty. (Am 30 Nov 83; Am 23 May 96; Am 19 Feb 2004)~~

B. There are three ways a student may satisfy the University of California Entry Level Writing Requirement prior to enrollment at the University of California: by ~~passing the University of California Analytical Writing Placement Examination~~ completing a local campus placement process and being placed into a post-ELWR writing class, by attaining an acceptable score on another approved measure of ~~W~~writing, or by earning at least 3 semester credits or 4 quarter units of transferable college credit in English composition. (Am 19 Feb 2004; Am 30 Jan 2008)

1. The content and methods of the ~~University of California Analytical Writing Placement Examination~~ local placement processes shall be approved by the ~~University Committee on Preparatory Education,~~ informed by the recommendation of the Entry Level Writing Requirement Coordinating Council. ~~In collaboration with the campuses, these committees, which shall also set the passing standard criteria for the fulfillment of the Entry Level Writing Requirement. on the University of California Analytical Writing Placement Examination.~~

2. The list of approved ~~tests~~ measures of writing shall be determined by the University Committee on Preparatory Education, informed by the recommendation of the Entry Level Writing

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<sup>5</sup> <https://senate.universityofcalifornia.edu/files/underreview/sc-senate-review-elwr-tf.pdf>

<sup>6</sup> <https://ucop.box.com/s/b2e10f8jtt93amnggondorsxl3fwk8ed>

Requirement Coordinating Council and with the concurrence of the Academic Council of the Academic Senate. The acceptable scores for each placement measure ~~test of Writing~~ shall be determined by the University Committee on Preparatory Education, with input from the Entry Level Writing Requirement Coordinating Council. (The current list of approved tests placement measures and the corresponding acceptable scores is on the University of California, Office of The President web site.)

3. The student must earn a letter grade of at least C in any transferable college English composition course used to satisfy the University of California Entry Level Writing Requirement. (Am 6 Mar 74; Am 28 May 80; Am 26 May 82; Am 30 Nov 83; Am 4 May 86; Am 23 May 1996; 30 Jan 2008)

C. There are two ways a student may satisfy the University of California Entry Level Writing Requirement subsequent to enrollment at the University of California: by ~~passing the University of California Analytical Writing Placement Examination~~, being placed into a post-ELWR course via a campus's local placement process, or by successfully completing a course or program of study approved for that purpose by an appropriate agency of the Academic Senate Division of the student's campus. (Am 28 May 80; Am 26 May 82; Am 19 Feb 2004; Am 30 Jan 2008)

1. To satisfy the University of California Entry Level Writing Requirement by means of a course, the student must earn a C or above or its equivalent. A student who receives a final grade of C- or below has not fulfilled the University of California Entry Level Writing Requirement and may repeat the course(s). (Am 30 Jan 2008)

2. Courses satisfying the University of California Entry Level Writing Requirement are not remedial courses, per SR 761, and so must be offered for baccalaureate credit. ~~Any award of baccalaureate credit for University of California Entry Level Writing Requirement course(s) must be consonant with SR 761.~~ (En 30 Nov 83; Am 19 Feb 2004; Am 30 Jan 2008)

D. A student who has not satisfied the University of California Entry Level Writing Requirement prior to enrollment at the University of California must do so ~~as early as possible~~ during the first year in residence. A student who has not satisfied the University of California Entry Level Writing Requirement after three quarters or two semesters of enrollment will not be eligible to enroll for a fourth quarter or third semester. Exceptions to this requirement may be made by an appropriate agency of the campus's Academic Senate ~~Division of the student's campus~~. (Am 26 May 82; Am 23 May 96; Am 19 Feb 2004; Am 19 Feb 2004; Am 30 Jan 2008)

E. Once enrolled at the University of California, students can earn transfer credit for a writing course taken at another institution only after satisfaction of the UC Entry Level Writing Requirement. Exceptions to this requirement may be made by the appropriate agency of the Academic Senate Division of the student's campus in cases where a student has earned transferable credit while on an approved leave of absence. (Am 30 Jan 2008; Am 12 June 2019)

