

UNIVERSITY OF CALIFORNIA

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NOTICE OF MEETING REGULAR MEETING OF THE ASSEMBLY OF THE ACADEMIC SENATE

Wednesday, June 17, 2009

10:00 am - 4:30 pm

California State University, East Bay

Oakland Professional Development & Conference Center

1000 Broadway, Suite 109, Classrooms 2 & 3 (OPDCC2)

Oakland, CA 94607

Tel. #: (510) 208-7001/987-9136

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IX. PETITIONS OF STUDENTS [NONE]

X. UNFINISHED BUSINESS [NONE]

XI. NEW BUSINESS

I. Roll Call

2008-09 Assembly Roll Call June 17, 2009

President of the University:

Mark G. Yudof

Sheryl Tsai (alt for rep Kenneth Chew)
Jeffrey Wasserstrom (alt for rep Shawn Rosenberg)

Academic Council Members:

Mary Croughan, Chair
Henry C. Powell, Vice Chair
Daniel Melia, Vice Chair, UCB (alt for Mary Firestone, UCB Chair)
Robert Powell, Chair, UCD
Jutta Heckhausen, Chair, UCI
Michael Goldstein, Chair, UCLA
Martha Conklin, Chair UCM
Anthony Norman, Chair, UCR
Daniel J. Donoghue, Chair, UCSD
David Gardner, Chair, UCSF
Henning Bohn, Vice Chair, UCSB (alt for Joel Michaelsen, UCSB Chair)
Quentin Williams, Chair, UCSC
Sylvia Hurtado, Chair, BOARS
Farid Chehab, Chair, CCGA
Francis Lu, Chair, UCAAD
Steven Plaxe, Chair, UCAP
Stephen McLean, Chair, UCEP
Shane White, Vice Chair, UCFW
James Carey, Chair, UCORP
Patricia Conrad, Chair, UCPB

Los Angeles (9 - 1 TBA)

Paula Diaconescu
Robert G. Frank, Jr.
Jonathan H. Grossman
Margaret Haberland
Jody Kreiman
Purnima Mankekar
James Miller
Natik Piri

Merced (1)

Jan Wallander

Riverside (2)

Frances Sladek (alt for Manuela Martins-Green)
Mart L. Molle

San Diego (4)

Richard Attiyeh
Salah Baouendi
Stephen Cox
Joel Dimsdale

Berkeley (5)

Steven Beissinger
Paula Fass (alt for rep Pablo Spiller)
Suzanne M.J. Fleiszig
Matthew Francis (alt for rep Anthony Long)
Miryam Sas (alt for rep Ralph Catalano)

San Francisco (4)

Dan Bikle
Elena Fuentes-Afflick (alternate for rep Deborah Greenspan)
Wendy Max
Sandra Weiss

Davis (6)

Brian Morrissey
Krishnan Nambiar
John Oakley
Donald Price
Birgit Puschner
Daniel L. Simmons

Santa Barbara (3 – 1 TBA)

Richard Church
Volker Welter (absent)

Irvine (4)

Hoda Anton-Culver (absent)
Jone Pearce

Santa Cruz (2)

Mark Carr
Lori Kletzer

Secretary/Parliamentarian

Peter Berck

MEETING OF THE ASSEMBLY OF THE ACADEMIC SENATE

April 22, 2009

DRAFT MINUTES OF MEETING**I. ROLL CALL OF MEMBERS**

Pursuant to call, the Assembly of the Academic Senate met on Wednesday, April 22, 2009 via teleconference. Academic Senate Chair Mary Croughan presided and called the meeting to order at 9:00 am. Senate Executive Director Martha Winnacker called the roll of Assembly members. Attendance is listed in Appendix A of these minutes.

II. MINUTES

ACTION: The Assembly approved the minutes of the December 10, 2008 meeting as noticed.

III. ANNOUNCEMENTS BY THE CHAIR

- Mary Croughan

- Chair Croughan announced that President Yudof was unable to join the meeting, but that Interim Provost Pitts would convey the President's announcements.
- The state legislature did not fund UC's request for \$20 million for UCRP. Moreover, the legislature amended the educational code to state that "It is the intent of the Legislature that no new General Fund augmentation be made available for contributions to the University of California Retirement Plan." Faculty, student and staff representatives to the Regents met yesterday with legislators to ask them to remove this language and to reinstate contributions. The University will make every effort to have this education code rescinded, and Chair Croughan will work with UCOP to determine where this language came from, its implications, and how faculty can help to address re-start of contributions.

IV. ANNOUNCEMENTS BY THE PRESIDENT (NONE)**V. ANNOUNCEMENTS BY THE PROVOST**

- Interim Provost Pitts stated that the budget is the most critical issue facing the University. Even if ballot Proposition 1A passes in May, the situation will continue to be serious. Chair Croughan noted that UC employees can engage in political advocacy as individual, private citizens. However, individuals cannot advocate for any legislation as spokespeople for the University, or use university resources (e.g., a university computer, address, or email account) to do so. However, it is allowable in the interest of disclosure to identify oneself as an employee or faculty member. Chair Croughan and Vice Chair Powell can advocate on behalf of the Senate.
- The Regents are likely to approve a 9.3% combined increase in education and registration fees for undergraduates at their May meeting.
- Interim Provost Pitts stated that some professional school fees also will rise at the request of those schools. Chair Croughan noted that the Regents' initial approval of the professional school fee increase in September 2007 required the schools to substantiate the need for higher fees; at least one School was required to subsequently lower its total fee increase because the proponents could not justify it.

