



**Assembly of the Academic Senate  
Notice of Meeting  
Wednesday, April 23, 2024  
1:00 pm – 4:30 pm**

**AGENDA**

**Assembly members** have been pre-registered for the meeting.

Other UC Academic Senate members who wish to participate in the videoconference must register at:  
[https://UCOP.zoom.us/meeting/register/aRsrv\\_gERqWLIPXICqGZWw](https://UCOP.zoom.us/meeting/register/aRsrv_gERqWLIPXICqGZWw)

Item	Enclosures
I. Roll Call of Members (1:00 - 1:10 pm)	Page 3
II. Minutes [ACTION] <ul style="list-style-type: none"> <li data-bbox="310 766 1159 831">1. Approval of the Minutes of the Meeting of December 12, 2024 Appendix A: Assembly Attendance, December 12, 2024</li> <li data-bbox="310 840 1240 905">2. Approval of the Minutes of the Special Meeting of February 13, 2025 Appendix A: Assembly Attendance, February 13, 2025</li> <li data-bbox="310 913 1208 978">3. Approval of the Minutes of the Special Meeting of March 25, 2025 Appendix A: Assembly Attendance, March 25, 2025</li> </ul>	Pages 4-11 Page 12 Pages 13-19 Page 20 Pages 21-25 Page 26
III. Special Orders <ul style="list-style-type: none"> <li data-bbox="261 1045 602 1066">A. Consent Calendar               <ul style="list-style-type: none"> <li data-bbox="358 1079 1166 1106">1. Academic Council Statement on Defending the University</li> </ul> </li> </ul>	Pages 27-28
IV. Announcements by the Chair (1:10-1:30 pm) <ul style="list-style-type: none"> <li data-bbox="358 1186 651 1213">▪ Steven W. Cheung</li> </ul>	
V. Reports of Standing Committees	
A. Academic Council [ACTION] <ul style="list-style-type: none"> <li data-bbox="358 1346 737 1373">▪ Steven W. Cheung, Chair               <ul style="list-style-type: none"> <li data-bbox="310 1381 1187 1444">1. Nomination and Election of the 2025-2026 Assembly Vice Chair (1:30 - 1:45 pm)</li> </ul> </li> </ul>	Pages 29-31
B. Board of Admissions and Relations with Schools [ACTION] <ul style="list-style-type: none"> <li data-bbox="358 1507 834 1535">▪ Deborah Swenson, BOARS Chair               <ul style="list-style-type: none"> <li data-bbox="310 1543 1219 1570">1. Proposed Revision to Academic Senate Bylaw 145 (1:45 - 2:00 pm)</li> </ul> </li> </ul>	Pages 32-38
VI. Announcements by the President and other Senior University Managers (2:00 - 3:00 pm) <ul style="list-style-type: none"> <li data-bbox="310 1682 727 1709">▪ Michael V. Drake, President</li> <li data-bbox="310 1717 1149 1745">▪ Katherine S. Newman, Provost and Executive Vice President</li> <li data-bbox="310 1753 1289 1780">▪ Nathan Brostrom, Executive Vice President and Chief Financial Officer</li> </ul>	
VII. Unfinished Business [Action] <ul style="list-style-type: none"> <li data-bbox="310 1858 1208 1919">1. Proposed Revisions to Academic Senate Regulation 424.A.3 (A-G Ethnic Studies) (3:00 - 3:45 pm)</li> </ul>	Pages 39-57

- VIII. Resolutions from Petitioners [Action] (3:45-4:30 pm)
- 1. Divisional Vote Regarding a UC Systemwide Academic Calendar Page 58-61
  - 2. Compensation of Senior Administrators Page 58-61
- IX. University and Faculty Welfare Report [NONE]
- X. Reports on Special Committees [NONE]
- XI. Petitions of Students [NONE]
- XII. New Business
-

## I. Roll Call

### 2024-25 Assembly Roll Call – Meeting of April 23, 2025

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

Michael Drake

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

Steven W. Cheung, Chair  
Ahmet Palazoglu, Vice Chair  
Amani Nuru-Jeter, Chair, UCB  
Katheryn Russ, Chair, UCD  
Valerie Jenness, Chair, UCI  
Kathleen Bawn, Chair, UCLA  
Kevin Mitchell, Chair, UCM  
Kenneth Barrish, Chair, UCR  
Olivia Graeve, Chair, UCSD  
Steven Hetts, Chair, UCSF  
Rita Raley, Chair, UCSB  
Matthew McCarthy, Chair, UCSC  
Deborah Swenson, Chair, BOARS  
James Bisley, Chair, CCGA  
Katherine Meltzoff, Chair, UCAADE  
Sean Malloy, Chair, UCAP  
Rachael Goodhue, Chair, UCEP  
Juan Pablo Pardo-Guerra, Chair, UCFW  
Susanne Nicolas, Chair, UCORP  
Tim Groeling, Chair, UCPB

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

Mark Goble  
Tyrone Hayes  
Jonah Levy  
Daniel Sargent  
Dean Toste

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

Niels Gronbech-Jensen  
Kristin Lagattuta  
Walter Leal  
Abigail Thompson  
Rena Zieve  
Karen Zito

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

Noah Askin  
German Andres Enciso  
Oliver Eng  
Douglas (Bert) Winther-Tamaki

#### **Los Angeles (7)**

Christopher Colwell  
Mekonnen Gebremichael  
Ronald D. Hays  
Jody Kreiman  
Reynaldo Macias  
Moritz Meyer-ter-Vehn  
Robert Zeithammer

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

Shilpa Khatri

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

Jennifer Hughes  
Manuela Martins-Green

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

Marianna Alperin  
Kimberly Cooper  
Gabriella Caballero Hernandez  
Julia Ortony  
Deborah Stein

#### **San Francisco (5)**

Ifeyinwa Asiodu  
Robin Corelli  
David Hwang  
Kewchang Lee  
Soo-Jeong Lee

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

Eileen Boris  
Sabine Fruhstuck  
Charles Jones

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

Melissa Caldwell  
Rita Mehta

#### **Secretary/Parliamentarian**

Katherine Yang (UCSF)



**ASSEMBLY OF THE ACADEMIC SENATE  
December 12, 2024  
Minutes of Meeting**

**I. ROLL CALL OF MEMBERS**

Pursuant to the call, the Assembly of the Academic Senate met on Thursday, December 12, 2024. Academic Senate Chair Steven W. Cheung presided and called the meeting to order at 2:00 pm. 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 21, 2024 with minor amendments.**

**III. ANNOUNCEMENTS BY SENATE LEADERSHIP**

- **Steven W. Cheung, Chair**
- **Ahmet Palazoglu, Vice Chair**

**November 2024 Regents Meeting:** The Regents approved the 2025-26 University operating budget, which includes a 3.7% range adjustment to the faculty salary scales, \$1.36 billion in capital projects funding, and a 9.9% increase in undergraduate nonresident supplemental tuition for incoming students. The Regents also approved amendments to Regents Policy 4400 (University of California Diversity Statement) to incorporate language about disability the Assembly approved in June 2024.

Long-serving Regent John Pérez, who has chaired the Board and the Health Services Committee, announced his resignation at the meeting. Governor Newsom nominated Robert “Bob” Myers of Santa Monica to fill the vacancy. Shortly afterward, Regent Richard Sherman also resigned, but a replacement has yet to be appointed.

**Academic Labor Agreement:** The University reached an agreement with the UAW to extend the collective bargaining agreements for Academic Student Employees (Teaching Assistants, Readers, Tutors) and Graduate Student Researchers to January 2026.

**Mortgage Origination Program (MOP):** The Standard MOP, which provides UC faculty and senior managers with below-market interest rates to purchase their first homes, is facing increased demand due to rising commercial interest rates. This has depleted current fiscal year program funds earlier than anticipated. Additionally, low interest rates have limited UC’s ability to sell loans and replenish funds. UC Office of the President (UCOP) is working with campuses to address these challenges and plans to provide additional funding in early 2025.

**Special Assembly Meeting:** In response to a request from 25 voting Academic Senate members and in accordance with [Senate Bylaw 110.A.3.c](#), a special meeting of the Assembly has been scheduled for January 17, 2025. The agenda will include three topics: 1) the UC president’s information security plan; 2) variance in compensation and cost-of-living adjustments between staff and faculty; 3) and the increase in UC health plan premiums.

**Leadership Searches:** The 13-member Academic Advisory Committee (AAC) for the UC presidential search, chaired by Chair Cheung, met with the Regents’ Special Committee to finalize selection criteria for the next UC president. The criteria incorporate recommendations from the Academic Senate. The AAC will review dossiers of potential candidates over the winter break. Other leadership searches include the vice provost for Faculty Affairs and Academic Programs in the Academic Affairs Division at UCOP and chancellor positions for UC Santa Barbara and UC Riverside.

**APC Workgroups:** Vice Chair Palazoglu is co-chairing an Academic Planning Council (APC) workgroup assessing the potential transition of all campuses with undergraduate programs to a semester-based calendar. The workgroup plans to finalize its report by March 2025 for a 90-day Academic Senate review. Another APC workgroup, co-chaired by former UCSB Division Chair Susannah Scott, is evaluating UC’s doctoral education model. Preliminary recommendations address graduate program size, funding models, and time-to-degree options.

**Benefits Study:** A new study of total remuneration and benefits, administered by Systemwide Human Resources in collaboration with a contracted external vendor, is moving forward. Senate representatives have been invited to serve on workgroups shaping the vendor’s analytic methods and ensuring comparability with the last study conducted a decade ago.

***During the discussion:***

- A member asked whether the faculty salary increase would apply to off-scale salaries and if the Senate had requested a July 1 implementation to align with the timing of salary increases for UC staff. Chair Cheung clarified that off-scale adjustments are campus decisions. The Senate has requested a July 1 implementation, which the administration is studying for feasibility.

**Rules of Engagement:** Chair Cheung noted that two action items are on the agenda, one of which had generated substantial interest. He said speakers would be recognized through Zoom’s raise hand function. To accommodate the 135 attendees, he asked speakers to limit comments to one minute and to direct motions to Executive Director Lin via chat, which was restricted to communication only between attendees and co-hosts. Chair Cheung would recognize motion proposers and restate motions prior to any votes.

**IV. REPORTS OF STANDING COMMITTEES**

**A. University Committee on Educational Policy (UCEP)**

- **Catherine Sugar, UCEP Vice Chair**

**1. Proposed Academic Senate Statement: Characteristics of Undergraduate Educational Quality at the University of California**

**Background:** At its July 2024 meeting, the Academic Council endorsed a UCEP-proposed statement titled *Characteristics of Undergraduate Educational Quality at the University of California*. The statement underwent a systemwide Senate review and was further revised based on feedback. It articulates the shared components of UC’s academic excellence, offering a framework to guide the University’s academic programs, priorities, and actions to sustain UC’s success and impact.

**Vice Chair’s Remarks:** UCEP Vice Chair Sugar explained that the statement was originally created in 2010 for the UC Commission on the Future as a reference for evaluating change. Last year, UCEP was tasked with updating the document to reflect evolving approaches to education, including instructional modalities. UCEP members collaborated extensively over several meetings to revise the statement, which included a final round of updates that incorporated feedback from the systemwide review.

The statement is intended as a concise articulation of core principles rather than a detailed roadmap of processes and criteria. It addresses key features of educational quality, including courses and programs, the distinctive holistic context in which UC students experience their education, principles of oversight and review, and expected student outcomes. It highlights the expertise of UC faculty, the abilities and engagement of UC students, and the dynamic, research-based environment that defines the University of California.

Vice Chair Sugar expressed UCEP's gratitude for the dedication of faculty on the Assembly in maintaining the University's status as a leading public educational institution that serves students and society through the discovery and transmission of knowledge, skills, and ideas.

**ACTION: A motion to endorse the statement and transmit it to Provost Newman was made, seconded, and passed unanimously (56-0).**

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

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

President Drake opened his remarks by acknowledging the challenges facing the University and the nation, emphasizing UC's leadership in addressing issues critical to education, the community, and public policy. He expressed interest in hearing from the Assembly and highlighted the importance of collaboration and engagement.

**National Elections and Research Advocacy:** The University is assessing post-presidential election outcomes and their implications for UC and higher education. This includes monitoring incoming federal agency leadership and policy positions that affect students, education, research, and public health. UC is preparing to engage with new appointees to ensure continued advocacy for higher education.

UC remains the leading public research university, with significant funding from federal agencies. He emphasized the importance of maintaining relationships across political divides to advocate for research funding. He shared his optimism about UC's ability to navigate changing political climates and maintain robust funding, citing successful advocacy during prior administrations.

**Undocumented Students:** The University remains steadfast in maintaining a supportive environment for undocumented UC students, including offering legal services, updated "know your rights" materials, and international travel guidance.

**Public Health:** President Drake stressed UC's role in public health awareness, especially in light of lessons from the pandemic, and pledged that UC would continue providing evidence-based guidance to communities. He also noted that UC is prioritizing the protection of reproductive care in California, aligning with state policies.

**Budget:** Although UC avoided a budget cut initially proposed by the governor in 2024-25, the cut was deferred to 2025-26, allowing UC to prepare for reductions. However, state revenues have improved, raising hopes of mitigating some cuts. UC was excluded from a \$10 billion general obligation bond passed for California Community Colleges and K-12 education in November 2024. A new bill introduced by State Assemblymember Alvarez proposes a separate GO bond for UC and California State University to address capital funding needs. Securing additional state support is critical for funding housing and educational facilities.

**MOP:** UCOP is addressing unprecedented demand for the Mortgage Origination Program (MOP) with a \$200 million allocation to sustain the program. Efforts are underway to align the program with commercial lending practices, making it easier to sell loans on the secondary market and replenish funding.

**Labor Relations:** President Drake noted recent strikes at UC medical centers and ongoing bargaining with AFSCME and UPTA. He also referred to the recently ratified extension of the UAW contract to January 2026 and expressed hope for continued progress and collaboration with labor groups.

**Chancellor Searches:** President Drake emphasized the importance of broad community and Academic Senate input into searches for new UCSB and UCR chancellors who can advance the campuses' missions.

**UC Accomplishments and Resilience:** President Drake highlighted UC's leadership and achievements, including: 1) record numbers of students served and patients cared for; 2) expanded healthcare capacity, with a 50% increase in available patient beds over the past 18 months; and 3) robust growth in research funding and academic achievements. He thanked Assembly members for their continued commitment to excellence in education, research, and public service.

**Graduate Education:** Provost Newman noted that an APC workgroup is finalizing a report addressing key challenges in the traditional graduate education model. Provost Newman emphasized that the report should be widely shared and discussed across campus departments to ensure faculty engagement. She stressed the importance of discipline-specific conversations to address the varied challenges faced by humanities, social sciences, and STEM fields.

**AI Survey:** A new faculty survey on artificial intelligence (AI) is being developed in collaboration with immediate past Senate Chair Steintrager, the Senate AI workgroup he's chairing, and UC San Diego's survey research group, Tritonlytics. This initiative will collect faculty perspectives on AI and serve as a test case for establishing a broader capacity to survey faculty on policy issues. She urged widespread participation to ensure meaningful insights.

**Systemwide Academic Congresses:** A Congress on Research in March 2025 will focus on the importance of research at UC, exploring collaborations with NIH, NSF, and private foundations. It will also examine the rising costs of research, funding challenges, and strategies for communicating research value to the public. A Congress on Academic Freedom in May 2025 will address contemporary threats to academic freedom through a series of panels featuring prominent scholars and experts.

**UCCS:** Efforts are underway to revitalize the UC Center in Sacramento, which offers policy internships for students interested in public service careers but has faced low enrollment due to course credit transfer issues and other logistical challenges. A faculty-prepared report identifies ways to increase program participation and will be discussed with the Regents.

**Academic Calendars:** An APC Systemwide Academic Calendar Workgroup is exploring the potential for harmonizing academic calendars across UC campuses or adopting beneficial features like Berkeley's "RRR Week" (Reading/Review/Recitation), which provides time to consolidate learning before finals.