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### **3. Adoption of *The American Institute of Parliamentarians Standard Code of Parliamentary Procedure* as the Assembly's rules to govern questions of order not covered by Senate legislation**

Academic Senate Bylaw 120.D.6<sup>7</sup> indicates that "The Assembly shall, by majority vote, adopt a set of rules of order to govern questions of order not covered by legislation..." In November 2004, the Assembly

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<sup>7</sup> <https://senate.universityofcalifornia.edu/bylaws-regulations/bylaws/blpart2.html#bl120>



adopted<sup>8</sup> the 2004 edition of the *Standard Code of Parliamentary Procedures* by Alice Sturgis (“Sturgis”) for all rules of order in matters not covered by Senate legislation except the Division of a Question. The 2004 edition of Sturgis was updated in 2012 and renamed the *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (AIPSC). The University Committee on Rules and Jurisdiction (UCRJ) recommended to the Academic Council that the Assembly revise its 2004 policy to account for the 2012 version of the AIPSC, which remains the latest edition.

UCRJ also recommended that the Assembly eliminate the carve-out for the Division of a Question. On page 6 of the November 2004 Assembly minutes,<sup>9</sup> it is reported that the Academic Council preferred Robert’s Rules of Order for the Division of a Question because it requires a majority vote on such a motion. UCRJ recommends that the Senate adopt the AIPSC rules for Division of a Question to maintain consistency with other parts of the AIPSC that vest authority in the chair and to reduce the number of votes on the technical details of running the meeting. UCRJ also noted that the 2012 AIPSC revises its approach to Division of a Question to align more closely with the procedure in Robert’s Rules. Therefore, no compelling reason remains to use Robert’s Rules for this specific matter. The Academic Council endorsed these changes at its March 2023 meeting.

**ACTION REQUESTED: The Assembly is asked to accept the proposed changes to its parliamentary authority.**

**V. ANNOUNCEMENTS BY SENIOR UNIVERSITY LEADERS (11:00 am)**

- **Michael Drake, President**
- **Katherine Newman, Provost and Executive Vice President**
- **Nathan Brostrom, Executive Vice President and Chief Financial Officer**

**VI. REPORTS OF STANDING COMMITTEES (CONTINUED) (12:00 pm)**

**A. Academic Council**

- **Susan Cochran, Chair**

**4. Nomination and Election of the Vice Chair of the 2023-2024 Assembly [ACTION]**

Senate Bylaw 110.A., which governs the election of the vice chair of the Assembly, states: “The Assembly elects a Vice Chair who is a Senate member from a Division other than that of the incoming Chair, to assume office the following September. The Academic Council submits a nomination. Further nominations may be made by the Assembly members from the floor, and on written petition by twenty-five Senate members. The Vice Chair also serves as Vice Chair of the Academic Council. The following year the Vice Chair becomes Chair of the Assembly and the Academic Council. Neither the Chair nor the Vice Chair may serve as a Divisional Representative.”

In accordance with Bylaw 110.A, the Academic Council submits its nomination of Professor Steven Cheung of UC San Francisco as 2023-2024 Assembly vice chair. Professor Cheung was selected as the Council’s nominee at its March 29, 2023 meeting. His qualifications and personal statement are as follows:

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<sup>8</sup> <https://senate.universityofcalifornia.edu/files/manual/sturgis.pdf>

<sup>9</sup> <https://senate.universityofcalifornia.edu/files/assembly/nov2004/assenbly.11.10.04.minutes.pdf>

Name: Steven Wan Cheung  
Professor, Step 5, Otolaryngology - Head and Neck Surgery  
School of Medicine  
University of California, San Francisco

Education: 1979 - 1983 Dartmouth College AB Chemistry (Physical)  
1983 - 1987 University of Pennsylvania MD Medicine  
1987 - 1996 UCSF Postgrad Clinical and Research Training  
2001 - 2005 UC Berkeley MBA Management  
2020 - 2021 UCSF Certificate Diversity, Equity, and Inclusion