- President Yudof also has asked the Regents to review and approve a new Regents' Standing Order that would allow the president to institute furloughs or salary cuts on a campus basis or system-wide basis in emergency circumstances, such as financial emergencies. The policy is about to be sent out for systemwide Academic Senate review. The policy would require that the President obtain approval from the Regents, and broad Senate consultation is included in the policy guidelines. Faculty layoffs are not being considered, and are not addressed in the policy. Currently, there are no plans for furloughs or pay cuts, but the president wants to be prepared in case of financial emergency.
- President Yudof has commissioned a Task Force on Creative Budget Strategies, which includes several faculty representatives, and is charged with thinking systematically about the pros and cons of all possible strategies to increase revenues and reduce costs. Provost Pitts has encouraged the EVCs to share budget information freely with the divisional Senates.
- The annual Accountability Report will be presented at the May Regents' meeting. It is a living document and will evolve and improve over time.
- Student Regent D'Artagnan Scorza studied the allocation of registration fees and verified that all of the registration fees were applied to student services. However, the flow of funds is not transparent and he has called for the Regents to reexamine the registration fee policy, and possibly to raise the registration fees to fully fund some items that are now funded by education fees.
- The reorganization of Academic Affairs at UCOP is proceeding, and should be completed by July 1. In the meantime, if the Senate has difficulty getting needs met, please inform Provost Pitts.
- The University is searching for a Vice Provost for Academic Personnel, and for a new position titled Vice Provost for Educational Partnerships. A goal of the new position will be to bring a research focus to academic preparation programs.

Questions and Comments:

Q: Why are we not hearing much from the President at Assembly meetings? He no longer submits written reports and said instead that he will attend meetings and give his report orally.

A: Interim Provost Pitts stated that he took responsibility for producing the report, but did not finish it. President Yudof is in Washington, DC today and apologizes for not being here.

Q: Is the reorganization of Academic Affairs having an impact on the Senate's ability to function? Could you describe the new structure?

A: Academic Affairs has five departments: Student Affairs, Educational Partnerships, Research and Graduate Studies, Academic Planning, Programs and Coordination, and Academic Personnel. The reorganization is aimed at structuring services more efficiently. In addition, the Division of Agriculture and Natural Resources (DANR) is under the umbrella of Academic Affairs. After multiple Senate requests, DANR recently underwent an extensive review. It received an outstanding evaluation. The recommendations included the potential benefit of broadening the program beyond the three traditional agriculture campuses to other programs and campuses that deal with energy policy, water resources, etc. A new unit, Institutional Research, was established outside of Academic Affairs, and the Senate has been its number one priority. Some systemwide committees have experienced difficulties in getting data and analysis, in part because of open positions in Academic Personnel. That should improve substantially very soon.

Q: What is the threshold for enacting any furloughs or pay cuts, and what is the timeline? When will decisions be made? Which of the two options is more likely to be used? On some campuses, furloughs would be very difficult to implement.

A: This will be addressed on the agenda later. The President will ask the Regents to approve a document outlining how and when to take such measures should the need arise. The proposed policy states that if

the President declares a financial emergency, he must ask the Regents for the authority to implement furloughs or temporary or permanent pay cuts. He must consult with the Academic Senate and other employee groups. The request must specify the conditions underlying the declaration, the effect of such conditions on campus or University operations, the expected duration of the action, the implementation plan, and its expected outcome. If the President declares that budget cuts are necessary, and that furloughs or pay cuts are tools needed to close a budget gap, campuses will be given a choice of options and decisions will be made on a campus-by-campus basis. Alternatively, a Chancellor may request the authority to implement furloughs or pay cuts. If ballot Proposition 1A does not pass, the situation may constitute a financial emergency. Many “easy,” short-term solutions and cuts already have been done.

Q: Could the University file suit to redress the legislature’s denial of funding for UCRP? Is this likely?

A: Chair Croughan responded that she will ask the University’s General Counsel to consider whether this is possible, but it would be preferable to change the education code. UC is constitutionally independent from the state, whereas CSU and the community colleges are not constitutionally separate. While the state does not have a legal obligation to fund UCRP (this is the Regents’ responsibility), it would be extraordinarily unfair to deny the University this funding, given that the state funds CalPERS and CalSTRS; it is an equity issue. The state also had funded UCRP in the past. During the past 18 year contribution “holiday,” UC saved the state over \$2 billion by not requesting additional contributions. Vice Chair Powell noted that this is as much a political question as a legal question, and urged UC employees acting as private citizens to contact their representatives.

Comment: It would be useful for the Senate to distribute a Fact Sheet to Senate members outlining the budget situation and what they can do as private citizens.

A: Chair Croughan responded that she will consult with the University’s General Counsel to ensure that this is permissible, and if so, she will do so.

Comment: It is my understanding that University employees have a vested right under the constitution to their retirement benefits. While the state is not pre-funding the retirement program, the Regents still must guarantee it. The University has other assets, such as real estate, that it could use theoretically to fund its retirement obligations.

A: Chair Croughan noted that to her knowledge, that is correct, but would need to verify it. She also noted that the president is committed to meeting all of the University’s obligations. Also, the state is not the sole contributor to UCRP; 45% of UC faculty members are funded by non-State funds such as contracts and grants. UCRP is 95% funded right now. We need the state’s contributions to improve this ratio. We want to hold the state accountable for an obligation to contribute its share.

Q: Why haven’t campuses been asked to begin planning for the possibility that Proposition 1A won’t pass?

A: The EVCs have been asked to think about this possibility. However, it is hard to plan without a target figure. If the proposition fails, the University must wait until the legislature finalizes a budget and tells the University the size of its cut.

Q: Is there any effort to capture some of the stimulus funds for UC?

A: Many of the opportunities lie in research funding. Campuses are actively informing faculty of funding opportunities. The University also received \$250 million, which restored a prior cut to the budget.

Q: It is a national trend—not just in times of budget crisis—for legislatures to be disinclined to support public education. Lobbying may not be sufficient because legislatures value the provision of public education less than they previously have. Should the University reduce services, including cutting classes and enrollment, thus providing a visible public message that funding is inadequate?

A: Interim Provost Pitts noted that he hopes that President Obama's emphasis on education will convince the public and legislatures to invest in human capital. Many have criticized the University's lobbying efforts in the past decade. In response, the president has hired new leadership in the public relations unit. However, if funding is not increased, the University will have to reconsider its educational model.

Q: What is the status of the education abroad program and who is in charge of international partnerships with research institutions in India and China?

A: Chair Croughan noted that a joint Senate-administration task force is evaluating EAP and its proposed business plan. The partnership with China is moving forward; she will have to ask Interim Provost Pitts about the India initiative.

Q: Should we accept the fact that the Faculty Salary Plan is now obsolete?