***During the discussion:***

- An Assembly member questioned UC’s commitment to employment pathways for undocumented students and expressed concern about new restrictions on campus protests.
- A member inquired about UC’s commitment to expressive activities.
- Members also expressed concern that the new graduate student contracts are impacting education and research costs, and highlighted the value of the MOP for recruitment, suggesting that MOP should prioritize new faculty recruitment.
- A member inquired about the potential systemwide adoption of a semester calendar and the inclusion of features like the RRR period at UC Berkeley.

**Responses:**

- President Drake reaffirmed his strong support for undocumented students and the Deferred Action for Childhood Arrivals program. The Regents voted to suspend implementation of a proposal to allow undocumented students to hold paying jobs at UC after concluding that there was no viable legal employment pathway. UC has instead launched a fellowship program that is helping hundreds of students gain valuable experiential learning opportunities distinct from employment.
- President Drake emphasized UC’s continued support for free expression and clarified that updated guidelines issued by UCOP are intended to ensure that protest activities follow existing guidelines regarding encampments and blocking access to campus facilities and walkways.
- Provost Newman noted that UC wants to do everything possible to attract and support the best graduate students. However, the traditional funding model is no longer viable. She referenced the forthcoming APC workgroup report on graduate education, which addresses these challenges.
- Provost Newman confirmed that discussions about a common academic calendar are ongoing and include consideration of a semester system alignment, calendar features like consolidation periods before exams, ideal start dates for the academic year, and the potential for intersession periods. APC workgroup members are evaluating diverse needs across disciplines to determine the most beneficial changes.
- CFO Brostrom acknowledged the primary purpose of MOP is for faculty recruitment and noted its effectiveness. Future adjustments to MOP may include more targeted usage and specified purposes to ensure alignment with recruitment goals.

**VII. REPORTS OF STANDING COMMITTEES (CONTINUED)**

**B. Academic Council**

**2. Proposed revisions to Senate Regulation 424.A.3 (A-G Ethnic Studies)**

- **Steven W. Cheung, Chair**

**Background:** At its July 2024 meeting, the Academic Council voted (12-7) to advance proposed revisions to Senate Regulation 424.A.3 to the Assembly for further consideration. The revisions introduce an A-G ethnic studies requirement (Area H) for freshman admission to UC. BOARS’s Ethnic Studies Implementation Workgroup also developed revised criteria and guidelines for eligible high school courses, outlining UC’s expectations for college-preparatory ethnic studies coursework.

**Chair’s Remarks:** Chair Cheung emphasized that the purpose of the A-G requirements is to define faculty expectations for high school coursework that best prepares students for success at UC. The 15-course A-G pattern ensures incoming students are ready to participate in UC’s first-year programs across a broad range of fields. In November 2020, BOARS unanimously approved a proposal for a one-semester ethnic studies course requirement within the existing 15-course A-G pattern. This non-additive approach highlights the importance of ethnic studies while maintaining flexibility for high schools to incorporate the proposed new requirement across multiple A-G subject areas.



The proposed requirement aligns with State Assembly Bill 101, ensuring consistency with the state law for public high school graduation requirements. It affirms UC's commitment to advancing critical and interdisciplinary studies that examine race, ethnicity, and their intersections with gender, class, sexuality, and other identities, centering on the intellectual scholarship of people of color. The field is intended to help students develop inclusivity, understand diversity, connect with their communities, and gain tools to address systemic inequalities.

UC's A-G requirements historically have matched or exceeded the California public high school graduation requirements. By introducing UC criteria for ethnic studies courses, the University reinforces its role in defining admission requirements that prioritize solid academic preparation for college.

Following BOARS's initial approval of the proposal, multiple BOARS workgroups developed and refined criteria for eligible high school ethnic studies courses. In June 2023, BOARS approved a revised draft of the course criteria and guidelines by a vote of 9-2. Since November 2020, the proposal has undergone two systemwide reviews, with questions and concerns addressed at each stage. The Academic Council deliberated on the proposal three times in 2023, ultimately voting 12-7 in July 2024 to advance it to the Assembly.

**Discussion highlights:** The discussion featured a range of perspectives from Assembly members and other Senate faculty in attendance, including faculty from ethnic studies fields.

**Pro Arguments:** Individual proponents emphasized the following points:

- A-G ethnic studies aligns with California's AB 101 mandate requiring ethnic studies course offerings for all public high school students starting in 2025-26. UC's guidance is critical for implementation and signals support for equitable funding and curriculum expansion.
- The proposed requirement integrates with UC's existing A-G requirements without increasing the total number of A-G courses. The mandate is funded, with \$50 million allocated to prepare for implementation by 2029-30.
- Proponents highlighted the rigorous development process of the course criteria by UC faculty experts, emphasizing collaboration, inclusivity, and alignment with existing A-G requirements. The criteria reflect 50 years of growth in ethnic studies disciplines, which are now established as undergraduate and graduate degree programs nationwide. These fields are inherently interdisciplinary and academically rigorous.
- Ethnic Studies promotes critical thinking, civic engagement, and understanding of systemic inequities. It helps students analyze the intersections of race, ethnicity, gender, and class while benefiting all students, particularly those from marginalized communities.
- Ethnic Studies corrects historical Eurocentric biases and misrepresentation of diverse histories in education. The discipline provides an interdisciplinary focus on power dynamics and marginalized perspectives, fostering civic engagement and justice.
- Peer-reviewed studies demonstrate improved student engagement, academic success, and campus climate resulting from ethnic studies, preparing California high school students for success at UC and beyond.
- AB 101 positions UC as a leader in guiding implementation and supporting curriculum development. The A-G ethnic studies course criteria were crafted by UC experts, with input from educational agencies and community constituents. A former BOARS chair noted the unanimous BOARS support for an A-G ethnic studies requirement in 2020.

- Excluding Ethnic Studies would itself be a politicized decision that reinforces historical inequities and reflects institutional racism. The proposal supports a paradigm shift to decolonize education.
- UC’s adoption of the proposed new requirement supports ethnic studies amid national efforts to curtail DEI (Diversity, Equity, Inclusion) initiatives and restrict race discourse in education.

**Con Arguments:** Individual opponents emphasized the following points, including:

- The gap between allocated funding (\$50 million) and the estimated \$276 million needed for full implementation across the state is large. Resource-strapped school districts could struggle to comply, potentially leaving up to 5% of students—about 20,000 annually—unable to meet UC admissions criteria.
- The proposal disproportionately impacts students from under-resourced schools, private or religious schools, and out-of-state institutions that may lack access to robust ethnic studies programs. Ethnic Studies as a graduation requirement, rather than an admissions requirement, would avoid unfairly penalizing these students.
- Several members highlighted logistical hurdles in scaling A-G ethnic studies across diverse high school settings, pointing to limited teacher training, regional differences in curriculum development, and a lack of robust accountability measures to ensure uniform quality.
- There are inconsistencies in ethnic studies curricula across districts and limited consultation with K-12 educators. Implementation should be delayed until AB 101 is fully evaluated, equitable access is ensured, and funding gaps are addressed.
- The ethnic studies criteria are inherently political and divisive. Making ethnic studies a mandatory admissions criterion could signal ideological bias and alienate key parties, including parents, legislators, and donors.
- The increased emphasis on ethnic studies could come at the expense of traditional academic disciplines, particularly history, whose focus may be diluted or reshaped to align with the new mandate.
- The research cited in support of ethnic studies is not robust, and research findings on improved student outcomes may not apply universally. The benefits described are aspirational rather than guaranteed.
- Critics expressed concerns about inaccuracies in the proposal’s supporting documentation, including claims about funding sufficiency and BOARS recommendations. They argued that these inconsistencies undermined confidence in the proposal’s readiness.
- Some members proposed making ethnic studies an encouraged elective or content recommendation rather than a requirement. This approach would support ethnic studies expansion without creating rigid mandates.

In light of uncertainties surrounding state funding for AB 101 and unresolved implementation challenges, some participants recommended postponing any action on the proposal until these issues can be more fully addressed.

**ACTION: A motion to postpone the vote on the A-G ethnic studies proposal until the April 2025 Assembly meeting was made and seconded. The motion passed in a vote of 42-12, with two abstentions.**

**VI. SPECIAL ORDERS**

- A. Consent Calendar [NONE]
- B. Annual Reports [2023-24]

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

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

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

**X. UNFINISHED BUSINESS [NONE]**

**XI. NEW BUSINESS**

The meeting adjourned at 4:45 pm

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

Attest: Steven W. Cheung, Academic Senate Chair

Attachments: Appendix A – Assembly Attendance Record, Meeting of December 12, 2024

**Appendix A – 2024-2025 Assembly Attendance Record  
Meeting of December 12, 2024**

**President of the University:**

Michael Drake

Douglas (Bert) Winther-Tamaki (absent)

**Academic Council Members:**

Steven W. Cheung, Chair  
Ahmet Palazoglu, Vice Chair  
Amani Nuru-Jeter, Chair, UCB  
Katheryn Russ, Chair, UCD  
Valerie Jenness, Chair, UCI  
Kathleen Bawn, Chair, UCLA  
Kevin Mitchell, Chair, UCM  
Kenneth Barrish, Chair, UCR  
Olivia Graeve, Chair, UCSD  
Steven Hetts, Chair, UCSF  
Rita Raley, Chair, UCSB  
Matthew McCarthy, Chair, UCSC  
Deborah Swenson, Chair, BOARS  
James Bisley, Chair, CCGA  
Kristen Holmquist, UCAADE Chair (alt for  
Katherine Meltzoff, Chair)  
Sean Malloy, Chair, UCAP  
Catherine Sugar, UCEP Vice Chair (alt for  
Rachael Goodhue, Chair)  
Juan Pablo Pardo-Guerra, Chair, UCFW  
Susanne Nicolas, Chair, UCORP  
Tim Groeling, Chair, UCPB

**Los Angeles (7)**

Christopher Colwell  
Mekonnen Gebremichael (absent)  
Ronald D. Hays  
Jody Kreiman  
Reynaldo Macias  
Moritz Meyer-ter-Vehn  
Robert Zeithammer

**Merced (1)**

Shilpa Khatri

**Riverside (2)**

Jennifer Hughes  
Manuela Martins-Green

**San Diego (5)**

Marianna Alperin  
Kimberly Cooper  
Gabriella Caballero Hernandez  
Julia Ortony (absent)  
Deborah Stein

**San Francisco (5)**

Ifeyinwa Asiodu  
Robin Corelli  
David Hwang  
Margaret Wallhagen (alt for Kewchang Lee)  
Soo-Jeong Lee

**Santa Barbara (3)**

Eileen Boris  
Sabine Fruhstuck  
Isabel Bayrakdarian (alt for Charles Jones)

**Santa Cruz (2)**

Melissa Caldwell  
Rita Mehta

**Secretary/Parliamentarian**

Katherine Yang (UCSF)

**Berkeley (5)**

Mark Goble  
Tyrone Hayes  
Mina Aganagic (alt for Jonah Levy)  
Daniel Sargent  
Dean Toste

**Davis (6)**

Niels Gronbech-Jensen  
Kristin Lagattuta  
Walter Leal  
Abigail Thompson  
Rena Zieve  
Karen Zito (absent)

**Irvine (4)**

Noah Askin  
German Andres Enciso  
Oliver Eng



**ASSEMBLY OF THE ACADEMIC SENATE  
February 13, 2025  
Minutes of Special Meeting**

**I. Roll Call of Members**

Pursuant to the call, the Assembly of the Academic Senate held a special meeting on Thursday, February 13, 2025. Academic Senate Chair Steven W. Cheung presided and called the meeting to order at 2:00 pm. 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. Announcements**

▪ **Steven W. Cheung, Chair**

Chair Cheung acknowledged UC Davis Professor Walter Leal, who led the petition to hold this Special Meeting. The business included discussion of three topics:

1. UC Information Security Investment Plans in Relation to Faculty Research, Teaching, and Academic Personnel Matters
2. Faculty Compensation and Cost-of-Living Adjustments
3. UC Health Plan Costs

Chair Cheung also acknowledged a petition for a special Assembly meeting to discuss a proposal regarding a UC systemwide academic calendar. Chair Cheung committed to scheduling this meeting in March 2025.

Chair Cheung asked UCOP administrative colleagues to address their respective topics within a 10-minute window, followed by Q&A and remarks from faculty kept at 2 minutes each. The meeting was conducted under procedures of the American Institute of Parliamentarians Standard Code (Sturgis 18.11). Based on parliamentary procedures for special meetings, any discussion outside of the agendized item or any proposed action would be out of order. In addition, per [Senate Bylaw 120.C.2](#), proposed new business can be taken up only at the conclusion of agendized items and only with the unanimous consent of the voting Assembly members present.

**III. UC Information Security Investment Plans in Relation to Faculty Research, Teaching, and Academic Personnel Matters**

- **Van Williams, Vice President and Chief Information Officer, Information Technology Services (ITS)**
- **Monte Ratzlaff, Interim Chief Information Security Officer, ITS**

**Background and Context:** A February 26, 2024 letter from President Drake asked chancellors to implement several new cybersecurity measures by May 28, 2025: enhanced controls, including mandatory endpoint detection and recovery (EDR) software and stronger enforcement of cybersecurity training compliance, as well as withholding merit increases for leaders of non-compliant units. In a June 6, 2024 letter from the Academic Council and a May 15, 2024 letter from the University Committee on Academic Computing and Communication (UCACC), faculty [expressed concerns](#) about these mandates.

UCOP leaders acknowledged the concerns and provided the following context and clarifications:

**Cybersecurity Priority:** The Board of Regents and President Drake consider cybersecurity to be the top enterprise risk for the UC system. UC faces increasing cybersecurity threats that could impact faculty research, student and employee privacy, and the University’s healthcare operations. Recent security breaches have cost the University over \$100 million. UC risks losing \$4 billion in federal research funding if it fails to comply with evolving cybersecurity regulations.

**EDR Software:** EDR is a signature-based and behavior-based security tool that detects and prevents cybersecurity threats at the endpoint level, such as laptops, desktops, and mobile devices. It is part of UC’s existing cybersecurity infrastructure for data protection. UCOP leaders clarified that EDR software does not allow administrators to access faculty files or extract data from personal or research devices, and that faculty with specialized research needs can apply for policy exceptions (e.g., cases where research devices cannot support EDR software).

**Cybersecurity Training:** The University’s goal is to achieve 94-95% cybersecurity training compliance systemwide. UC offers 30-day grace periods around training deadlines. In addition, new UC employees have 30 days from hire to complete training, and faculty and staff who fall out of compliance have 30 days to complete training before penalties apply. Faculty on sabbatical, staff on leave, and graduate student employees are exempt from compliance training.

**Unit Head Designation and Merit Increases:** UCOP leaders clarified that a provision in the new policy requiring chancellor approval for merit increases of non-compliant unit heads is not intended to impact individual faculty members. The definition of “unit head” is at the discretion of each campus chancellor and no campus has formally designated faculty as unit heads under this policy. If any faculty member is categorized as a unit head, it would be a local campus decision, not a systemwide mandate.

***Discussion Highlights:***

- Faculty noted that the policies were implemented without proper Senate consultation, and the concerns outlined in the Academic Council and UCACC letters were never addressed in a formal response.
- Several faculty members described the EDR software as “spyware,” and raised concerns about whether it tracks web browsing behavior and collects data beyond security purposes. Specific concerns included:
  1. Documentation suggesting that Trellix security software can monitor web browsing activity.
  2. The lack of clear policies on who has access to collected data, where it is stored, and how long it is retained.
  3. UC has not provided sufficient assurances to faculty handling sensitive research data, student records, and personnel data that their data is protected. Faculty requested full disclosure of EDR configurations, including what data is collected and stored.
- Faculty argued that UC-mandated security software on faculty computers and personal devices interferes with academic freedom by dictating which security tools they must use. Some questioned whether security monitoring could limit or censor research activities, particularly in fields like political science, legal studies, and journalism.
- Faculty warned that some research areas are incompatible with EDR, particularly high-performance computing environments that require minimal system interference; quantum computing; and student projects involving Internet of Things devices (e.g., Raspberry Pis, microcontrollers, oscilloscopes) that may be blocked from UC networks under the policy.