Honors & Awards: Phi Beta Kappa (1983) Dartmouth College  
Haseltine Chemistry-Physics Prize (1983) Dartmouth College  
Robert M. Toll Research Prize (1987) University of Pennsylvania  
Edmund Prince Fowler Award for Basic Research (2005) The Triological Society  
Otolaryngology Teaching Award ('97, '01, '04, '07, '14, '15) UCSF  
Neurosurgery Teaching Award ('10, '16, '21) UCSF  
Academic Senate Mid-Career Leadership Award (2021) University of California

Systemwide Senate Service: Planning and Budget (Member, 2010-2011)  
Academic Assembly (Member, 2015-2020)  
UCSD Chancellor Stewardship Review (Member, 2016)  
UC Presidential Search Academic Advisory Committee (Member, 2019-2020)  
Academic Council (Member, 2019-present)  
Academic Senate Climate Crisis Group (Member, 2021-present)  
Health Sciences Senate Workgroup (Member, 2021-present)  
Academic Planning Council (Member, 2022-present)

UCSF Senate Service: Academic Planning and Budget (Member/Vice Chair/Chair, 2006-2011)  
Privilege and Tenure (Member, 2009-2012)  
Committee on Committees (Member/Chair, 2016-2018)  
Executive Council (Vice Chair/Chair, 2019-present)  
Chancellor's Cabinet (Member, 2021-present)  
Budget and Investment Committee (Member, 2021-present)

Professional Organization Service: American Otological Society Audit Committee (Member/Chair, 2011-2013)  
American Academy of Otolaryngology Audit Committee (Member/Chair, 2012-2018)  
American Academy of Otolaryngology Executive Committee (Treasurer, 2020-present)  
The Triological Society (Western Section Vice President Elect, 2023-present)

Interests: Acoustic neuroma, aspiration, auditory cortex, basal ganglia, deep brain stimulation, hearing loss, meningioma, neuroimaging, neurolaryngology, neuromodulation, neuroprostheses, neurotoxicity, phantom limb pain, sensorimotor systems, skull base surgery, and tinnitus.

Recent Cheung SW, Racine CA, Henderson-Sabes J, Demopoulos C, Molinaro AM, Heath S, Nagarajan SS, Bourne AL, Rietcheck JE, Wang SS, Larson PS. Phase I trial of caudate deep brain stimulation for treatment-resistant tinnitus. *J Neurosurg*. 2019 Sep 24;:1-10. doi:10.3171/2019.4. JNS19347. PMID: 31553940; PMCID: PMC7089839  
Hinkley LBN, Larson PS, Henderson Sabes J, Mizuiri D, Demopoulos C, Adams ME, Neylan TC, Hess CP, Nagarajan SS, Cheung SW. Striatal networks for tinnitus treatment targeting. *Hum Brain Mapp*. 2021 Oct 5;. doi: 10.1002/hbm.25676. PMID: 34609038.

Current Funding: 1R01DC017396 (co-I) NIH-NIDCD (7/10/18 to 6/30/23; \$3,500,716 total)  
Auditory Cortical Processing in Hearing Loss  
R56 DC019282 (PI) NIH-NIDCD (9/01/21 to 8/23/23; \$685,236 total)  
Brain Plasticity and Clinical Consequences of Adult-Onset Asymmetric Hearing Loss

Recent Past Funding: 5U01DC013029 (PI) NIH-NIDCD (4/01/13 to 3/31/19; \$3,373,357 total)  
Pilot Clinical Trial of Deep Brain Stimulation for Tinnitus  
W81XWH-18-1-0741 (PI) CDMRP DoD (9/30/18 to 9/29/22; \$4,085,913 total)  
Neuroimaging-Based Objective Diagnostic Tool to Detect Subjective Tinnitus

## **Statement of Challenges and Priorities**

The Academic Senate is an indispensable partner in shared governance of the University of California. Our University is a system of ten campuses, each striving and moving along its particular trajectory to excel in the overarching missions of teaching, research, and public service. Our University is ambitious, large, and complex. Its missions are supported and challenged by external forces and internal ambitions. The systemwide Senate plays an essential role in meeting those challenges, working intently with stakeholders to build a brighter future for our great University.