A: Chair Croughan responded that President Yudof is committed to implementing it when funding becomes available and has included it as an item in the University's proposed 2009-10 budget. It is important to note that the salary gap is not likely to be increasing because other universities are having similar funding problems.

Q: Is the President requesting the authority to make permanent, as well as temporary, salary reductions?

A: Chair Croughan stated that she would check and noted that since the vast majority of UC employees are represented, any permanent salary reductions would be a complex process, requiring contracts to be revisited. [Note: Chair Croughan later verified that the President is requesting the authority to institute permanent salary reductions as one possible way to respond to budget cuts].

VI. SPECIAL ORDERS

A. Consent Calendar

Approve Amendment to the UC Diversity Statement

1. Legislative Ruling 3.09 (information)

Applicability of SR 764

2. 2009-10 Assembly Meeting Schedule (information)

DISCUSSION: Chair Croughan noted that the request to approve an amendment to the UC Diversity Statement was erroneously placed on the agenda as legislation. Senate Bylaw 116.E identifies as legislation only those actions that modify Senate Bylaws or Regulations; modification of a Resolution is not legislation. Item B, Legislative Ruling 3.09, is presented for information, as provided by Senate Bylaw 206.A. Chair Croughan proposed moving the schedule of 2009-10 Assembly meetings to New Business.

ACTION: Members approved the Special Orders, as modified by Chair Croughan.

VI. REPORTS ON SPECIAL COMMITTEES (none)

VII. REPORTS OF STANDING COMMITTEES

A. Academic Council

▪ Mary Croughan, Chair

1. Nomination and election of the Vice Chair of the 2009-10 Assembly

REPORT: At its February meeting, Academic Council nominated Professor Daniel Simmons (UCD) as the 2009-10 Academic Senate Vice Chair. If approved, he would serve as Chair in 2010-11. In

accordance with Senate Bylaw 110, the Academic Council is charged to submit a single nominee, but additional nominations can be made from the floor. Chair Croughan reviewed Professor Simmons' qualifications and the procedures for voting. She asked if there were any additional nominations.

DISCUSSION: A member asked about the pros and cons of an individual being chair a second time. Chair Croughan replied that a disadvantage is in not providing a leadership opportunity for someone new. However, the advantages significantly outweigh this issue, particularly given that it is a time of transition at UCOP and experience will prove extremely helpful. Professor Simmons also is the author of a well-regarded white paper on shared governance. The Assembly did not receive any other nominations for Vice Chair.

ACTION: The Academic Assembly elected Daniel Simmons as the Vice Chair of the Assembly for 2009-10.

2. Budget discussion

- (a) Report on the Task Force on Creative Budget Strategies. Chair Croughan is the Co-chair (with UCSB EVC Gene Lucas) of the Task Force, and several Academic Senate members serve on it. It has developed principles for budget planning strategies which will be distributed for systemwide use. UCPB also has developed principles and they will be sent for systemwide review, and subsequent campus and systemwide use. The Task Force's goal is to provide campuses with guidelines for reducing costs and increasing revenues. The list of strategies originally was derived from approximately 75 ideas that campus Chancellors and EVCs suggested in budget meetings with the President in January. The Task Force is doing cost-benefit analyses and lists of pros and cons for each budgetary strategy. The analysis for each strategy will be sent to committees and divisions for input. The Task Force is nearly finished analyzing the first three strategies: 1) differential fees by discipline (e.g., for engineering or business majors); 2) increases in non-resident tuition; and 3) furloughs and salary reductions. Chair Croughan asked for comments regarding concerns that are being articulated by faculty members on the campuses. One Assembly member noted that he had heard about the possibility of suspending merit increases. Another said that there are rumors about voluntary salary reductions for faculty on state funds. Chair Croughan stated unequivocally that neither of these is being considered, but that she will work on addressing these concerns through various communications strategies.
- (b) Reports on campus budget reduction strategies. These reports were presented to the Regents in March and are available online.
- (c) Policy on Furloughs and Salary Cuts. Chair Croughan reported that the Regents will discuss the proposed policy on furloughs and salary cuts at their May meeting and take action in July. The proposal is for a new Regents' Standing Order to enable the President to enact furloughs and salary reductions for all UC employees on a campus or systemwide basis in the case of a financial emergency. An accompanying proposed policy describes the procedures that must be followed before the President or a Chancellor can exercise that authority. It states that all possible options for budget reductions should be considered before turning to furloughs or salary cuts. It states that the Academic Senate and other employee groups should be consulted, and that any plan to implement such measures should be fair to the entire university workforce. It would be applied to everyone in a particular employee group, regardless of source of funding. However, different policies may be applied to different groups of employees (e.g., for some employee groups, furloughs may be preferable to salary cuts). If unions do not agree to furloughs or salary reductions, the University automatically has the authority to institute layoffs. The Academic Senate also will be involved in determining if there is a financial emergency, and the date by which any implemented plan will be reevaluated or terminated. Campuses would have to revisit

their strategic plans to search for other areas for budget cuts. Faculty layoffs are not being considered.

VIII. UNIVERSITY AND FACULTY WELFARE REPORT (none)

IX. PETITIONS OF STUDENTS (none)

X. UNFINISHED BUSINESS (none)

XI. NEW BUSINESS

A. 2009-10 Assembly Meeting Schedule. Chair Croughan suggested an alternative meeting schedule—reserving only October 14, January 13, April 21, and June 16, with the intent of convening three out of the four meetings.

ACTION: The Academic Assembly unanimously approved the proposed four meeting dates.

The meeting adjourned at 11:00 am.