Faculty expressed concerns that the policy could result in millions of dollars in lost research funding.

- Faculty expressed concern that some campuses have not clearly defined who qualifies as a “unit head,” and that UC’s [Electronic Information Security Policy](#) (IS-3) allows campuses to shift cybersecurity compliance responsibilities onto individual faculty, making them personally liable for security incidents.
- CIO Williams reiterated that cybersecurity is a systemwide priority. He clarified that EDR software does not access private faculty files or extract data from their devices. Instead, it monitors for behavioral anomalies that might indicate a cybersecurity threat. He noted that his office collaborated with campus counterparts to conduct extensive privacy reviews of the software and to define a set of EDR standards that respects campus autonomy. He reiterated that faculty had not been formally designated as unit heads but agreed that more clarity was needed. He emphasized that UCOP does not control local implementation. Faculty members are invited to contact him with specific concerns. He noted that he has discussed the issues raised in the Senate letter with UCACC and made commitments.
- A former UCACC chair argued that the issue is not IS-3 itself but how it has been communicated and implemented at the campus level. Some campuses (e.g., UCB, UCI) have had collaborative discussions with IT leadership and developed robust privacy safeguards and exception processes. Other campuses reported top-down mandates with little room for negotiation. He offered to share UCB’s privacy policies and exception processes with other campuses.
- Faculty called for systemwide clarification about the extent of campus autonomy in implementing cybersecurity policies. They asked specifically for a publicly available policy that explains what data is collected, how long it is stored, who has access and under what conditions, as well as a stronger exception policy for faculty working with sensitive research data.
- Faculty requested a report detailing how UC is addressing the concerns raised in the spring 2024 Senate letters and this special Assembly meeting. Some continued to call for the immediate suspension of the directives until the concerns are resolved.
- UCOP leadership acknowledged faculty concerns and the need for greater transparency, stronger consultation, and clearer exception processes. They committed to:
  1. Respond formally to the June 6, 2024 letter.
  2. Update EDR FAQ document to clarify how EDR software works and what data is collected.
  3. Issue clearer guidance on which aspects of the security policy are systemwide mandates and which reflect local campus practices.
  4. Formally consult with UCACC on ways to improve communication and shared governance in future IT policy decisions.

#### **IV. Faculty Compensation and Salary Range Adjustments**

- **Katherine S. Newman, Provost and Executive Vice President, Academic Affairs**
- **Amy K. Lee, Deputy Provost, Systemwide Academic Personnel**
- **Douglas Haynes, Interim Vice Provost, Faculty Affairs and Academic Programs**

**Faculty Compensation Structure & Adjustments:** UC has distinct human resources systems for academic employees and for staff. Unlike staff, faculty salaries are based on a structured salary scale with general range adjustments applied, following a budget assessment. Faculty members also participate in a merit-based advancement system, which allows them to move up salary scale steps every 2-3 years with corresponding pay increases based on successful academic reviews. In contrast, staff employees receive across the board increases to their base salary.

**Timing of Faculty Salary Adjustments:** Historically, faculty received general range adjustments on October 1 and merit increases on July 1, while salary increases for other policy-covered UC employees took effect on July 1. In 2013, faculty range adjustments were temporarily moved to July 1 due to the restart of UC Retirement Plan contributions. In 2019, UC leadership decided to return to an October 1 adjustment date to allow more time for processing complex faculty salary components. To offset this implementation date change, faculty received a 5.33% increase in 2019, while staff and other academic administrators received a 3% increase. This included an additional 1.33% to account for the adjustment delay and 1% to address faculty salary gaps in relation to UC's "[Comparison 8](#)" institutions.

**Complexity of Faculty Salary Adjustments:** Unlike staff, faculty salaries have multiple components and funding sources, requiring considerable manual data entry. Staff salary adjustments are automated and apply to a single salary rate, while faculty require individualized processing based on scale, off-scale, above-scale, and other components. The October 1 implementation for faculty range adjustments allows Academic Personnel offices time to ensure accuracy and reduces administrative stress. Processing faculty salary increases before the state budget is finalized (in May) also increases the risk of errors.

**Faculty Salary Increases Under President Drake:** Since President Drake took office in 2020, the faculty salary plan has prioritized applying full increases to the faculty salary scales rather than dividing them into discretionary equity pools. Annual faculty salary increases have been 3% (2021); 4% (2022); 4.6% (2023); and 4.2% (2024). These increases have helped reduce UC's salary gap in relation to the Comparison 8 from 7.8% in 2018-19 to 3.1% in 2023-24.

**Next Steps & Campus Engagement:** President Drake has encouraged campus-level discussions with divisional Senates regarding off-scale and above-scale salary components. Campuses are also encouraged to implement equity adjustments for faculty where appropriate.

Chair Cheung invited questions from Assembly members and Senate faculty.

***Discussion Highlights:***

- An Assembly member questioned the methodology used to compare faculty and staff salary increases in 2019, arguing that the correct comparison should be 5.33% vs. 4%, not 5.33% vs. 3% because part of the increase was specifically to adjust for the timing shift from July to October. He requested access to the spreadsheets used in the analysis so faculty could verify the data. Deputy Provost Lee responded that both 3% and 4% analyses were conducted based on faculty feedback, and these materials were shared with a joint Senate-Administration workgroup convened by Provost Newman.
- An Assembly member raised concerns that an October 1 salary adjustment negatively impacts faculty who retire between July and October, as they receive their pension based on pre-adjustment salary. Deputy Provost Lee confirmed that an analysis of the retirement impacts was conducted, but it remains unclear if or how policy adjustments will be made based on those findings.
- An Assembly member argued that historical precedent is not an adequate justification for continued separation of faculty and staff salary adjustments. Another member argued that applying a cost-of-living adjustment (COLA) to the salary scale is a straightforward process that does not need to consider supplemental pay streams. Provost Newman defended the distinction, stating that the 2019 adjustment included an additional increase to ensure faculty were not disadvantaged by the October 1 shift. Deputy Provost Lee explained that faculty salaries include multiple funding sources, off-scale salary components, and above-scale salaries, all of



which must be adjusted manually and require careful coordination across different payroll structures.

- Several Assembly members voiced support for a proposal to shift senior administrator salary increases to October 1, arguing that this would demonstrate fairness, especially given faculty concerns about bloated administrative salaries. Faculty also argued that they must undergo extensive merit reviews to receive salary increases, whereas chancellors recently received large raises (e.g., 33.7% at one campus) without such reviews. In addition, faculty administrators tend to receive large salary boosts upon appointment. Provost Newman noted that salaries of senior administrators are determined by the Regents. She clarified that administrators do not go through the faculty merit process, but acknowledged faculty concerns about fairness.
- An Assembly member emphasized that while the Regents approve chancellor salaries, President Drake makes the recommendations to them. Provost Newman agreed, clarifying that final authority rests with the Regents and that President Drake had justified chancellor salary increases as necessary for recruitment and retention, and market competitiveness.
- An Assembly member requested greater transparency in sharing Comparison 8 salary data with faculty. Deputy Provost Lee stated that comparison data with the Comparison 8 is collected annually and reviewed with the Senate; however, the member emphasized that faculty outside the Senate leadership rarely see this data.
- An Assembly member noted that faculty review administrators during merit evaluations, but their career paths and compensation structures remain significantly different. The member suggested that a more equitable salary structure should be considered for all employee groups.
- An Assembly member proposed a formal motion recommending that all administrators receive salary increases on October 1, aligning them with faculty. Chair Cheung stated that the special Assembly meeting only allows for discussion of noticed items on the agenda and that a formal motion would require unanimous agreement from those voting members of the Assembly who are present to be considered as an item of new business at the end of the meeting.

#### **V. UC Health Plan Costs**

- **Cheryl Lloyd, Vice President & Systemwide Chief Human Resources Officer**
- **Jay Henderson, Associate Vice President for Total Rewards, Systemwide Human Resources**
- **Maynard Jenkins, Senior Executive Director, Benefits Programs and Strategy, Systemwide Human Resources**

**Overview of Rising Healthcare Costs:** Premiums for UC healthcare plans increased by 7.6% in 2025, which is in line with other large organizations (e.g., CalPERS and Federal Employees Health Benefits) and compares to a national average of 8-9%. UC's preferred provider organization (PPO) plans experienced significant inflation, although lower costs in health maintenance organization (HMO) plans helped moderate overall increases for employees in lower pay bands. Key cost drivers include increased utilization of specialty drugs, behavioral healthcare, and new fertility benefits, as well as ongoing healthcare inflation and the loss of government subsidies. In addition, the sickest 1.5–2% of plan members account for 40% of total medical spending (e.g., cancer-related costs). Despite significant premium increases (8.1% in 2024 and 6.4% in 2025), UC approved a 50% (or \$51 million) increase above its standard 4% increase for 2025 to mitigate employee premium increases. Still, UC's employer cost share declined from 86% in 2020 to 82.4% in 2025, shifting a greater cost burden onto employees. These increases were also distributed across employee pay bands to reduce the overall impact for lower-paid staff.

**Strategies to Address Rising Costs:** UCOP leaders are working with a consulting firm to evaluate the entire benefits portfolio, including plan designs and contribution models, to improve affordability while balancing cost sharing. UC is also exploring additional partnerships with UC Health, including the possibility of enhanced discounts through UC Health providers for employees. Senate consultation will be expanded via the systemwide Health Care Task Force (HCTF), a standing subcommittee of the University Committee on Faculty Welfare (UCFW), to ensure that faculty have a meaningful voice in future health benefits decisions.

**Benefits Studies:** Associate Vice President Henderson announced the kickoff of a study on faculty total remuneration to assess UC's competitiveness in compensation, benefits, and retirement compared to peer institutions that have also updated their benefits models since UC's last study in 2014. Findings from the study are expected by mid-2025 and will inform future compensation policies. A vendor for the study has been selected and four Senate faculty are serving on an advisory workgroup convened by Systemwide Human Resources. UCOP Human Resources is also planning a systemwide survey to collect feedback on benefits preferences from faculty and staff.

### ***Discussion Highlights***

- Faculty raised concerns about Anthem dropping a major provider in San Diego, affecting 125,000 patients. They called on UCOP to explore new legal measures, including contractual requirements for insurers to maintain their networks for the full contract term. Senior Executive Director Jenkins noted the complexity of insurer-provider negotiations and agreed to explore whether such disruptions could qualify as a “significant life event” allowing employees to change their health plan outside the normal open enrollment period.
- Faculty expressed concern that faculty were informed about the health plan changes only days before Open Enrollment despite past requests for earlier involvement. An Assembly member noted that the decline in UC's employer contribution has resulted in cost burden increases for faculty that harms faculty recruitment and retention as UC benefits become less competitive. Vice President Lloyd acknowledged the shortfall in consultation and committed to improving Senate engagement. She also acknowledged the concern about eroding employer contributions and stated that all cost-saving options are on the table about how to address the rising cost of healthcare.
- HCTF Chair Vickie Mays noted that the HCTF includes faculty experts in healthcare, benefits design, and related fields. She explained that HCTF seeks a closer partnership with UC HR and greater faculty involvement in benefits governance to ensure that faculty needs are considered during negotiations. HCTF would like faculty to be consulted on plan design and cost-sharing changes well in advance and have access to internal cost analyses and insurer contract details. HCTF is exploring reconfiguration of its current meeting schedule to better enable effective and timely shared governance. Vice President Lloyd responded by reaffirming UCOP's commitment to earlier Senate engagement and ensuring that the HCTF is consulted sooner in the decision-making process.
- Faculty noted instances where both spouses or partners are UC faculty and their benefits costs are automatically charged to both of their grants—even though the family is enrolled in only one insurance plan. Senior Executive Director Jenkins committed to reviewing the issue.
- Faculty observed that insurance companies continue to make record profits even as they raise costs for customers. They asked how UC, as a large employer, might better leverage its purchasing power to reduce costs. Senior Executive Director Jenkins responded that UC does have significant leverage in negotiations and works aggressively to secure favorable terms. However, he explained that UC must also account for the complexity of managing self-funded plan costs and the risk of contract breaches require careful legal oversight during negotiations.

Associate Vice President Henderson highlighted that UC continuously benchmarks its benefits against other major employers to ensure that the negotiated terms remain competitive.

- Faculty raised concerns that UC’s dual role as both a health insurer and a provider might lead to conflicts of interest during price negotiations with insurers. Vice President Lloyd acknowledged this issue and explained that UC is actively seeking legal guidance to ensure its negotiating position is fair and transparent. Michael Ong, the Senate’s representative to the Regents Health Services Committee, added that the HCTF includes legal expertise and routinely reappoints and brings in new members—including legal experts—to address evolving issues.

## **VI. New Business**

### **1. Proposal for Divisional Votes on the Common Semester Calendar**

Professor Leal proposed a motion to allow each division to vote on whether to adopt a common systemwide academic calendar.

- Chair Cheung responded that Senate divisions already have the authority to conduct their own votes and that the systemwide Senate cannot compel them to do so. Professor Leal clarified that his motion was about the process, not the merits of a calendar transition. Chair Cheung reminded the Assembly that unanimous consent was required for the motion to move forward. Professor Leal withdrew the motion and agreed to revisit the item during the special Assembly meeting in March 2025, when representatives involved in the common academic calendar study can participate.

### **2. Proposal for Administrator Salary Adjustments to Align with Faculty**

Professor Abigail Thompson proposed a motion for the Academic Senate to recommend that all UC administrators at the dean level and above receive salary range adjustments at the same time as faculty (currently October 1). The motion was seconded for discussion.

Chair Cheung reminded the Assembly that a unanimous vote is required for the Assembly to take up the item. A vote was taken, and 31 members voted in favor, with five abstentions and no votes against. Parliamentarian Katherine Yang clarified that “unanimous” means all voting members must approve, and abstentions are counted as non-unanimous. Since the motion was not unanimously approved, it could not be taken up for discussion.

With no additional business to address, Chair Cheung adjourned the meeting.