I have spent my entire postgraduate academic career at UCSF – from learning clinical and research skills to teaching them as a faculty member. I am a direct beneficiary of our University and am honored to be considered for the roles of Senate Vice Chair and Chair. I would serve, if elected, and work with the Academic Council on challenges outlined below and much more.

### **Faculty Compensation, Diversification, Instruction Support, and Wellness**

- Faculty total remuneration has long lagged comparable institutions. A world class University cannot persist without a first-rate faculty. It is vitally important to work with President Drake to realize the salary increments embedded in the multiyear compact with Sacramento.
- Multiyear compact student enrollment targets. The recent decline in transfer student applications from community colleges, especially those from under-resourced schools, is concerning. Outreach initiatives need to be bolstered and transfer hurdles may need to be lowered further. Summer sessions taught by more Ladder Rank faculty to promote increased student enrollment and to reduce non-Ladder rank faculty dependency deserves consideration. In one incentive scenario, faculty who teach a summer session may be accorded a contiguous 6-month block over the subsequent 2 years to perform their research.
- Diversification of the Professoriate by recruiting and retaining underrepresented minority and historically marginalized peoples into Ladder Rank positions. This requires intentional investments by UCOP and campus leaders, and allocation of monies from Sacramento to diversity the Professoriate through growth.
- Online instruction and online degrees are Regental and Sacramento priorities. The Senate should continue to exercise its delegated authority to clarify what resources are required for delivery of sustainable, high quality online instruction and what majors are suitable for conferment of a UC-worthy online degree.
- Burnout and disaffection among overworked faculty has long been simmering. COVID-19 intensified chronic stressors and strong-armed acute pivotal focus to instruction at the expense of other mission areas, thereby accelerating burnout. The recent UAW bargaining process without faculty consultation deepened disaffection. Senate surveillance of campus response to the COVID-19 Impacts Report and engagement with Provost Newman to remedy faculty sidelining in future collective bargaining activities are priorities.

### **Undergraduate Student Access and Success, and Academic Integrity**

- UC undergraduate education accessibility for all qualified students and affordability for an on-time debt free degree remain aspirational goals. The Senate can shape central funding decisions to prioritize them.
- UC undergraduate student success is contingent on preparedness and support. UCOPE, BOARS, and other standing Senate committees should continue to monitor success metrics and identify needs.
- Academic integrity erosion in the age of web-based predatory services will require Senate deliberations, led by UCEP, to strike a balance between velvet glove corrective warnings and heavy-handed punitive actions.
- Unbounded accommodation of disabled student access to instruction can unreasonably burden the teacher and unconstrained accommodation of teacher preference to teach remotely can unnecessarily degrade instruction quality to the student. The boundaries of reasonable accommodations need examination.

### **Graduate Student Support and Learner-Teacher Relationship**

- Funding for graduate students, particularly those in the Humanities, may be disproportionately impacted by recent bargaining agreements. With the decentralization of intellectual property management to individual campuses, an excise tax on royalties to support non-STEM graduate students may be considered.
- Rules of engagement with graduate students who have become part-time employees and part-time learners will require robust Senate deliberations. Adaptation to a more transactional relationship is on the table.

### **Climate Crisis**

- Decarbonization goals specified in the approved Climate Crisis Memorial to the Regents are subject to derailment by budget shortfalls and tradeoffs. This priority needs financial support well beyond UC.

### **UC Health and UC**

- UC Health faculty with duties highly concentrated on healthcare delivery often fail to appreciate that policy initiatives may impact the entire University collective, sometimes in an undesirable manner. Moral hazard behaviors need curtailment and requirements for UC Senate faculty membership need refinement

**ACTION REQUESTED: The Assembly is asked to elect the 2023-2024 Assembly Vice Chair.**

## **VII. SPECIAL ORDERS**

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

## **VIII. UNIVERSITY AND FACULTY WELFARE REPORT [NONE]**

## **IX. SPECIAL ORDERS [NONE]**

## **X. REPORTS ON SPECIAL COMMITTEES [NONE]**

## **XI. PETITIONS OF STUDENTS [NONE]**

## **XII. UNFINISHED BUSINESS [NONE]**

## **XIII. NEW BUSINESS**