Attest: Mary Croughan, Academic Senate Chair

Minutes Prepared by: Clare Sheridan, Academic Senate Analyst

Attachment: Appendix A – Assembly Attendance Record, Meeting of April 22, 2009

Appendix A – 2008-2009 Assembly Attendance Record, Meeting of April 22, 2009

President of the University:

Mark G. Yudof (absent)

Academic Council Members:

Mary Croughan, Chair

Henry C. Powell, Vice Chair

Chris Kutz, Vice Chair (alternate for Mary Firestone)

Robert Powell, Chair UCD (absent)

Jutta Heckhausen, Chair, UCI

Michael Goldstein, Chair, UCLA

Martha Conklin, Chair UCM

Anthony Norman, Chair, UCR

Daniel J. Donoghue, Chair, UCSD

David Gardner, Chair, UCSF

Joel Michaelsen, Chair, UCSB

Quentin Williams, Chair, UCSC

Sylvia Hurtado, Chair, BOARS

Farid Chehab, Chair, CCGA

Francis Lu, Chair, UCAAD (absent)

Steven Plaxe, Chair, UCAP (absent)

Stephen McLean, Chair, UCEP

Helen Henry, Chair, UCFW

James Carey, Chair, UCORP

Patricia Conrad, Chair, UCPB

Berkeley (5)

Suzanne M.J. Fleiszig

Matthew Francis (alternate for Ralph Catalano)

Miryam Sas (alternate for Steven Beissinger)

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Pablo Spiller

Davis (6)

Brian Morrissey

Krishnan Nambiar

John Oakley

Donald Price

Xiangdong Zhu (alternate for Birgit Puschner)

Daniel L. Simmons

Irvine (4)

Hoda Anton-Culver

Kenneth Chew

Jone Pearce

Shawn Rosenberg

Los Angeles (9 - 1 TBA)

Paula Diaconescu

Robert G. Frank, Jr.

Jonathan H. Grossman

Margaret Haberland

Jody Kreiman

Purnima Mankekar

James Miller

Natik Piri

Merced (1)

Jan Wallander

Riverside (2)

Manuela Martins-Green

Mart L. Molle (absent)

San Diego (4)

Richard Attiyeh

Eric Van Young (alternate for Salah Baouendi)

Stephen Cox

Hans Paar (alternate for Joel Dimsdale)

San Francisco (4)

Dan Bikle

Elena Fuentes-Afflick (alternate for Deborah Greenspan)

Wendy Max

Sandra Weiss

Santa Barbara (3 – 1 TBA)

Richard Church

Volker Welter

Santa Cruz (2)

Mark Carr

Lori Kletzer

Secretary/Parliamentarian

Peter Berck

III. ANNOUNCEMENTS BY THE CHAIR

Mary Croughan

IV. ANNOUNCEMENTS BY THE PRESIDENT

Mark G. Yudof

V. SPECIAL ORDERS [NONE]

VI. REPORTS ON SPECIAL COMMITTEES [NONE]

VII. REPORTS OF STANDING COMMITTEES

A. Academic Council

▪ **Mary Croughan, Academic Senate Chair**

1. Amend Senate Regulations to grant a Special Honorary Degrees to students affected by Executive Order 9066 **(action)**

**RESOLUTION OF THE ASSEMBLY OF THE
ACADEMIC SENATE
OF THE
UNIVERSITY OF CALIFORNIA**

**TO AMEND THE REGULATIONS OF THE ACADEMIC SENATE
ADDING NEW ARTICLE 3 TO CHAPTER 1 OF TITLE II WITH REGULATION SECTION
625, AND 626, AND AMENDING CHAPTER 4 BY CHANGING THE TITLE THERETO,
AMENDING SECTION 730, AND ADDING NEW SECTION 736**

WHEREAS: A large number of Japanese American students enrolled on campuses of the University of California were forced to leave the University under the terms of Presidential Executive Order 9066 and related military orders,

AND

WHEREAS: The Congress and the President of the United States declared in the Civil Liberties Act of 1988 that:

The Congress recognizes that, as described by the Commission on Wartime Relocation and Internment of Civilians, a grave injustice was done to both citizens and permanent resident aliens of Japanese ancestry by the evacuation, relocation, and internment of civilians during World War II. As the Commission documents, these actions were carried out without adequate security reasons and without any acts of espionage or sabotage documented by the Commission, and were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership. The excluded individuals of Japanese ancestry suffered enormous damages, both material and intangible, and there were incalculable losses in education and job training, all of which resulted in significant human suffering for which appropriate compensation has not been made. For these fundamental violations of the basic civil liberties and constitutional rights of these individuals of Japanese ancestry, the Congress apologizes on behalf of the Nation.

AND

WHEREAS: Convictions of Gordon Hirabayashi and Fred Korematsu for violating the curfew and exclusion orders proceeding from Executive Order 9066, which were affirmed by the United States Supreme Court (*Hirabayashi v. United States*, 320 U.S. 81 (1943); *Korematsu v. United States*, 323 U.S. 214 (1944)), were set aside on findings by District Courts that were described by the Ninth Circuit Court of Appeal as indicating that, “the reasoning of the Supreme Court would probably have been profoundly and materially affected if the Justice Department had advised it of the suppression of evidence which established the truthfulness of the allegations made by Hirabayashi and Korematsu concerning the real reason for the exclusion order.” *Hirabayashi v. United States*, 828 F.2d 591, 603-604 (9th Cir. 1987),

AND

WHEREAS: But for the exclusion order, in the normal course of events students enrolled in the University of California would have completed the requirements for their academic degrees and would have become members of the University academic community,

AND

WHEREAS: University of California Regents Bylaw 29.1 a. requires that honorary degrees may be awarded upon recommendation of the President of the University and approval by a three-fourths vote of the members present.

AND

WHEREAS: University of California Regents Bylaw 29.1 c. limits the number of honorary degrees that may be awarded by a campus at a ceremony to three, and to no more than four honorary degrees in any one academic year.

THEREFORE, BE IT RESOLVED BY THE ASSEMBLY OF THE ACADEMIC SENATE OF THE UNIVERSITY OF CALIFORNIA THAT:

The Regulations of the Academic Senate of the University of California are hereby amended as follows:

1. Add to Title II. Curricula, Chapter 1. General Provisions, a new Article 3 to provide as follows:

Chapter 1. General Provisions, a new Article 3 to provide as follows:

Article 3. Special Honorary Degree for Students enrolled in Academic Year 1941-1942.

625.

(a) Persons enrolled at a campus of the University of California during the academic year 1941-1942 who were removed or excluded under Executive Order 9066, and who were therefore unable to receive a degree from a University of California campus, are awarded an Honorary Degree of the University of California Inter Silvas Academi Restituere Iustitiam (to restore justice among the groves of the academy).

-

(b) The Chair of the Academic Council shall present to the President a list of those persons determined to meet the requirements enumerated in paragraph (a) of this Regulation.