The meeting adjourned at 4:45 pm

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

Attest: Steven W. Cheung, Academic Senate Chair

Attachments: Appendix A – Assembly Attendance Record, Meeting of February 13, 2025

**Appendix A – 2024-2025 Assembly Attendance Record  
Special Meeting of February 13, 2025**

**President of the University:**

Michael Drake (absent)

**Academic Council Members:**

Steven W. Cheung, Chair  
Ahmet Palazoglu, Vice Chair (absent)  
Amani Nuru-Jeter, Chair, UCB  
Katheryn Russ, Chair, UCD  
Valerie Jenness, Chair, UCI  
Kathleen Bawn, Chair, UCLA  
Kevin Mitchell, Chair, UCM  
Kenneth Barrish, Chair, UCR  
Olivia Graeve, Chair, UCSD  
Steven Hetts, Chair, UCSF  
Rita Raley, Chair, UCSB  
Matthew McCarthy, Chair, UCSC  
Deborah Swenson, Chair, BOARS  
James Bisley, Chair, CCGA  
Katherine Meltzoff, Chair, UCAADE  
Sean Malloy, Chair, UCAP (absent)  
Rachael Goodhue, Chair, UCEP  
Juan Pablo Pardo-Guerra, Chair, UCFW  
Susanne Nicolas, Chair, UCORP  
Tim Groeling, Chair, UCPB

**Berkeley (5)**

Mark Goble  
Tyrone Hayes  
Mark Stacey (alt for Jonah Levy)  
Jelani Nelson (alt for Daniel Sargent)  
Dean Toste

**Davis (6)**

Niels Gronbech-Jensen (absent)  
Kristin Lagattuta  
Walter Leal  
Abigail Thompson  
Rena Zieve  
Karen Zito

**Irvine (4)**

Noah Askin (absent)  
German Andres Enciso  
Oliver Eng  
Douglas (Bert) Winther-Tamaki

**Los Angeles (7)**

Christopher Colwell  
Mekonnen Gebremichael (absent)  
Ronald D. Hays  
Jody Kreiman  
Reynaldo Macias (absent)  
Moritz Meyer-ter-Vehn  
Robert Zeithammer

**Merced (1)**

Sarah Depaoli (alt for Shilpa Khatri)

**Riverside (2)**

Jennifer Hughes  
Manuela Martins-Green

**San Diego (5)**

Marianna Alperin  
Kimberly Cooper  
Gabriella Caballero Hernandez (absent)  
Julia Ortony  
Deborah Stein

**San Francisco (5)**

Ifeyinwa Asiodu  
Robin Corelli  
David Hwang  
Kewchang Lee  
Soo-Jeong Lee

**Santa Barbara (3)**

Eileen Boris  
Joao Hespanha (alt for Sabine Fruhstuck)  
Charles Jones

**Santa Cruz (2)**

Melissa Caldwell  
Rita Mehta (absent)

**Secretary/Parliamentarian**

Katherine Yang (UCSF)



**ASSEMBLY OF THE ACADEMIC SENATE  
March 25, 2025  
Minutes of Special Meeting**

**I. Roll Call of Members**

Pursuant to the call, the Assembly of the Academic Senate held a special meeting on Tuesday, March 25, 2025. Academic Senate Chair Steven W. Cheung presided and called the meeting to order at 2:00 pm. 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. Announcements**

▪ **Steven W. Cheung, Chair**

Chair Cheung acknowledged UC Davis Professor Walter Leal, who led the petition to hold this special meeting. The business included discussion of two topics:

- 1. Salary Adjustments for Administrators**
- 2. UC Systemwide Academic Calendar**

Chair Cheung asked Senate members to keep remarks at two minutes each. The meeting was conducted under procedures of the American Institute of Parliamentarians Standard Code (Sturgis 18.11). Based on parliamentary procedures for special meetings, any discussion outside of the agenda items or any proposed actions would be out of order. In addition, per [Senate Bylaw 120.C.2](#), proposed new business can be taken up only at the conclusion of agenda items and only with the unanimous consent of the voting Assembly members present.

**III. Salary Adjustments for Administrators**

**Issue and Background:** At its [February 13, 2025 special meeting](#), the Assembly discussed concerns about differing salary adjustment timelines for faculty and administrators. Historically, faculty received general range adjustments on October 1 and merit increases on July 1, while salary increases for other policy-covered UC employees took effect on July 1. In 2013, faculty range adjustments were temporarily moved to July 1 due to the restart of UC Retirement Plan contributions. In 2019, UC Office of the President (UCOP) leadership decided to return to an October 1 salary range adjustment date to allow more time for processing complex faculty salary components. To offset this implementation date change, faculty received a 5.33% increase in 2019, while staff and other academic administrators received a 3% increase. This included an additional 1.33% to account for the adjustment delay and 1% to address faculty salary gaps in relation to UC's "Comparison 8" institutions.

At the February 13 meeting, an Assembly member proposed a formal motion recommending that all administrators receive salary increases on October 1, aligning them with the timeline for faculty. The signatories of the petition for the March 25, 2025 special meeting requested that the following motion be put forward for Assembly discussion and action:

*"The Academic Senate recommends that all University of California administrators at the Dean level and above receive salary range adjustments at the same time as the regular faculty."*

Chair Cheung clarified that salaries of deans and members of the Senior Management Group (SMG) are set through a separate process from the faculty compensation structure that considers market conditions, administrative responsibilities, and other distinct factors. While SMG members and most deans receive salary increases on July 1, some deans are tied to the October 1 adjustment date due to their underlying faculty appointments. This means that deans who remain on the faculty salary scales continue to follow the same timeline as faculty for general range adjustments, whereas those fully transitioned to administrative salary structures receive increases on July 1 .

### ***Discussion Highlights:***

#### **Arguments Against the Motion:**

- Several faculty noted that when faculty salary adjustments were moved from July to October in 2019, UCOP offset the delay by providing faculty a 5.33% increase—higher than the 3% increase received by administrators. This included a 1.33% adjustment to compensate for the later implementation date. Some questioned whether there was any real inequity, given that UCOP had already addressed the timeline issue.
- Some faculty raised concerns that implementing the change would create additional administrative burdens, particularly given ongoing budget cuts and staff shortages across UC campuses. If the shift required staff time or adjustments to existing payroll systems, it could add costs at a time when campuses are struggling financially.
- Some viewed the motion as symbolic rather than addressing broader concerns about administrator salary increases. They noted that while aligning adjustment dates might carry symbolic weight, it would not address the larger issue of faculty-administrator pay disparity. Some preferred focusing on the disproportionate salary increases received by high-level administrators. Others, including Chair Cheung, expressed concern that the proposal was more about punishing administrators than achieving meaningful change around faculty salary compression or overall pay equity.
- A few pointed out that if administrators' raises were delayed to October 1, they would likely demand an equivalent percentage increase to compensate for the shift. This could mean that any potential financial "savings" from the delay would be neutralized by salary adjustments.

#### **Arguments in Favor of the Motion:**

- Supporters of the motion argued that aligning salary adjustments would promote equity and fairness and demonstrate shared financial sacrifices amid budget challenges. Some emphasized that separate pay increase timelines reinforce a perception that faculty are treated as secondary to administrators in UC's financial priorities. Aligning faculty and administrator raises would demonstrate that all UC employees are subject to the same financial realities.
- Some faculty expressed frustration over recent salary increases for high-level administrators (some as high as 30%), while faculty salaries have remained comparatively stagnant. Proponents argued that delaying administrator raises to match faculty timelines would help demonstrate administrative accountability.
- Faculty noted that the motion, while symbolic, would send a message about the disparity between faculty and administrator compensation, and would be a modest but important step toward addressing the larger issue of administrator salary growth. Several noted that even if the financial impact of the change was minor, it would send a message that the UC faculty expects greater equity.
- Supporters pointed out that early-career faculty or those who rely on summer salary may be more vulnerable to cash flow issues caused by a later adjustment date. A delayed increase may

not burden highly paid administrators, but faculty in lower salary brackets could experience strain from waiting additional months.

- Supporters noted that UC already processes salary increases at different times for different employee groups, suggesting that UC’s existing staffing and payroll structures could accommodate new pay dates without significant disruption or new costs.

**ACTION: A challenge to the initial vote count led to a roll-call verification. The final tally was 20 voters in favor, 25 opposed, and 2 abstentions. The motion failed to carry.**

#### **IV. UC Systemwide Academic Calendar**

**Issue and Background:** In September 2024, Provost Newman and systemwide Senate Chair Cheung formed a joint faculty and administrative Academic Planning Council (APC) workgroup to examine the current academic calendars and calendar features that can advance the University’s teaching, research, and public service mission. The workgroup, co-chaired by Ahmet Palazoglu, Systemwide Senate Vice Chair, and Richard Arum, UC Irvine Professor of Sociology and Education, produced a draft [report](#), currently under UC systemwide review, to address the question of whether UC should return to a common academic calendar. The report does not recommend one calendar over another. The signatories of the petition for the March 25, 2025 special Assembly meeting requested discussion and action on the following:

1. “Deliberate on the good faith of the consultation process and decision-making regarding the ‘common semester calendar’ when a higher administrator in one of the eight campuses on a quarter system has told multiple faculty members that it is a ‘fait accompli as it lowers cost.’”
2. “Vote on a motion to allow each Division to vote and decide whether to adopt the ‘common semester calendar’ for their specific campus or remain on a quarter system.”

#### **Discussion Highlights:**

- Several faculty members expressed frustration that they had only recently become aware of the common calendar study. Some reported that the issue had not been discussed in their departments or divisions.
- Reports that some administrators at quarter-system campuses had described the common calendar transition as inevitable led to skepticism about the good faith of the consultation process. Faculty questioned whether their feedback would genuinely influence any decision about campus academic calendars.
- Many faculty members argued that consultation alone was insufficient and that Senate divisions should have the opportunity to vote on any calendar change rather than merely provide input.
- Chair Cheung clarified that the proposed motion does not change the right of Senate divisions to vote on any issue of interest to their division. The systemwide Senate does not have authority to compel a division to vote on any matter unless it is through the memorial process outlined in Senate Bylaw 90. In addition, the final decision on any proposal for a common calendar would require approval by the Board of Regents, following consultation with the Academic Senate and UCOP.

#### **Arguments Against Quarter-System Campuses Moving to a Semester System**

- Faculty from quarter-system campuses warned that transitioning would require a complete overhaul of curricula, student advising, and scheduling. In fields such as math, sciences, and engineering, courses are structured sequentially across three quarters, and converting to a semester system would require major curricular redesigns. Faculty highlighted that the quarter

system allows for dedicated research time for faculty, which could be reduced under a semester model.

- These changes would impose significant costs, estimated in the report to be as high as \$370M total. Given ongoing budget cuts, some questioned why funds would be used for this change rather than to address financial shortfalls.
- Several speakers cited research suggesting that semesters could relate to lower grades, increased dropout rates, and delayed graduation, especially for transfer students who rely on flexible course scheduling. Fewer terms per year could limit students' ability to retake courses and advance in their programs efficiently.
- Faculty cited the impact of climate change on inland campuses as a factor that had not been fully considered in the report, raising concerns that a shift to an earlier start date in August would expose students and faculty to extreme temperatures.

### **Arguments in Favor of Quarter-System Campuses Moving to a Semester System**

- Several faculty members expressed support for the semester system, arguing that a longer academic term allows for deeper engagement and more thoughtful coursework. Individual faculty from humanities fields noted that the semester calendar provides more time for deep engagement in longer-term projects, papers, and discussions.
- Some noted that many universities, including two UC campuses and most CSUs, operate on a semester system, which could facilitate cross-campus collaborations and make student transfer and course articulations easier, and provide opportunities for broader student internship experiences.
- There was also discussion about adjusting the quarter schedule rather than substituting it with a semester schedule. Some suggested modifying the quarter-system calendar rather than switching to semesters, for example, starting earlier in September to provide a longer winter break.

### **Motion on a Divisional Vote**

Some Assembly members argued that a motion would be premature given the ongoing systemwide review of the APC workgroup's draft report. Others expressed concern about Senate divisions dedicating time to this issue now when campuses are facing more pressing crises.

The Berkeley Division proposed a friendly amendment to ensure the motion applied to all 10 campuses, including the two on semesters:

*“Allow each division to vote and decide whether to adopt a common calendar for their specific campus or remain on their current calendar system.”*

Professor Leal accepted this and another friendly amendment clarifying that divisions were being recommended, not required, to hold a vote. The final proposed motion was:

*“Recommend that each division vote and decide whether they wish to adopt a ‘common calendar’ for their specific campus or remain on their current calendar system.”*

Before a vote could be taken on the amended motion, the meeting lost quorum.

### **Next Steps**

- Faculty were encouraged to provide feedback on the APC calendar workgroup's draft report through the systemwide consultation process, including division-level discussions and a survey



provided for community input. Vice Chair Palazoglu noted that the draft report addresses many of the concerns expressed by faculty today and that the workgroup's final report will be further enhanced by the systemwide review. Over 800 comments have been received so far through the community input process.

- Professor Leal indicated he may seek another special meeting or request that the motion be placed on the agenda for the April 23, 2025 regular Assembly meeting.

The meeting adjourned at 3:50 pm

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

Attest: Steven W. Cheung, Academic Senate Chair

Attachments: Appendix A – Assembly Attendance Record, Meeting of March 25, 2025

**Appendix A – 2024-2025 Assembly Attendance Record  
Special Meeting of March 25, 2025**

**President of the University:**

Michael Drake (absent)

**Academic Council Members:**

Steven W. Cheung, Chair  
Ahmet Palazoglu, Vice Chair  
Amani Nuru-Jeter, Chair, UCB  
Katheryn Russ, Chair, UCD  
Valerie Jenness, Chair, UCI  
Kathleen Bawn, Chair, UCLA  
Kevin Mitchell, Chair, UCM  
Kenneth Barrish, Chair, UCR  
Olivia Graeve, Chair, UCSD  
Steven Hetts, Chair, UCSF (absent)  
Rita Raley, Chair, UCSB  
Matthew McCarthy, Chair, UCSC  
Deborah Swenson, Chair, BOARS  
James Bisley, Chair, CCGA  
Katherine Meltzoff, Chair, UCAADE (absent)  
Sean Malloy, Chair, UCAP  
Rachael Goodhue, Chair, UCEP  
Juan Pablo Pardo-Guerra, Chair, UCFW  
(absent)  
Susanne Nicolas, Chair, UCORP  
Tim Groeling, Chair, UCPB

**Berkeley (5)**

Adrian Aguilera (alt for Mark Goble)  
Tyrone Hayes  
Jonah Levy  
Jelani Nelson (alt for Daniel Sargent)  
Dean Toste

**Davis (6)**

Niels Gronbech-Jensen  
Kristin Lagattuta (absent)  
Walter Leal  
Abigail Thompson  
Rena Zieve  
Karen Zito

**Irvine (4)**

Noah Askin  
German Andres Enciso  
Oliver Eng  
Douglas (Bert) Winther-Tamaki

**Los Angeles (7)**

Christopher Colwell  
Mekonnen Gebremichael  
Ronald D. Hays  
Vivek Shetty (alt for Jody Kreiman) (absent)  
Reynaldo Macias (absent)  
Moritz Meyer-ter-Vehn  
Robert Zeithammer (absent)

**Merced (1)**

Shilpa Khatri

**Riverside (2)**

Jennifer Hughes (absent)  
Manuela Martins-Green

**San Diego (5)**

Marianna Alperin (absent)  
Kimberly Cooper  
Gabriella Caballero Hernandez (absent)  
Julia Ortony  
Deborah Stein

**San Francisco (5)**

Ifeyinwa Asiodu  
Robin Corelli  
David Hwang  
Kewchang Lee  
Soo-Jeong Lee (absent)

**Santa Barbara (3)**

Eileen Boris  
Sabine Fruhstuck (absent)  
Charles Jones (absent)

**Santa Cruz (2)**

Melissa Caldwell  
Rita Mehta

**Secretary/Parliamentarian**

Katherine Yang (UCSF)

### III. ANNOUNCEMENTS BY THE CHAIR

- Steven W. Cheung

### IV. SPECIAL ORDERS

#### A. Consent Calendar

##### 1. Academic Council Statement: The Defense of the University

The following statement was [unanimously endorsed](#) by the Academic Council at a special meeting held on April 8, 2025, and sent to President Drake for transmittal to the Council of Chancellors and the Board of Regents.

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#### Academic Council Statement: The Defense of the University

April 8, 2025

Higher education is under direct and sustained attack. Deliberate and systemic shifts in the federal government’s approach to higher education—which include defunding crucial research, intervening in academic affairs, and policing expression—will have profound downstream consequences, threatening the integrity of knowledge production and the public role of universities in a democratic society. The mission of the University of California is thus existentially at risk.

Unity will be critical in the weeks, months, and years ahead, as the University of California fights to preserve its capacity to prepare the next generation of the workforce. These graduates will be leading health care providers, educators, authors, entrepreneurs, and innovators. Given the opportunity, they will conduct the research leading to breakthroughs in science and technology, new treatments for disease, new forms of creative expression, and new insights about the world we inhabit. Let us remember that our university played a foundational role in the development of the Internet, satellite communications, nuclear energy, biotechnology, agronomy, and many other domains that have substantially improved our collective well-being. If our research and teaching mission is compromised, what future discoveries will be lost, and at what cost to the public health and welfare of all Californians?

The Academic Senate is one of the pillars of shared governance of the University of California, along with the Regents and the administration. Policies and practices of shared governance have served the institution well during previous crises, and we will have even greater need of them as we move forward. The urgency and complexity of the problems we confront necessitate collaborative efforts. We need to stand, speak, and work together—informed by our shared, fundamental principles—in order to guard our mission. This approach requires that the Regents, President, and Chancellors of the University of California actively engage faculty and leverage their expertise to secure a strong future for the University and the many constituencies it serves. Now is the time for bravery to override fear.

**We thus call on the Regents, President, and Chancellors of the University of California to expend every effort, commit necessary resources, and use all legal measures to defend our ability to conduct consequential, transformative research and provide high-quality teaching and mentoring. We call on our leaders to ensure the safety and privacy of students, faculty, and staff. And we further call on our leaders to protect academic freedom and faculty control of the curriculum—proactively and publicly.**

While current events may seem shockingly unprecedented, there are historical parallels. From these we learn that the future is contingent upon how we respond now. We must come together as a community to strengthen our ability to fulfill our institutional mission and uphold our commitment to the state of California. These collective efforts extend to working together with colleagues at other universities to envision and implement plans for preserving higher education's ability to contribute to the common good.

Let the future historical record show that we rose to the challenge of defending the University of California, and we did so in ways that did not betray its core values.

*The distinctive [mission of the University](#) is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge.*

Fiat Lux.

University of California  
Systemwide Academic Senate [Council](#), 2024-2025

## V. REPORTS OF STANDING COMMITTEES

### A. Academic Council

#### ▪ Steven W. Cheung, Chair

#### 1. Nomination and Election of the Vice Chair of the 2025-2026 Assembly

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 Susannah Scott of UC Santa Barbara as 2025-2026 Assembly Vice Chair. Professor Scott was selected as the Council’s nominee at its April 2, 2025 meeting. Her qualifications and personal statement are as follows:

#### **ACTION REQUESTED: The Assembly elects the 2025-2026 Assembly Vice Chair.**

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#### **Susannah Scott University of California, Santa Barbara**

##### *Education and training*

B.Sc. (Hons), Chemistry, University of Alberta, Edmonton AB Canada (1983-1987) Ph.D., Inorganic Chemistry, Iowa State University, Ames IA USA (1987-1991) Postdoctoral researcher, Ames Laboratory, Ames IA USA (1992)  
Postdoctoral researcher, Institut de recherches sur la catalyse et l’environnement, France (1992-1994)

##### *Principal appointments*

Assist./Assoc. Professor, Department of Chemistry, University of Ottawa, Ottawa ON Canada (1994-2002)  
Professor, Depts of Chemical Engineering, and Chemistry & Biochemistry, UC Santa Barbara (2002- )  
Duncan & Suzanne Mellichamp Academic Initiative Chair in Sustainability (2014- )  
Distinguished Professor, UC Santa Barbara (2015- )

##### *Major service contributions*

###### *Departmental*

Vice Chair for Graduate Affairs and Graduate Advisor, Department of Chemical Engineering (2008-11) Lead,  
Department of Chemical Engineering accreditation review (ABET) (2012-14)  
Director, NSF International Partnership in Research & Education Project (2008-16)  
Director, NSF S-STEM Project (Enhanced Support and Training for Engineering Majors, ESTEEM, 2011-24)  
Director, Duncan & Suzanne Mellichamp Academic Initiative in Sustainability (2014- )

###### *Campus-level*

Chair, Santa Barbara Division of the Academic Senate (2020-24)  
Chair, Faculty Legislature (2020-24); Chair, Executive Council (2020-24)  
Co-chair, Chancellor’s Coordinating Committee on Budget Strategy (2020-24) Co-chair, Chancellor’s Advisory Taskforce on Childcare (2020-24)  
Co-chair, Design Review Committee (2020- ) and Decarbonization Project Study Committee (2020- )  
Member, Executive Committee, UCSB Foundation Board of Trustees (2020-24)  
Member, Community Housing Authority (2020- ) and Campus Planning Committee (2020- ) Member, WASC Thematic Program Review Steering Committee (2021-24)

Member, College of Engineering Executive Committee (2004-06, 2011-12, 2016-17) Member, Academic Senate Faculty Research Grants selection committee (2014-17) Member, UCSB Arts & Lectures' Justice for All Advisory Committee (2020- )  
Exec. search cmtees: Chancellor (2025), VC Research (2025), Deans Engineering (2022), Education (2015)

#### *Systemwide*

Member, Academic Planning Council (APC, 2021-23); Senate-UCOP Budget Planning group (2021-22) Co-chair, APC's Workgroup on the Future of Doctoral Education at the UC (2023-2024)  
Member, Graduate Education and Employment Advisory Ad Hoc Committee (2024- ) Member, Academic Council Special Committee on Lab Issues (ACSCOLI, 2016-20)  
Chair, UC Laboratory Fees Research Program Graduate Fellowship Review committee (2021, 2022, 2023)

#### *Selected professional service*

Exec./Assoc. Editor, ACS Catalysis (American Chemical Society, 2013- )  
Board of Reviewing Editors, Science (American Association for the Advancement of Science, 2017-)  
Co-lead author, Basic Research Needs for Catalysis, Office of Science, US Department of Energy (2018)  
Chair, Chemical Transformations Initiative Science Advisory Board, PNNL (2016-20)  
Chair, Organic Reactions Catalysis Society (2012-14); Gordon Research Conference on Catalysis (2018-22)  
Member, Committee of Visitors, NSF (2012, 2020) and US Department of Energy (2011, 2013)  
Member, US Dept of Energy Council on Chemical Sciences, Geosciences & Biosciences (2018-2021)

### **Priorities and Challenges for the Academic Senate, 2025-2027**

*Leadership in times of crisis.* These are trying times. The very existence of the modern US research university is under threat, and most of our academic disciplines are or will soon be impacted. California is not willing to solve UC's core budget problems (neither to address our rising labor costs, nor to cover mounting bills for deferred maintenance), and some agencies that fund scientific research may soon be dismantled. The federal government is coercing compliance with its views on speech and conduct. The Senate Chair and Vice Chair must be the strong and reasoned voices that defend our institution.

As Senate chair for the Santa Barbara division 2020-24, I received a crash course in leading during a crisis. I was a member of my campus COVID-19 planning groups, established by the Chancellor and EVC to make operational decisions during the pandemic. There, I insisted on Senate consultation and consideration of faculty perspectives. I composed frequent, candid newsletters that were widely read by faculty eager for information about university decisions, organized town halls, and persuaded campus administrators to provide unrestricted grants to all untenured UCSB Senate members to mitigate the impact of the campus shutdown on their career development.

Like our sister campuses, UCSB subsequently experienced natural disasters; labor unrest and a recalibration of our relationships with our graduate students; budget shortfalls; and campus protests. Across the UC, the strength, wisdom, and sustained hard work of faculty and staff and the leadership of the Senate kept our university operating. The same dedication will be critical in navigating the coming crises as well as impending leadership transitions. I believe the new UC President (as well as the new UCSB Chancellor, whose search I am currently involved in), must understand the value of meaningful consultation and acknowledge the importance of faculty effort, expertise, and perspectives. In my four years on Academic Council, I often took the lead in engaging UC administrators in serious dialogue. One issue I pressed with the President and Provost was the need for faculty consultation in future UAW bargaining. While I was not alone in making this point, President Drake said "Done!" directly to me, and Provost Newman created the faculty consultation group of which I am a senior member.

*UC as a premiere research institution.* Many political and budgetary forces are pushing us to expand access to undergraduate education. Yet it is the combination of undergraduate *and graduate*

education, as well as our high standards for both, that make a UC education so desirable. In the next two years, the Senate Chair and Vice-chair will have to defend the academic quality that is the hallmark of UC. We must be involved in setting UC's budget priorities to align with and protect our academic mission, especially during the anticipated budget retrenchment. I have and will continue to advocate forcefully for more graduate education. Recently, I insisted that UCSB administrators give us time to adjust to the first year increase in costs due to the new UAW contracts, by reimbursing faculty supporting grad students and postdocs on grants. I also led a systemwide group of Senate leaders and administrators charged with considering the [Future of Doctoral Education at UC](#) and how we can continue to be a national leader in this area, by encouraging faculty to innovate in programs and practices in graduate education.

*Maintaining our commitment to the climate crisis.* As we struggle to weather our current challenges, we cannot lose sight of the crisis that threatens humanity. While divisional Senate chair, I helped draft arguments in the Senate's 2022 [Memorial to the Regents on Reducing Fossil Fuel Consumption](#). I led the development of UCSB's [Clean Energy Master Plan](#), which will virtually eliminate our Scope 1 emissions at the lowest cost (and with the only positive return on investment) of any UC campus. I will use my expertise and credibility in this area to ensure UC continues to honor its commitments to these goals.

*In sum:* The Senate has never been more necessary. I will vigorously defend the faculty's pursuit of truth and the free inquiry that leads to new knowledge and meaning, enabling us to create the new technologies that will address urgent societal problems and anticipate their repercussions, while providing our next generation of leaders with the education to enable them to manage future crises.

## **B. Board of Admissions and Relations with Schools (BOARS)**

- **Deborah Swenson, BOARS Chair**

### **1. Proposed Revision to Senate Bylaw 145**

**Background and Justification:** At its April 2, 2025 meeting, the Academic Council approved revisions to Senate Bylaw (SB) 145.B.7 to incorporate expectations about how the Board of Admissions and Relations with Schools (BOARS) consults with California K-12. In response to requests to the Academic Senate (attached) from the UC Board of Regents and the chairs of the California Assembly Committee on Higher Education and the California Assembly Committee on Education, BOARS seeks to codify consultation with the State Board of Education (SBE) and K-12 in Senate Bylaw 145.B.7. BOARS is also taking this opportunity to update the language in SB 145.B.6, clarifying the scope of the A-G course lists, and aligning the terminology with Senate Regulation 424.A.3 (e.g., “language other than English” instead of “foreign language”). Provost Newman will present an update on the proposed new process for K-12 consultation at the May 2025 meeting of the Regents Academic and Student Affairs Committee. To facilitate this, BOARS requested Academic Council’s expedited review to allow for final approval by the Assembly of the Academic Senate on April 23, 2025.

**ACTION REQUESTED: The Assembly considers approval of the revision to Senate Bylaw 145.**

#### **Senate Bylaw 145:**

<https://senate.universityofcalifornia.edu/bylaws-regulations/bylaws/blpart2.html#bl145>

#### **145. Board of Admissions and Relations with Schools**

- A. Membership shall be determined in accordance with Bylaw 128 except that the Chair and Vice Chair, shall normally serve two-year concurrent terms. The Vice Chair shall be chosen in accordance with Bylaw 128.D. One undergraduate and one graduate student shall sit with the Committee. [See [Bylaw 128.E](#) .] (Am 4 May 1995; Am 28 May 2003)
- B. Duties. Consistent with Bylaw 40 the Committee shall: (Am 28 May 2003)
  1. Advise the President and appropriate agencies of the Senate on matters relating to admissions of undergraduate students.
  2. Recommend to the Assembly the admissions criteria for undergraduate status. (En 28 May 2003)
  3. Regulate the examination and classification of all applicants for admission to undergraduate status, and report thereon to the Assembly, including the authority, in exceptional case, to admit applicants with minor deficiencies. (Am 26 May 82: Am 28 May 2003)
  4. Maintain the standard of preparation required of students who enter the University directly from California secondary schools in the course of passing on applications for advanced standing from other colleges and universities. Advanced standing credit is granted for work of quality comparable to that required of students in this University.
  5. Require secondary schools in California whose graduates are to be admitted on a transcript to submit for approval a list of those courses certified by the school



as fulfilling the subject requirements for admission. The committee shall review these courses annually. If the studies outlined in 145.B.76 below indicate that such action is advisable, it may require that applicants from certain **secondary** schools take examinations established by the Board as a condition for admission. (Am 26 May 82)

6. Require secondary schools in California whose graduates are to be admitted on a transcript to submit for approval a list of those courses certified by the school as honors level courses in history/**social science**, English, **advanced** mathematics, **laboratory** science, ~~and foreign~~ language **other than English, visual and performing arts, and college-preparatory electives**. The committee shall review these courses annually. (En 26 May 82)
7. Compile information on curricula and scholarship standards in California secondary schools. **The committee shall consult with representatives from the State Board of Education and K-12 subject matter specialists on proposed changes to course requirements for undergraduate admissions. ~~On authorization by the President~~**; The committee shall confer **as needed** with representatives of **University campus** schools and colleges on appropriate scholastic matters. It shall annually report to the Assembly statistical information about applicants admitted to advanced standing, and about the scholastic achievements of students admitted as freshmen; and at appropriate intervals it shall report on its policies and practices regarding admissions, specifying exceptions to Senate Regulations that have been permitted. (Am 15 Jun 71, 28 May 80, 26 May 82)



# California Legislature

February 3, 2025

Board of Regents, University of California Office of the Secretary, and  
Chief of Staff to the Regents  
1111 Franklin St, 12th Floor  
Oakland, CA 94607

Dear Regents:

As the Chairs of the Assembly Committee on Higher Education and Education, with primary jurisdiction over K-12 and postsecondary education, we are submitting this letter as a formal request for the University of California Board of Regents (UC Regents) to adhere to Regents Policy 2102 by voting on whether the changes to the conditions for enrollment for Area C, as proposed by the University of California Board of Relations with Schools (UC BOARS), should be implemented, and if approved, delayed to the 2028-2029 academic year.

Pursuant to Regent Policy 2102, the Academic Senate determines the conditions for admission, subject to the approval of the Board of Regents. UC BOARS has unanimously voted to exclude data science and statistics as “advanced mathematics” courses for purposes of admission. Such an exclusion constitutes a change and therefore, in accordance with its own policies, the UC Regents should have voted on whether the change should be implemented.

On July 07, 2023, UC BOARS unanimously voted for data science courses to no longer be considered as a replacement course for Algebra II for incoming University of California applicants, and further voted to create a workgroup to determine which high school mathematics courses would be considered “advanced mathematics courses” or adequate replacements for Algebra II. Subsequent reports published by the UC BOARS workgroup determined that, beginning in the fall of 2025, neither data science nor statistics would be considered a suitable replacement for Algebra II for purposes of fulfilling the math requirements, for admission to the University of California. Such a decision has tremendous impact for K-12 students seeking to meet graduation requirements and admissions requirements to both the California State University and the University of California.

Without consulting the State Board of Education, UC BOARS changed the eligibility criteria for securing admission to the University of California. Between July 07, 2023 and March 20, 2024, the UC Regents had several meetings at which the UC BOARS decision was discussed. Findings from the UC BOARS workgroup on what would constitute “advanced math courses” were

presented on two separate occasions, at which the UC Regents asked numerous questions which were left unanswered. To date, a vote of the full board of the UC Regents to approve the changes in the criteria for admission has not occurred.

On October 10, 2024, the Assembly Committees on Higher Education and Education convened a joint hearing to provide the University of California an opportunity to explain the changes, rationale, and the intended goal of the changes to the Area C mathematics admission criteria. During the course of the hearing the following became clear to the Committees:

1. UC BOARS made the admission criteria change due to concerns regarding the preparation of students for the academic rigor of the UC;
2. The UC did not follow its own policies for criteria changes to admission requirements; and,
3. The UC BOARS decision will greatly impact K-12 curriculum implementation of the new mathematics framework and has left the K-12 community in a state of confusion with little to no time to implement the changes required by UC BOARS.

The precedent set by the decision to change the Area C course criteria undermines the collaborative relationship between K-12 and postsecondary education in the academic preparation of high school students for collegiate work. To quote the previous Chair of the BOARS Committee during a recent UC Regents meeting, “any substantive change to the admission requirements [to the UC] would require collaboration, alignment and shared goals with kindergarten to postsecondary levels.” To this end, the University of California should partner with K-12 and with the broader higher education community in the decision to change the admissions criteria.