626.

The award of any degree under this Article 3 is conditioned upon amendment or suspension of the bylaws of the Regents of the University of California to expressly permit the award of the honorary degree described in regulation 625.

2. Chapter 4. Certificates, additions and deletions, amend section 730 and a new Section 736 as follows:

Chapter 4. Diplomas and Certificates

730.

Except as specified in Regulations 732, ~~and~~ 734, 735, and 736, each diploma, certificate or other formal academic testimonial proposed for regular use in the University by its agencies or officers is subject to the approval of the Assembly or its agent on recommendation of the Division concerned.

736.

The Honorary Degree of the University of California *Inter Silvas Academi Restituere Iustitiam* awarded pursuant to Senate Regulation 625 shall be represented by a diploma in the following form:

UNIVERSITY OF CALIFORNIA

Honoris Causa

Inter Silvas Academi Restituere Iustitiam

By authority of the Regents and the Academic Senate of the University of California

.....

who was enrolled at the campus of the University of California in the academic year 1941-1942 and who was excluded from continuing by reason of Executive Order 9066, is awarded this honorary degree.

.s/.....

s/.....

[seal of the University]

The diploma shall be signed by the Governor of California, the President of the University, the Chair of the Board of Regents and the Chair of the Assembly.

VII. REPORTS OF STANDING COMMITTEES (cont'd)

A. Academic Council

2. Amend Senate Regulations regarding eligibility (action)

Regulations of the Academic Senate University of California

Part II. Admission

400. Medical and Physical Examinations (Rp 30 May 73)

Title I. Academic Colleges

Chapter 1. Publication of Admission Requirements

410.

The Board of Admissions and Relations with Schools, or its designated agent, shall annually [review, and revise as is deemed necessary](#), the statement of [minimum](#) admission requirements. This statement shall include ~~the minimum requirements for admission and such supplementary information as the Board shall direct~~s.

412.

All changes in the [minimum](#) requirements for [undergraduate](#) admission, [and in the recommendations for preparation for college level work](#), ~~to the curricula of the various colleges, schools, and departments, and in the recommendations for preliminary training,~~ shall be immediately reported to the [systemwide](#) Director of Admissions [for dissemination and implementation](#).

Chapter 2. Admission to Freshman Standing

[417. This chapter applies to students who submit an application for freshman admission to the University, and have completed no term of course work at a postsecondary institution following graduation from high school \(summer session excepted\). Students who have completed Community College coursework prior to high school graduation will also be viewed as freshmen.](#)

Article 1. Submission of Test Scores

~~418. {SR 418 as set forth below, is to be valid for freshmen entering the University through spring 2006}~~

~~Each applicant for admission must submit scores either in the SAT I: Reasoning Test or the American College Test. The applicant must also submit scores in three tests of the SAT II: Subject Test of the College Board. The SAT II tests must include English Composition (i.e., Writing Test), Mathematics, and one from the following areas: English Literature, Foreign Language, Science, or Social Studies. (Am 4 May 95; Am 28 May 2003)~~

~~The minimum scores acceptable shall be determined by the Board of Admissions and Relations with Schools, and may vary depending upon the overall grade-point record of the applicant.~~

418. {SR 418 as set forth below, is to be valid for freshmen entering the University [through spring 2012](#) ~~as of fall 2006~~}

Each Applicant for admission must submit scores on an approved core test of Mathematics, Language Arts, and Writing. The applicant must also submit scores on approved supplementary subject matter tests to be taken in two different "a-f" subject areas: History/Social Science, English, Mathematics, Laboratory Science, Language other than English, or Visual and/or Performing Arts. (Am 4 May 95; Am 28 May 2003)

Approval of tests shall be determined by the Board of Admissions and Relations with Schools, with the concurrence of Academic Council and the Assembly of the Academic Senate. The minimum scores acceptable shall be determined by the Board of Admissions and Relations with Schools, and may vary depending upon the overall grade-point record of the applicant. (Am 28 May 2003)

[418. {SR 418 as set forth below, is to be valid for freshmen entering the University beginning in fall 2012}](#)

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

[The minimum scores acceptable shall be determined by the Board of Admissions and Relations with Schools, and will vary depending upon the overall grade-point record of the applicant.](#)

Article 2. Admission of Graduates of Secondary Schools in California [Submission of Academic Records](#)

420.

[Each applicant for freshman admission must arrange for the University to receive, prior to the date established by the Office of Admissions, the final official high school transcript as well as a transcript for all collegiate courses that were attempted.](#)

[The final official transcript from the high school from which the applicant graduated must show the date of graduation, and the grade and the year taken for each course used to satisfy the requirements specified in Regulation 424.](#)

~~An applicant whose test scores required by Regulation 418 meet the specified minimums, and who is a graduate of a secondary school in California which satisfies the conditions of Bylaw 145.B.5, will be admitted on the presentation of a transcript of record, signed by the principal of the school, showing the completion, with a satisfactory scholarship record, of the preparatory subjects (amounting to at least 16 standard entrance units) required for admission to the University. [See SR 424.] The form of certificate employed shall be determined by the University of California. Subject to limitations imposed by enrollment ceilings, students so admitted may enroll in any University curriculum. (Am 19 May 69, CC 2 May 77; Am 26 May 82)~~

422.

Each college retains the right to recommend to the Academic Senate its specific requirements for the Bachelor's degree in the various curricula of the college. Each college is to announce these specific requirements and to advise prospective students that failure ~~wisely~~ to select wisely prerequisite high school ~~and lower-division~~ courses may prevent graduation in four years. [See SR 412.]

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

424.

Candidates Applicants 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)

A. Unit Requirements

1. 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, Laboratory Science, Language Other Than English, Visual and Performing Arts, and College-Preparatory Electives. A minimum of ~~16~~ 15 high school units must be completed ~~during~~ in grades 9-12 as specified in paragraph C 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 A-G requirements. 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 in grades 9 through 11.