To rectify the concerns addressed during the oversight hearing on October 10, 2024, the Chairs of the Assembly Committee on Higher Education and Education respectfully request that the UC Regents formally respond by February 23, 2025 as to whether the UC Regents will vote on whether the changes to the conditions for enrollment for Area C, as proposed by the UC BOARS, will be approved, and if approved, delayed to the 2028-2029 academic year.

Sincerely,



Mike Fong  
Chair, Assembly Committee on  
Higher Education



Al Muratsuchi  
Chair, Assembly Committee on Education

cc: Members, Assembly Committee on Higher Education  
Members, Assembly Committee on Education  
University of California President, Dr. Michael. V. Drake

University of California Associate Vice President and Director of State Government Relations,  
Kathleen Fullerton  
University of California Associate Director, Legislative Affairs, Jason Murphy



# THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

OFFICE OF THE SECRETARY AND CHIEF OF STAFF  
1111 Franklin Street, 12<sup>th</sup> floor  
Oakland, CA 94607-5200  
(510) 987-9220  
FAX: (510) 987-9224

February 24, 2025

PRESIDENT DRAKE  
ACADEMIC COUNCIL CHAIR CHEUNG

Dear President Drake and Chair Cheung:

The Regents recently received a letter from Assemblymembers Fong and Muratsuchi, Chairs of the Assembly Committee on Higher Education and the Assembly Committee on Education, respectively, regarding the University of California's Board of Admissions and Relations with Schools (BOARS) and its updates to the definition of courses that fulfill the UC's mathematics admission requirements. The letter urged the Regents to formally vote on these changes and, if approved, to delay implementation until the 2028-29 academic year. The legislators also expressed concern about BOARS' lack of consultation with K-12 stakeholders and the State Board of Education.

We assured Assemblymembers Fong and Muratsuchi that there has been no change to the mathematics admissions requirements as outlined in [Regents Policy 2102](#): Policy on Undergraduate Admissions and that any substantive modifications would require an amendment of Regents Policy 2102 and approval by the Board.

To address their concerns about student eligibility and provide California high schools with additional time to adjust their curricula, we informed them that the University administration will postpone implementation of the changes by one year so that this change would take effect for students applying in fall 2026 for enrollment in the 2027-2028 academic year. We ask that you direct the appropriate University offices to communicate this implementation delay broadly to high school counselors and administrators.


We also share the Assemblymembers' view that stronger collaboration between the University and its K-12 partners and greater consultation between BOARS and the State Board of Education on admissions policy changes is critical. We understand that BOARS plans to reinstate its prior practice of engaging a broad range of stakeholders and that you support codifying consultation processes in Academic Senate Bylaws and BOARS guidelines to ensure greater transparency in future deliberations and decisions. In addition, to address issues of transparency, we expect UC to provide an opportunity for public comment on any changes to admissions policy or its implementation. We ask that that BOARS and University undergraduate admissions personnel review the consultation process and present to the May meeting of the Academic and Student

Affairs Committee a proposed new process for robust K-12 consultation, as we have assured Assemblymembers Fong and Muratsuchi that these measures will be formalized in policy. We are encouraged that BOARS recently had a productive meeting with State Board of Education President Linda Darling-Hammond to discuss these issues, marking an important step toward stronger collaboration.

We understand that Assemblymembers Fong and Muratsuchi are considering legislation to ensure public participation and stakeholder collaboration in BOARS' future deliberations. While we recognize the importance of confidentiality in policy development, we also believe in the value of meaningful engagement. To that end, taking proactive steps to enhance transparency and collaboration with K-12 partners, the broader professional community of educators, and the public will help address these concerns, potentially eliminating the need for legislative action while preserving BOARS' ability to confer in closed session as appropriate.

We appreciate your prompt attention to these matters.

Sincerely,



Rich Leib, Chair  
Academic and Student Affairs Committee



Maria Anguiano, Vice Chair  
Academic and Student Affairs Committee

cc: Chair Reilly  
Provost and Executive Vice President Newman  
Associate Vice President and Director, State Government Relations Fullerton

**VI. ANNOUNCEMENTS BY SENIOR UNIVERSITY MANAGERS (2:00 - 3:00 pm)**

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

**VII. UNFINISHED BUSINESS**

**1. Proposed revisions to [Senate Regulation 424.A.3 \(A-G Ethnic Studies\)](#)**

**Background and Justification:** In July 2024, the Academic Council voted to advance proposed revisions to Senate Regulation 424.A.3 for Assembly consideration. The amendment would introduce a new A-G ethnic studies requirement (also known as “Area H”) to the A–G course pattern for freshman admission to UC. This change aligns UC’s admissions criteria with California Assembly Bill (AB) 101, which calls for an ethnic studies graduation requirement for all public high schools beginning in 2029–2030. The proposal does not increase the total number of required A–G courses (minimum 15), but specifies that one course among the 15 must be an approved one-semester (half-unit) ethnic studies course. The revised proposal includes updated course criteria and guidelines developed by BOARS’ Ethnic Studies Implementation Workgroup, reflecting [feedback](#) received during two systemwide Academic Senate reviews—the [most recent](#) of which was conducted in 2023–2024.

The Assembly held an extensive discussion of the pros and cons of the proposal at its December 12, 2024 meeting. This discussion brought to light uncertainties surrounding state funding for AB 101 and unresolved implementation challenges. The Assembly passed a motion to postpone the vote on the A-G ethnic studies proposal until the April 2025 Assembly meeting when these issues could be more fully addressed and several matters could be clarified.

Since then, the Academic Senate has confirmed with UC State Governmental Relations and the State Board of Education that the California K-12 ethnic studies graduation requirement for public high schools will only take effect if the California Legislature appropriates funding for implementation. As of December 2024, no such appropriation has been made, and state officials have indicated that, without funding, the ethnic studies graduation requirement will not apply.

To further assess K–12 implementation readiness, UC High School Articulation conducted a 2025 follow-up survey of high schools offering A–G-approved courses. The survey asked about plans to develop or expand ethnic studies offerings, types of courses available, implementation challenges, and support needs. UC High School Articulation also updated its 2023 analysis to estimate how many current A–G courses might qualify as ethnic studies based on 2024–2025 course lists.

All related reports, background information, and FAQs shared in December 2024 are included in the meeting attachments.

**ACTION REQUESTED: The Assembly considers endorsement of the proposal. If approved, it will be forwarded to President Drake to convey to the UC Board of Regents for further consideration.**

### **Proposed Revision to Systemwide Academic Senate Regulation 424.A. 3**

**424.** Candidates applying for freshman admission on the basis of a transcript of record from a secondary school in California must satisfy the course work requirements specified in this regulation. (Am 2 Jun 77; Am 26 May 82; Am 3 May 90; Am 24 May 00) (Am 17 June 2009)

#### **A. Course Requirements**

##### **A. Unit Requirements**

For the purpose of this Regulation, a unit consists of a year-long college preparatory course approved by the University at the applicant's high school, in one of the following subject areas: History/Social Science, English, Mathematics, Science, Language Other Than English, Visual and Performing Arts, and College-Preparatory Electives. A minimum of 15 units must be completed in grades 9-12 as specified in Paragraph A.3 of this Regulation. However, courses in Mathematics and Language other than English taken in grades 7 and 8 may be included in the required 15 units if the courses are accepted by the applicant's high school as equivalent to high school courses that meet the a-g requirements of SR.424.A.3. At least 7 of the 15 required units must be completed during the applicant's last two years in high school. A minimum of 11 units must be completed before the end of grade 11. (Rev 4 May 1995) (Am 17 June 2009) (Am June 2013) (Am 10 April 2019)

##### **B. Exception to the Unit Requirements**

Notwithstanding Paragraph A.1 of this Regulation, a campus may elect to admit an applicant who does not present the required minimum 15 units prior to high school graduation, provided that the applicant has completed 11 units before the end of the grade 11, including those specified in Paragraph A.3 of this Regulation. Campuses should exercise this option sparingly, and only when an applicant presents a strong overall record of academic achievement that is at least comparable to the records of other applicants admitted to the campus. (Am 17 June 2009) (Am June 2013)

##### **C. Specific Subject Requirements**

The following subject requirements must be satisfied through the completion of approved courses of study as provided in Bylaw 145.B.5.

- a. History/Social Science, 2 units. One unit of world history, cultures, and historical geography; and, one unit of US History or one-half unit of US History and one-half unit of Civics or American government. (Am 17 June 2009)
- b. English, 4 units. College-preparatory English composition and literature. (Rev 4 May 1995) (Am 17 June 2009)
- c. Mathematics, 3 units. Four are recommended. Must include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. (Am 17 June 2009)
- d. Science, 2 units. Three are recommended. Must provide basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and physics. (Am 17 June 2009) (Am 10 April 2019)
- e. Language other than English, 2 units. Three are recommended. Both units must be in the same language. (Am 17 June 2009)
- f. Visual and performing arts, 1 unit. Must be a single, year-long course in dance, drama/theater, music, or visual art. (Am 17 June 2009)
- g. College preparatory elective, 1 unit. Additional approved a-f courses beyond the minimum required, or courses that have been approved specifically in the 'g' subject area. (Am 17 June 2009)
- h. At least one of the courses used to satisfy the specific requirements of Paragraph A.3.a-g of this Regulation must be an approved course of study (one-half unit) in Ethnic Studies.



## Ethnic Studies: Summary of A-G School Survey

### SUMMARY

The UC High School Articulation team administered a survey in February 2025 to understand the landscape of ethnic studies in California high schools since [Assembly Bill \(AB\) 101](#) was enacted in October 2021. AB 101 requires California public high school students, commencing with graduates in the 2029–30 school year, to complete a one-semester course in ethnic studies. The course can be standalone, or schools can use an existing course. AB 101 also requires local education agencies, including charter schools, to offer at least a one-semester ethnic studies course commencing with the 2025–26 school year.

This survey replicates a survey completed in February 2023. Then, the survey was a first step in gathering information about institutions' actions taken in the early stages of AB 101 implementation, as well as their existing ethnic studies offerings and the development and implementation of future ethnic studies courses. Now, the survey provides context about the implementation of AB 101 over the last two years, in advance of the requirement that all schools offer a course in the upcoming 2025–26 school year and require it for high school graduation by 2029–30.

### Key findings

- About 72 percent of respondents reported that their institution has developed plans to implement or expand ethnic studies course offerings to meet AB 101 requirements. Of those who indicated their institution has or is developing plans, 49 percent reported that their institution will offer ethnic studies courses that are A-G approved.
- The most common themes among respondents who shared what influenced their institutions' successful development and implementation of ethnic studies were collaboration; support from the school, district and community; access to relevant curricular models (including Ethnic Studies Model Curriculum, A-G approved ethnic studies courses in the Course Management Portal); and outside support (in the form of California community college, CSU and UC partnerships with K–12 schools). The importance of access to teachers or staff with ethnic studies expertise was also mentioned frequently.
- The most reported challenges with developing and implementing ethnic studies were teaching staff availability (41 percent), a lack of ethnic studies expertise among current staff (39 percent) and heavy student course loads (38 percent).
- The most reported types of support needed to develop and implement ethnic studies were professional development (47 percent), funding (39 percent) and course development (34 percent).

## SURVEY RESPONDENTS

The survey was sent to all A-G Course Management Portal (CMP) users affiliated with a school and/or district/school network. 472 respondents completed the survey and included teachers, administrators and counselors (see Appendix 1).

Respondents' institution affiliations included 362 different schools and 64 different districts/school networks located in 46 of the 58 California counties. Institutions in Los Angeles County had the largest number of respondents (n=88).

Most respondents were affiliated with schools and public institutions. 86 percent were affiliated with a school and 14 percent were affiliated with a district/school network. 81 percent of respondents were affiliated with public institutions and 19 percent were affiliated with private institutions.

## FINDINGS

### Current ethnic studies courses

304 respondents (64 percent) reported that their institution currently offers ethnic studies courses. Of those who reported their institution has ethnic studies courses that are A-G approved, the most reported subject areas were history/social science (A) and college-preparatory elective (G). This pattern held for both public and private institutions. This pattern also aligns with estimates of proportional approvals by A-G subject area based on course title searches. This also mirrors the results of the 2023 survey.

Table 1. Number of institutions with existing ethnic studies courses by A-G subject area

Governance	Area A	Area B	Area C	Area D	Area E	Area F	Area G	Not on A-G list
Public	132	67	5	2	11	21	159	48
Private	24	5	0	0	2	3	20	12
Total	156	72	5	2	13	24	179	60

*Note: Respondents could select multiple areas if their institution offered more than one course.*

### AB 101 implementation plans

351 respondents (74 percent) selected "Yes" when asked if their institution has developed plans to implement or expand ethnic studies course offerings to meet AB 101. More respondents who answered "Yes" were affiliated with public institutions than with private. This is expected because private institutions are not required to comply with AB 101.

57 respondents (12 percent) selected "No" when asked if their institution has developed plans to implement or expand ethnic studies course offerings to meet AB 101. When asked to explain why their institution does not have plans, the most common responses were that the institution is private or that plans were still in progress or in early stages of development.

The 2025 survey shows that a higher proportion of institutions have plans for the required ethnic studies course offering than in 2023. This is especially true for public schools, where the percentage of institutions reporting "Yes" increased 21 percentage points, from 63 percent in 2023 to 84 percent in

2025. Private schools reporting “Yes” also increased, but by a smaller proportion — from 28 percent in 2023 to 35 percent in 2025.

Table 2. Has your institution developed plans to implement or expand ethnic studies course offerings to meet AB 101 requirements?

Governance	Yes	No	I don't know	Total	Yes	No	I don't know	Total
2025 Survey								
Public	319	15	47	381	84%	4%	12%	100%
Private	32	42	17	91	35%	46%	19%	100%
Total	351	57	64	472	74%	12%	14%	100%
2023 Survey								
Public	202	56	65	323	63%	17%	20%	100%
Private	18	30	17	65	28%	46%	26%	100%
Total	220	86	82	388	57%	22%	21%	100%

With regard to the graduation requirement, 36 percent of respondents indicated that their institution has an existing ethnic studies graduation requirement in place (for current or future graduating classes) and another 29 percent report that an ethnic studies graduation requirement is being considered or undergoing the approval process. 35 percent of respondents reported that their institution does not have a local ethnic studies graduation requirement. There is a large difference in the percentage of public institutions and private schools with confirmed graduation requirements, though a high percentage of private schools report they are considering a requirement. These numbers are a large change from the 2023 survey, when 20 percent of respondents indicated their institution had a graduation requirement, 24 percent were planning to implement a requirement and 56 percent reported they did not have one.

Table 3. Does your institution currently have an ethnic studies high school graduation requirement?

Governance	Yes	No, but being considered	No	Total	Yes	No, but being considered	No	Total
2025 Survey								
Public	155	145	81	381	41%	21%	38%	100%
Private	13	21	57	91	14%	63%	23%	100%
Total	168	166	138	472	36%	29%	35%	100%
2023 Survey								
Public	73	84	166	323	23%	26%	51%	100%
Private	3	10	52	65	5%	15%	80%	100%
Total	76	94	218	388	20%	24%	56%	100%

The survey results indicated a correlation between respondent role and what respondents reported when asked if their institution has developed plans to implement ethnic studies to meet AB 101 (see Appendix

2). 93 percent of district administrators and 81 percent of curriculum directors answered “Yes,” while 67 percent of high school teachers, 74 percent of high school administrators and 69 percent of high school counselors answered “Yes.”

The 351 respondents who indicated their institution has developed plans to meet AB 101 were asked to select the types of courses their institution currently offers or plans to offer from the four options listed in AB 101:

1. A course based on the ethnic studies model curriculum (ESMC)
2. An existing ethnic studies course
3. An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University
4. A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school

These types of courses are not mutually exclusive, and respondents were asked to select all that apply.

171 of the 340 respondents reported that their institution currently offers or plans to offer ethnic studies taught as part of a course that has been approved as meeting A-G requirements. Of those 171, 131 (77 percent) also selected at least one other type of course. Appendix 3 provides further detailed information about the types of ethnic studies courses respondents reported that their institution currently offers or plans to offer.