~~At least 15 units must be academic or college preparatory units of courses in English, mathematics, laboratory science, foreign language, history, social science and visual and performing arts; however, courses in mathematics (algebra and geometry) and foreign languages taken in grades 7 and 8 may be included in the required 15 units if these courses are accepted by the high school as equivalent to high school courses. At least 7 of the 15 academic or college preparatory units must be completed during the candidate's last two years in high school.~~ (Rev 4 May 1995)

B. Exception to the Unit Requirements

Notwithstanding Paragraph A of this Regulation, a campus may elect to admit an applicant who does not present the required minimum 15 units prior to high school prior to graduation, provided that the applicant has completed 11 units before the end of the 11th grade, including those specified in Paragraph C 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.

2. 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 ~~either 1 unit of United States history or both 1/2 unit of United States history and 1/2 unit of civics or American government; 1 unit of world history, cultures, and geography.~~
- b. English, 4 units. ~~four years of~~ College-preparatory English composition and literature. (Rev 4 May 1995)
- c. Mathematics, 3 units. ~~of college preparatory mathematics which includes~~ Must include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- d. Laboratory science, 2 units, and three are recommended. ~~two years of laboratory science providing~~ Must provide basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and/or physics.
- e. Language other than English, 2 units. Both units must be in the same language. ~~two year courses in a language other than English.~~

~~{SR 424 (A)(2)(f), as set forth below, is effective for all students entering the University prior to fall 2003. Students entering the University in fall 2003 or later will be governed by 424(A)(2)(f) (g) as set forth immediately below this regulation subsection}~~

- f. ~~College preparatory~~ electives, 2 additional units, approved courses chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

~~{SR 424(A)(2)(f-g) as set forth below is effective for all students entering the University in fall 2003 or later. SR 424(A)(2)(f) as set forth above governs students entering the University prior to fall 2003.}~~

- f. (effective 2003)
Visual and performing arts, 1 unit. Must be a single, year-long course in dance, drama/theater, music or visual art ~~from a list of approved courses.~~
- g. (effective 2003)
College preparatory elective, 1 ~~additional~~ unit. Additional approved a-f courses beyond the minimum required, or courses that have been approved specifically in the 'g' subject area. ~~an approved course chosen~~

from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

3. D. Scholarship Requirements

1. ~~Grade requirements for Specific Subject Requirements~~

- a. All courses used to satisfy ~~specific subject requirements~~ the requirements in Paragraph C of this Regulation (A)(2)(a) (f) [effective 2003, (A)(2)(a) (g)] must be completed with a grade of C (2.0) or better.

2. ~~Grade Point Average Calculation~~

- b. Applicants for freshman admission must have a grade point average of at least 3.0 in all University-approved college-preparatory course work taken in the 10th and 11th grades. For purposes of this Paragraph the grade point average is based on the scale of A = 4, B = 3, C = 2, D = 1 for standard college-preparatory courses, and A = 5, B = 4 and C = 3 for approved honors-level, Advanced Placement, International Baccalaureate, and college courses approved by the University, except that the number of semesters of courses receiving the additional honors point shall be limited to 8.

- a. ~~Only grades for courses specified in (A)(2)(a) (f) [effective 2003, (A)(2)(a) (g)] in grades 10-12 are included in the grade point average calculation for purposes of admission to the University of California.~~

- b. ~~Grades in up to 4 units of certified honors level courses, a maximum of two of which can be taken in the 10th grade, from the areas of history, English, advanced mathematics, laboratory science, and language other than English, will be counted on the scale A=5, B=4, C=3. Grades in all other units will be counted on the scale A=4, B=3, C=2.~~

e. ~~Transcript of Record~~

~~When applying for admission to the University of California on the basis of a transcript of record, a graduate of a secondary school in California, which satisfies the conditions of Bylaw 145.B.5, shall present a properly certified high school record showing the completion of the specific subject requirements (A)(2)(a) (f), the year each course was taken, and the grade obtained in each course. [See SR 420.]~~

428.

Alternate ways to complete the subject requirements specified in 424.C.a-g include:

- A. Taking such subject examinations of the College Board, and achieving such scores, as BOARS may determine, or

- B. [Completing with a grade of C \(2.0\) or higher one transferable college-level course \(3 semesters or 4-5 quarter units\) for each missing high school subject course specified in SR 424.C.](#)

Deficiencies either in the subject or grade requirements of SR 424 may be removed:

- A. By passing examinations of the College Board. (Am 4 May 95)
- B. By satisfactory work in University Extension, University of California.
- C. By satisfactory work completed as a special student, or completed in the Summer Session of the University of California. (Am 8 Mar 72)
- D. By one of the methods specified in SR 476. (En 25 May 83)

430. ~~(Repealed)~~

~~Students applying for admission to regular standing in the University from other collegiate institutions may use courses taken in residence at such institutions to remove deficiencies either in the subject or grade requirements of SR 424.~~

440.

[Applicants for freshman admission](#) A graduate of a secondary school in California which does [who do](#) not satisfy the conditions of Bylaw 145 [requirements of Regulation 419 and/or 424](#) will be admitted to the University only by achieving satisfactory [may submit](#) scores in such [on admissions](#) examinations given by the College Board as may be prescribed for each applicant [as specified](#) by the Board of Admissions and Relations with Schools. [Applicants who have achieved satisfactory scores, as determined by BOARS, are entitled to a review of their application for admission.](#) (Am 4 May 95)

Article 4. [Admission of Applicants other than Graduates of Secondary Schools in California](#)
~~**Admission of Candidates Other than Graduates of Secondary Schools in California**~~

450.

[Students applying for freshman admission on the basis of transcript of record from an accredited secondary school outside of California must complete a four-year course of study that includes at least 15 college-preparatory courses as specified in SR 424, the required examinations specified in SR 418, and must meet scholarship requirements with a minimum GPA average as determined by the faculty.](#)

~~Graduates of high schools or other secondary schools outside of California will be admitted by examination in accordance with the provisions of SR 440. However, a graduate of an accredited high school or other secondary school outside of California may be admitted to the University, without examination, provided that the applicant has been graduated from a four-year course of not less than 15 standard secondary units; and has met the subject and grade requirements specified in SRs 424 and 428.~~

452.

Candidates who are not graduates of a high school or other secondary school will be admitted [may be entitled to review](#) according to the provisions of SR 440.

454.

~~To [An approved examination to determine English language proficiency is required of](#) all [international](#) applicants for admission whose vernacular is other than English, unless they come with satisfactory credentials from an institution in which the language of instruction is English. The Board of Admissions and Relations with Schools gives an examination in English, both written and oral, to determine whether the applicant is able to follow lectures and to profit by class exercises. No credit is assigned on the basis of this examination. Applicants who do not [meet the minimum level of proficiency required by the campus\(es\) to which they have applied, will not be considered for admission to the University.](#) ~~pass this examination will not be admitted to the University.~~~~

456.

The Board of Admissions and Relations with Schools regards [four years of literature and composition taught in a language of instruction other than English as satisfying the English \('b'\) subject requirement. A student who satisfies the 'b' subject requirement in this manner will satisfy the \('e'\) subject requirement \(Language Other than English\) by attaining fluency in English as demonstrated by satisfactory performance on an approved English test or attaining a grade of C or better in at least two English composition courses taught in English.](#) ~~the native language of a person educated in a language other than English as taking the place of the English of the American student, and looks upon the English acquired by such student as a foreign language of the student. The amount of credit which a student receives for that native language, when it takes the place of [the English \('b'\) requirement](#), depends upon the character of the school at which the student received secondary training. For a twelve-year course, in an acceptable school, a person educated in a language other than English normally receives four units of matriculation credit in English. This is the maximum amount of matriculation credit allowed such a student for the student's native language. [See SR 480.] (Am 26 May 82)~~

458. (Repealed 20 Feb 2008)

Graduates of approved schools and colleges in China and Japan are allowed to substitute a satisfactory course in the history of their own country for United States history, and also to substitute satisfactory courses in Asian law, language, and literature for the matriculation requirements in English. Such concessions will be granted only to those who furnish properly endorsed official records of their work in China and Japan, and whose work in other departments of study satisfies the requirements for admission. (Repealed 20 Feb 2008)

460. ~~([Moved to the beginning of Chapter 5](#))~~

~~Special students who wish to transfer to regular status may receive matriculation credit on the basis of advanced continuation courses completed in the University with a grade of not lower than "C." Credit is allowed for high school science courses only when such courses are a printed prerequisite to the college course completed by the applicant.~~

Chapter 3: Campus Selection of Freshman Applicants

462.

Each campus shall select those applicants to whom it will offer admission using processes within the Guidelines for Undergraduate Admission as issued and amended by BOARS.

464.

Notwithstanding the requirements for freshman admission specified in SR 419, 424, 440, and 450, campuses may admit applicants who do not satisfy the University's minimum requirements, provided that the proportion of the enrolled freshman class admitted in this manner does not exceed six (6) percent.

465. {SR 465 as set forth below, is to be valid for freshmen entering the University beginning in fall 2012}

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

- A. satisfies an index, determined by BOARS, based on GPA in all University-approved college-preparatory courses taken in the 10th and 11th grades, and scores on approved admissions tests; or
- B. falls in the top nine (9) percent of their high school graduating class based on GPA in all University-approved college-preparatory courses taken in the 10th and 11th grades as determined by the University.

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

466.

BOARS shall periodically adjust requirements for those guaranteed admission from public secondary schools in California to achieve the intended goals of admissions policy.

Chapter 43. Admission to Advanced Standing

Article 1. General Provisions

470.

Admission of students to advanced standing in the academic colleges is under the jurisdiction of the Board of Admissions and Relations with Schools.

472.

Application for examination for advanced standing on the basis of work done before entrance to the University should be made to the appropriate Admissions Officer upon entrance to the University.

474.

Applicants may be given advanced standing in the University on the basis of certificates from other colleges and universities, upon the approval of the certificates by the Board of Admissions and Relations with Schools. The Board is empowered to adopt with regard to other collegiate institutions such working rules as may seem proper, to reject the certificates, in whole or in part, to defer the final granting of credit in advanced standing pending the completion, by the applicant, of satisfactory work in residence at the University, and to require examinations in any or all of the subjects offered. Applications for supplementary credit on the basis of work done before entering the University should be filed with the appropriate Admissions Officer at the time of application for admission.

476. (Am 4 May 95; Am 23 May 01)

Applicants for admission to the University by transfer from other collegiate institutions must meet one of the following four requirements. (Am 4 May 95)

- A. An applicant who met the requirements for Admission to Freshman Standing specified in Chapter 2 of this Title may be admitted to the University provided the applicant has maintained a grade-point average of at least 2.0 in all transferable college course work.
- B. An applicant who met the requirements for Admission to Freshman Standing specified in Chapter 2 of this Title with the exception of the tests specified in SR 418 and/or the Specific Requirements specified in SR 424 (A) (2) may be admitted to the University provided the applicant has maintained a grade-point average of at least 2.0 in all transferable college course work and has remedied the deficiencies by
 1. completing with a grade of C or higher one transferable college course (3 semester or 4-5 quarter units) for each missing high school subject specified in SR 424 (A) (2) and
 2. completing with a grade of C or higher 12 semester (18 quarter) units of transferable college course work in case not all tests specified in SR 418 have been taken.
- C. An applicant who did not meet the requirements specified in (A) or (B) may be admitted to the University provided the applicant has completed 60 semester (90 quarter) units of transferable college course work, has maintained a grade-point average of at least 2.4 in transferable college course work, and has completed all of the following with a grade of C or higher:

1. Two transferable college courses (3 semester or 4-5 quarter units each) in English Composition. One of the English Composition courses is to be equivalent in level to the transferable course which would satisfy (on some campuses only in part) the English Composition requirement at the University. The second course can be (but is not required to be) the 'English Composition/ Critical Thinking' course used to satisfy part of the English Communication requirement of the Intersegmental General Education Transfer Curriculum specified in SR 478. Courses designed exclusively for the satisfaction of remedial composition requirements as defined in SR 761 cannot be used to satisfy this requirement.
2. One transferable college course (3 semester or 4-5 quarter units) in Mathematical Concepts and Quantitative Reasoning.
3. Four additional transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: the Arts and Humanities; the Social and Behavioral Sciences; and the Physical and Biological Sciences.