Table 4. Types of ethnic studies courses institution currently offers or plans to offer

Governance	Based on ESMC	Existing course(s)	A-G approved	Locally developed	I don't know
Public	150	97	154	142	30
Private	13	9	17	9	4
Total	163	106	171	151	34
2025 % of Respondents	46%	30%	49%	43%	10%
2023 % of Respondents	44%	38%	53%	47%	12%

*Note: Respondents could select multiple responses*

As previously mentioned, the most common themes in response to an open-ended question about what worked well for their institution with developing and implementing ethnic studies were:

- Support from the school, district and community (in the form of professional development, consistent curriculum assessment and dedicated leadership of an organized group, such as a task force or committee at the county or school board level)
- Collaboration (in the form of dedicated teacher teams, teacher and administrator partners and structures to facilitate and ensure broad, community-based input including from students)

- Relevant curricular models and outside support (including California community college, CSU and UC partnerships with K–12 institutions). Most commonly cited curricula were the Ethnic Studies Model Curriculum (ESMC), UC Scout’s Ethnic Studies and access on UCOP’s A-G Course Management Portal to review and select relevant modules from other schools’ A-G approved courses. Colleges and universities mentioned multiple times included:
  - UC Berkeley HSSP
  - UC Davis SSP
  - UCLA (Center X)
  - UCSC CRT
  - Cal Poly SLO
  - SF State
- Teachers and staff with experience and expertise in ethnic studies
- The ability to use an existing A-G approved course to prevent prohibitive student course load

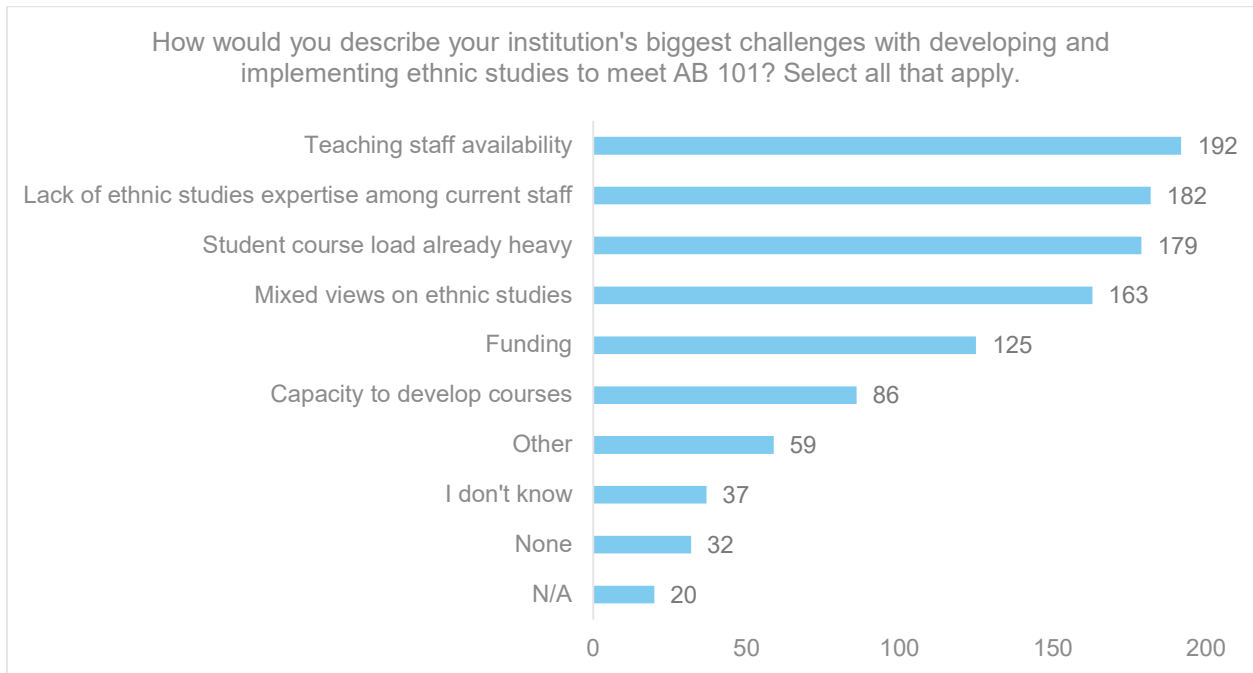
These same dominant themes were echoed in the 2023 responses to this question.

### **Challenges and support**

As indicated as part of key findings, when respondents were asked about their institution’s challenges with developing and implementing ethnic studies to meet AB 101, teaching staff availability (41 percent) and lack of ethnic studies expertise among current staff (39 percent) were cited as two of their biggest challenges. Over a third of respondents also reported challenges with student course load (38 percent) and mixed views on ethnic studies (35 percent). In the 2023 survey, the challenges were ranked in the same order; however, a higher proportion of respondents selected teaching staff availability (49 percent versus 41 percent in 2025) and ethnic studies expertise (48 percent versus 39 percent in 2025). The proportion selecting student course load and mixed views on ethnic studies were almost the same in both surveys.

Responses to an open-ended question asking for additional information about institutions’ challenges revealed more information regarding issues with student course load and scheduling, citing issues with students wanting to take other electives and AP courses and figuring out how to fit the course into the master schedule. Some respondents also expressed frustration about a perceived lack of clarity about the criteria and requirements for a qualifying ethnic studies course, in addition to concerns about having to increase the number of credits required for graduation.

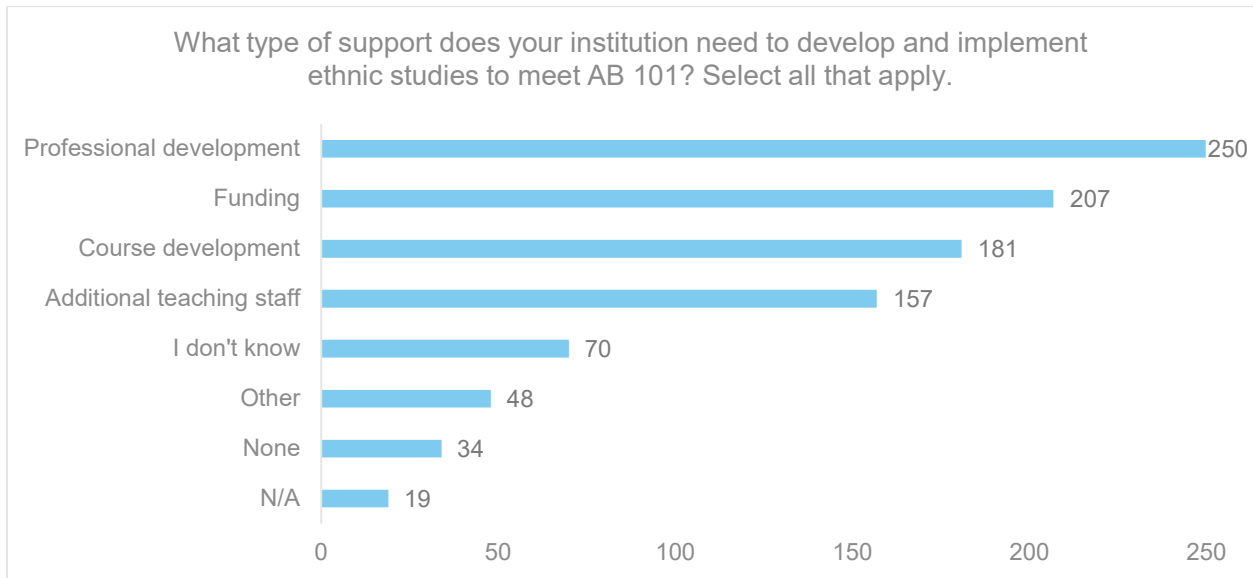
Figure 1. Challenges in developing and implementing ethnic studies



*Note: Respondents could select multiple responses*

When respondents were asked about the type of support their institution needs to develop and implement ethnic studies to meet AB 101, 47 percent reported needing professional development, 39 percent reported needing funding and 34 percent reported needing support with course development. In the 2023 survey, needing support with course development was the second most common response and funding was third.

Figure 2. Support needed to develop and implement ethnic studies



*Note: Respondents could select multiple responses*

When asked to share any additional information about the support their institution needs, about a third of the comments expanded on course and curriculum development support needs, including needing more model courses and curricula.

**APPENDIX**

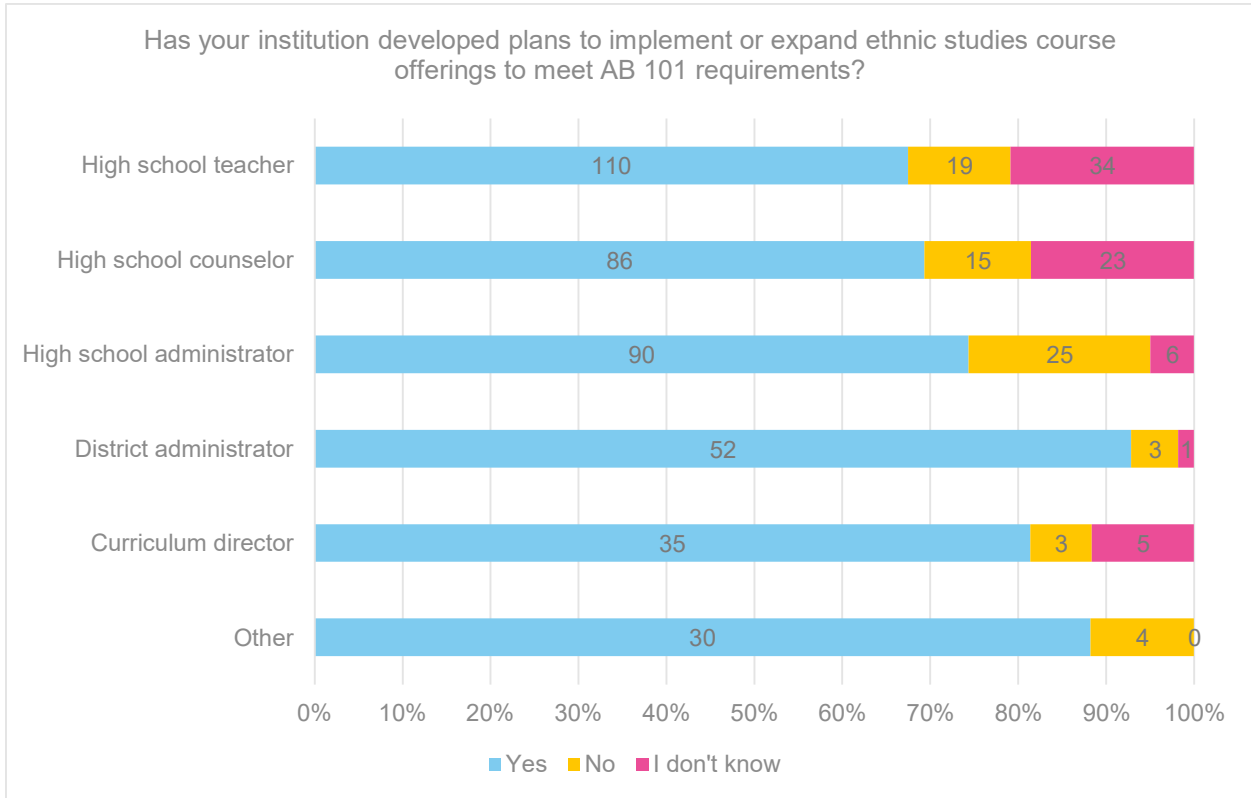
**Appendix 1. Respondent roles**

<b>Role</b>	<b># of respondents</b>
High school teacher	163
High school counselor	124
High school administrator	121
District administrator	56
Curriculum director	34
Other	43

*Note: Respondents could select multiple roles.*



**Appendix 2. Has your institution developed plans to implement or expand ethnic studies course offerings to meet AB 101? (by respondent role)**



*Note: Respondents could select multiple roles.*

**Appendix 3.1 Respondents who reported institution is currently offering or planning to offer A-G approved ethnic studies courses by governance**

<b>Governance</b>	<b>A-G approved and 1+ other type of course</b>	<b>A-G approved only</b>	<b>Did not select A-G approved</b>	<b>Total</b>
Public	122	32	165	319
Private	9	8	15	32
<b>Total</b>	<b>131</b>	<b>40</b>	<b>180</b>	<b>351</b>

**Appendix 3.2 Respondents who reported institution is currently offering or planning to offer A-G approved ethnic studies courses and other course type(s)**

<b>Course type(s)</b>	<b># of respondents</b>	<b>%</b>
A-G approved only	40	23%
A-G approved and ESMC based	23	13%
A-G approved and existing	21	12%
A-G approved and locally approved	20	12%
A-G approved, ESMC based, and locally approved course	24	14%
A-G approved, ESMC based, existing, and locally approved	25	15%
A-G approved, ESMC based, and existing course	13	8%
A-G approved, existing, and locally approved	5	3%
<b>Total</b>	<b>171</b>	<b>100%</b>

## Ethnic Studies: Analysis of A-G Courses

**For Internal Discussion Purposes Only**  
***Prepared by Undergraduate Admissions***

The following is an update to a prior analysis of potential ethnic studies courses in high schools' A-G course lists during the 2022–23 school year. Equivalent methodology as the prior analysis was used to examine the courses offered in the 2024–25 school year. A course title search was conducted to estimate the number of A-G courses on high school 2024–25 A-G course lists that may potentially qualify as ethnic studies courses. The estimate includes courses created by the school or district/school network, program courses, and online publisher courses. Course descriptions were not reviewed in this analysis.

The following is the list of terms used in the course title search that resulted in at least one course:

Activism	Colonial	Indigenous	Race
African American	Colonization	Inequality	Racial
Agency	Cultural	Latina/o/x	Racism
American Indian	Empire	Liberation	Racist
Asian American	Equality	Mexican American	Social Justice
Black	Ethnic	Migration	Social movement
Border	Ethnic Studies	Native American	Urban
Capitalism	Filipino	Pacific Island	Vietnamese
Chicana/o/x	Identity	Postcolonial	American
Civil rights	Immigration	Power	
Class	Imperialism	Privilege	

Most potential ethnic studies courses on school A-G course lists were submitted and approved primarily under the subject areas of College-Preparatory Elective (G), History/Social Science (A) and English (B). The estimated number of ethnic studies courses on school A-G course lists grew by 41.0 percent (1,006 courses) between 2022–23 and 2024–25, driven by growth in those same three areas (see Table 1). The number of non-ethnic studies courses only grew by 3.8 percent (10,861 courses) between 2022–23 and 2024–25.

**Table 1**

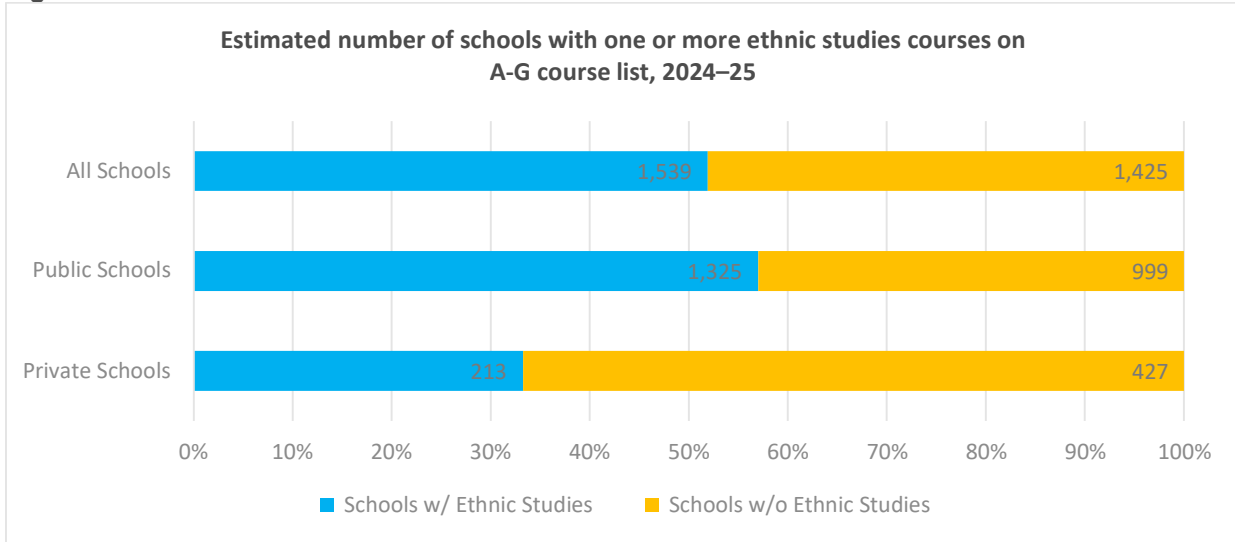
Estimated number of ethnic studies courses on A-G course lists, 2022–23 and 2024–25		
Subject Area	2023 Est. # of ethnic studies courses	2025 Est. # of ethnic studies courses
History / Social Science (A)	426	803
English (B)	330	432
Mathematics (C)	13	17
Science (D)	1	4
Language Other than English (E)	19	40
Visual and Performing Arts (F)	39	39
College-Preparatory Elective (G)	1,625	2,124
<b>Total</b>	<b>2,453</b>	<b>3,459</b>

An estimated 51.9 percent of high schools and 56.4 percent of districts/school networks have ethnic studies courses on their A-G course lists (see Table 2 and Figure 2). Both percentages represent significant increases since 2022–23. The estimated percentage of districts/school networks offering ethnic studies courses grew by 11.5 percentage points (ppt) between 2022–23 and 2024–25, and the estimated percentage of high schools offering ethnic studies courses increased by 8.8 ppt, with a 6.5 ppt increase for private schools and a 9.4 ppt increase for public schools (see Table 2).

The larger increase for public schools is likely due to Assembly Bill 101, the 2021 legislation signed into law that added an ethnic studies high school graduation requirement which is not applicable to private schools.<sup>1</sup> This is also the likely explanation of why a greater proportion of public schools currently offer ethnic studies courses compared with private schools (see Figure 1 and Table 2). This difference holds true across most California regions (see Table 4).

<sup>1</sup> See AB 101 bill text: [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB101](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB101)

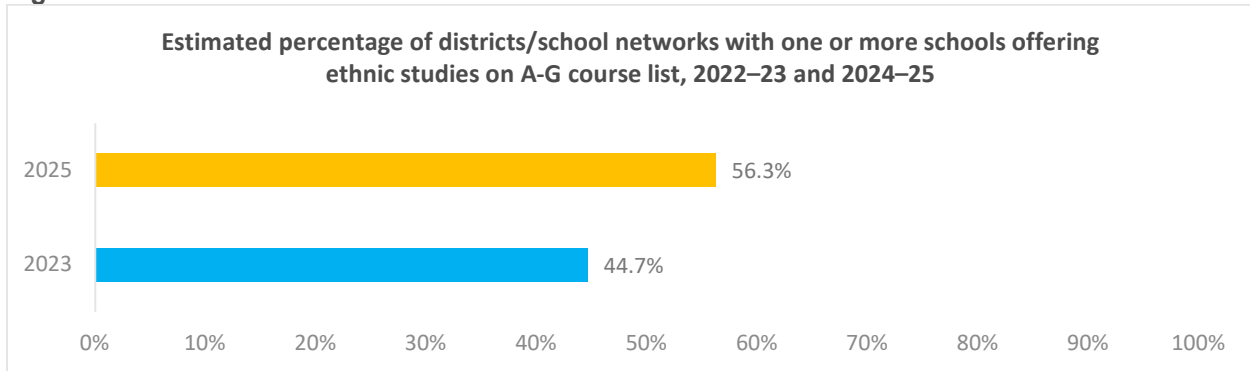
**Figure 1**



**Table 2**

Estimated number of schools with one or more ethnic studies courses on A-G course list, 2022–23 and 2024–25				
Year	School Type	Schools w/o Ethnic Studies	Schools w/ Ethnic Studies	Est. % Schools w/ Ethnic Studies
2023	Public Schools	1,206	1,094	47.6%
	Private Schools	460	168	26.8%
	All Schools	1,666	1,262	43.1%
2025	Public Schools	999	1,325	57.0%
	Private Schools	427	213	33.3%
	All Schools	1,425	1,539	51.9%

**Figure 2**



The estimated percentage of schools with ethnic studies courses varies at the regional level.<sup>2</sup> The San Francisco Bay Area and Los Angeles regions have the highest estimated percentage of schools with ethnic studies courses (see Table 3). It is estimated that less than 30 percent of schools in the Upper Sacramento Valley, North Coast, Superior California and Inyo-Mono regions have ethnic studies courses. Additionally, in the Upper Sacramento Valley, 85 percent of potential ethnic studies course are online courses. All other regions offer the majority of their ethnic studies courses in the classroom (see Table 5).

Between 2022–23 and 2024–25, the estimated number and percentage of schools with ethnic studies courses grew in every region in California except for Inyo-Mono. Los Angeles saw the most growth, with an estimated 90 additional schools offering ethnic studies courses, increasing the overall proportion of schools in the region from 54.4 percent to 66.5 percent (see Table 3) and the proportion of public schools in the region to 75 percent (see Table 4). Growth was lowest in the Inyo-Mono, Upper Sacramento Valley, Central Coast, and North Coast Regions, with all seeing less than 5 ppt increases in the percentage of schools offering ethnic studies courses.

<sup>2</sup> Region definitions are based on CPEC historical groupings:  
<https://web.archive.org/web/20150124045746/http://cpec.ca.gov/SecondPages/Regions.asp>

**Table 3**

Estimated number and percentage of schools with at least one ethnic studies course on A-G course list by region, 2024–25				
Region	2025			2023
	# of schools w/ A-G course list	Est. # of schools w/ ethnic studies	Est. % of schools w/ ethnic studies	Est. % of schools w/ ethnic studies
Los Angeles	743	494	66.5%	54.4%
San Francisco Bay Area	524	334	63.7%	58.3%
Inland Empire	282	143	50.7%	40.5%
North San Joaquin Valley	250	85	34.0%	26.8%
San Diego-Imperial	247	125	50.6%	40.5%
Sacramento-Tahoe	215	102	47.4%	37.1%
Orange County	167	78	46.7%	35.1%
Central Coast	133	60	45.1%	41.2%
South San Joaquin Valley	122	39	32.0%	23.7%
Monterey Bay	66	28	42.4%	35.8%
North Coast	54	11	20.4%	16.0%
Superior California	48	12	25.0%	14.6%
Upper Sacramento Valley	46	11	23.9%	21.7%
Inyo-Mono	10	1	10.0%	9.1%
Non-California School <sup>3</sup>	57	15	26.3%	18.8%
<b>Total</b>	<b>2,964</b>	<b>1,538</b>	<b>51.9%</b>	<b>43.1%</b>

<sup>3</sup> Non-California schools include online schools based outside of California that serve California students.  
Data source: A-G Course Management Portal

**Table 4**

Estimated number and percentage of schools with at least one ethnic studies course on A-G course list by region, 2024–25						
Region	Public			Private		
	# of schools w/ A-G course list	Est. # of schools w/ ethnic studies	Est. % of schools w/ ethnic studies	# of schools w/ A-G course list	Est. # of schools w/ ethnic studies	Est. % of schools w/ ethnic studies
Los Angeles	563	422	75.0%	180	72	40.0%
San Francisco Bay Area	365	265	72.6%	159	69	43.4%
Inland Empire	242	137	56.6%	40	6	15.0%
North San Joaquin Valley	235	84	35.7%	15	1	6.7%
San Diego-Imperial	199	109	54.8%	48	16	33.3%
Sacramento-Tahoe	182	92	50.5%	33	10	30.3%
Orange County	119	66	55.5%	48	12	25.0%
South San Joaquin Valley	112	39	34.8%	10	-	0.0%
Central Coast	102	50	49.0%	31	10	32.3%
Monterey Bay	53	27	50.9%	13	1	7.7%
North Coast	50	10	20.0%	4	1	25.0%
Superior California	46	12	26.1%	2	-	0.0%
Upper Sacramento Valley	45	11	24.4%	1	-	0.0%
Inyo-Mono	10	1	10.0%	-	-	-
Non-California School	1	-	0.0%	56	15	26.8%
<b>Total</b>	<b>2,324</b>	<b>1,325</b>	<b>57.0%</b>	<b>640</b>	<b>213</b>	<b>33.3%</b>



**Table 5**

Course learning environment of potential ethnic studies courses on A-G course list by region, 2024–25				
Region	Classroom	Classroom and Online	Online	2023–2025 Change in % Online
Los Angeles	84.7%	4.6%	10.7%	-2.8
San Francisco Bay Area	84.8%	3.6%	11.6%	1.4
Inland Empire	70.8%	4.1%	25.1%	-8.3
North San Joaquin Valley	72.8%	0.0%	27.2%	-7.5
San Diego-Imperial	67.0%	5.6%	27.4%	1.1
Sacramento-Tahoe	72.9%	1.8%	25.3%	8.6
Orange County	86.3%	4.7%	9.0%	-5.3
South San Joaquin Valley	59.6%	0.0%	40.4%	-20.4
Central Coast	74.4%	4.7%	20.9%	-2.5
Monterey Bay	81.2%	0.0%	18.8%	17.0
North Coast	73.3%	0.0%	26.7%	10.0
Superior California	62.5%	6.3%	31.3%	-13.2
Upper Sacramento Valley	15.0%	0.0%	85.0%	-9.4
Inyo-Mono	100.0%	0.0%	0.0%	0.0
Non-California School	0.0%	0.0%	100.0%	0.0
<b>Total</b>	<b>78.5%</b>	<b>3.8%</b>	<b>17.6%</b>	<b>-1.9</b>

## VIII. RESOLUTIONS FROM PETITIONERS

### 1. Motion on a Divisional Vote Regarding a UC Systemwide Academic Calendar

**Background:** The motion was discussed at the March 25, 2025 Assembly special meeting. However, the meeting lost quorum before a vote could be taken on the amended motion. The language of the motion is as follows:

*The Representative Assembly of the Academic Senate recommends that each UC campus vote (according to any method authorized by the Division's bylaws) to decide whether the faculty wishes to adopt a "common calendar" for its specific campus or remain on its current calendar system.*

**Discussion format:** Assembly members and other Senate attendees will have the opportunity to engage in Q&A, provide input, and share their perspectives. Assembly members will vote on the motion.

### 2. Motion to Adopt Resolution Regarding Senior Administrator Compensation

**Background:** A motion calling for all University of California administrators at the dean level and above to receive salary range adjustments at the same time as the regular faculty was discussed at the March 25, 2025 special Assembly meeting. However, the motion failed. Senate petitioners have requested discussion and action on a new motion:

*Whereas there is significant concern among faculty regarding the disproportionate compensation of senior administrators, with increases far exceeding those granted to faculty*

*And whereas this situation raises fundamental questions about fairness, principles of equity, financial responsibility, and institutional priorities.*

**Be it, therefore, resolved** *that the Academic Senate urges the University of California to explore measures to cap, reduce, or restructure excessive administrative salaries, especially considering financial austerity and the need to effectively allocate resources to support faculty, students, and academic programs.*

**Discussion format:** Assembly members and other Senate attendees will have the opportunity to engage in Q&A, provide input, and share their perspectives. Assembly members will vote on the motion.

To: The Chair of the Academic Council, Dr. Steven Cheung

Dear Steve:

We, members of the Academic Senate, write to request a Special Meeting of the Assembly to vote on two resolutions. Specifically,

**Resolution #1:**

The Representative Assembly of the Academic Senate recommends that each UC campus vote (according to any method authorized by the Division's bylaws) to decide whether the faculty wishes to adopt a “common calendar” for its specific campus or remain on its current calendar system.

**Resolution #2:**

Whereas there is significant concern among faculty regarding the disproportionate compensation of senior administrators, with increases far exceeding those granted to faculty

And whereas this situation raises fundamental questions about fairness, principles of equity, financial responsibility, and institutional priorities.

**Be it, therefore, resolved** that the Academic Senate urges the University of California to explore measures to cap, reduce, or restructure excessive administrative salaries, especially considering financial austerity and the need to effectively allocate resources to support faculty, students, and academic programs.

Respectfully submitted

Walter S. Leal, Distinguished Professor, MCB, UC Davis

Julia Ortony, Associate Professor, Chemistry and Biochemistry, UC San Diego

Claudio Fogu, Professor of Italian, UC Santa Barbara

Wolf-Dietrich Heyer, Distinguished Professor, MMG, UC Davis

Matthew C Mahutga, Professor of Sociology, UC Riverside

Peter Burke, Professor, EECS, UC Irvine

Leopoldo M. Bernucci, Distinguished Professor, Department of Spanish and Portuguese, UC Davis

María Regina Firmino-Castillo, PhD; Assistant Professor; UC-Riverside

Adam Harmer, Associate Professor, UCR

Peter Krapp, Professor, UC Irvine

Chen Li, Associate Professor, UCR  
Peter Krapp, Professor, UC Irvine  
Déborah Blocker, Professor, UC Berkeley  
Giuliana Perrone, Associate Professor of History, UCSB  
Bwalya Lungu, Associate Professor of Teaching, UC Davis  
Eric Schwitzgebel, Professor of Philosophy, UC Riverside  
Robin Russin, Professor, UC Riverside  
Kristen Monroe, Distinguished Professor of Political Science, UC Irvine  
Gregory Pasternack, Professor, UC Davis  
Mei-Chu Chang, Professor, UCR  
Elizabeth Pérez, Associate Professor of Religious Studies, UCSB  
Ysabel Giraldo, Assistant Professor of Entomology, UC Riverside  
Katie Ford, Professor of Creative Writing, UC Riverside  
Lin Tian, Professor of Physics, UC Merced  
Karola Obermueller, Associate Professor of Music, UCSD  
Manuela Martins-Green, Professor of Cell Biology, UCR  
Alan L Balch Distinguished Professor Emeritus UC Davis  
Siobhan Brady, Professor of Plant Biology, UC Davis  
Angela M. Zivkovic, Associate Professor, UC Davis  
Grant Kester, Professor of Art History, UCSD  
Susan Narucki, Distinguished Professor of Music, UC San Diego  
Carole H Browner, Professor, UCLA  
Hiram Beltrán-Sánchez, Professor, UCLA  
Peter Hernes, Professor, UC Davis  
Agnieszka Jaworska, Professor of Philosophy, UC Riverside  
Arcelia Gutierrez, Assistant Professor, Film and Media Studies, UC Irvine  
Christiana Drake, Professor, UC Davis

Theodore Garland, Jr., Distinguished Professor, UC Riverside

Marissa Baskett, Professor, UC Davis

Daniel Stolzenberg, Associate Professor, UC Davis

Thu-huong Nguyen-vo, Professor, UCLA

Samuel Lamontagne, Assistant Professor, UC Riverside

Benjamin Cowan, Professor, UC San Diego

Sascha Nicklisch, Assistant Professor, UC Davis

Michael E. Adams, Dist. Prof, MCSB/Ent, UCR

Peter Homyak, Associate Professor, UC Riverside

Elide Valarini Oliver, Professor, UC Santa Barbara

Robin Derby, Dept. of History, UCLA

Xi Dong, Associate Professor, UCSB

Tanya Merchant, Associate Professor, UC Santa Cruz

Mohammad Sadoghi, Associate Professor, UC Davis

David Walker, Associate Professor, UC Santa Barbara

Todd Fiacco, Associate Professor, UCR

Germaine A. Hoston, Professor UC San Diego

Ivano Caponigro, Professor, Linguistics, UC San Diego

The complete list of signatures appears here:

<https://forms.gle/DyEFCr6oh6jE8RU67>