D. Applicants who at the time of graduation from high school do not meet the criteria of Regulations 418 and 424, but who stand in the upper 12.5 percent of their graduating classes, as determined by criteria established by BOARS, and who have achieved a GPA of at least 2.8 in such of the courses prescribed by Regulation 424 as they have completed, may apply simultaneously for admission to a California Community College and for conditional admission to a campus of the University, subject to the satisfaction at the Community College of the provisions of Regulation 476 B and C.

The courses acceptable under (B) and (C) will be determined by the Board of Admissions and Relations with Schools. The Board may waive requirements (C) (1), (C) (2), and (C) (3) upon the presentation of appropriate test scores.

477. (En 11 May 05)

When four or more UC Senate Divisions agree to accept a course from a given California Community College as transferable for preparation for a specific major, the course will be deemed as transferable for the same major at all UC Senate Divisions one year after notification of the divisions. Similarly, if four or more Senate Divisions agree to accept a set of courses as adequate for lower-division major-preparation for a UC upper-division major discipline, that set of courses will be deemed as accepted for lower-division preparation in the same major at all the UC Senate Divisions one year after notification of the Senate Divisions. During the year following initial notification, individual Senate Divisions may decline to participate in the agreement. Additionally, all Senate Divisions will be given an annual opportunity to opt out of any previous obligation resulting from this regulation. The Academic Council or the senate agency it so designates shall advise the President on the implementation of this regulation so as to ensure that there is adequate notice for all Senate Divisions, that Senate Divisions have an annual opportunity to opt out of this obligations, and that community college students who intend to transfer to UC are minimally affected by a Senate Division's decision to no longer accept a course or set of courses.

478.

Applicants for admission to the University by transfer can fulfill the lower division Breadth and General Education (B/GE) requirements by completion of the Intersegmental General Education Transfer Curriculum. (En 5 May 88) (Am 3 May 90)

A. Intersegmental General Education Transfer Curriculum

The Intersegmental General Education Transfer Curriculum and the guidelines and specifications that apply to its fulfillment are provided in the following table:

Systemwide Lower Division Breadth and General Education Requirements
for Students who Transfer to the University of California

Subject Area	Univ. of California Minimum Requirement	Transfer Minimum Requirement
1) Foreign Language	Proficiency	Proficiency
2) English Composition	2 semesters or 3 quarters	6 semester units
3) Mathematics/ Quantitative Reasoning	1 semester or 2 quarters	3 semester units
4) Arts and Humanities	3 semesters or 4 quarters	9 semester units
5) Social and Behavioral Sciences	3 semesters or 4 quarters	9 semester units
6) Physical and/or Biological Sciences	2 semesters or 3 quarters	6 semester units
<u>Totals</u>	<u>11 semesters or 16 quarters</u>	<u>34 semester units</u>

1. Foreign Language. This requirement may be fulfilled by completion of two years of a foreign language in high school with a grade of C or better, or equivalent proficiency demonstrated by college courses, or by such performance on tests as a minimum score of 550 in an appropriate College Board Achievement Test for a foreign language.
2. English Composition. The English Composition requirement is fulfilled by completion of one-year of lower division English Composition. However, courses in "Critical Thinking" which provide instruction in composition of substantial essays as a major component and require students to write a sequence of such essays, may be used to fulfill the second semester of this requirement. These courses must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of

remedial composition cannot be counted toward fulfillment of the English Composition requirement. (Am 3 May 90)

3. Mathematics/Quantitative Reasoning. One-semester or two-quarter courses in mathematics or mathematical statistics. This requirement may be fulfilled by attainment of a minimum score of 600 in the Mathematics Section of the Scholastic Aptitude Test (SAT), or 550 in the College Board Achievement Test in Mathematics (Level I or Level II). Courses on the application of statistics to particular disciplines may not be used to fulfill this requirement.

Courses taken to fulfill the B/GE requirements in the subject areas that follow, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences, should provide a broad foundation for understanding and learning to think critically, write, and speak about the biological and physical world, and the most important features and accomplishments of civilization. In addition to knowledge and appreciation, courses should stress principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines. The brief descriptions in subparagraphs 4), 5) and 6) are provided only as examples of the types of courses that could be used to meet these requirements. (Am 3 May 90)

4. Arts and Humanities. Courses that can be used to fulfill this requirement include courses in drama, music, dance or the visual arts, history, literature, classical studies, religion, and philosophy. At least one course shall be taken in the Arts and one in the Humanities. Courses in the Arts may include performance or studio components; however, courses that are primarily performance or studio art courses cannot be used to satisfy this requirement.
5. Social and Behavioral Sciences. Courses in anthropology, economics, ethnic studies, political sciences, psychology, sociology, or from an interdisciplinary social science sequence. The courses must be selected so that they are from at least two different disciplines. (Am 3 May 90)
6. Physical and Biological Sciences. Courses in biology, chemistry, physics, or physical sciences with the exception of courses in mathematics. One course must be in a physical science, the other in a biological science, and at least one must include a laboratory. (Am 3 May 90)

- B. University Policy for the Intersegmental General Education Transfer Curriculum (Am 3 May 90)

The University's policy for the Intersegmental General Education Transfer Curriculum is as follows:

1. To fulfill the lower division B/GE requirements prior to transferring to the University of California, a student has the option of fulfilling the Intersegmental General Education Transfer Curriculum or fulfilling the specific requirements of the school or college of the campus to which the student will transfer.
2. If the lower division B/GE requirements are not satisfied prior to transfer, the student will be subject to the regulations regarding B/GE lower division requirements of the

school or college of the campus to which the student transfers, with the following exception. A student may fulfill the lower division B/GE requirements by fulfilling the Intersegmental General Education Transfer Curriculum (IGETC) after the transfer, provided all four of the following conditions are met. (Am 25 Feb 99)

- a. A student may complete a maximum of two courses of the IGETC after transfer.
 - b. Either (1) The last-attended community college must certify the IGETC area(s) and the one or two courses yet to be completed, and that the lack of these courses was for good cause such as illness or class cancellation, OR (2) for students intending to major in the physical and biological sciences, the last-attended community college must certify that the student has substantially completed the articulated lower division courses for the major and that the student has completed the Intersegmental General Education Transfer Curriculum except for (i) one course in Arts and Humanities and (ii) one course in Social and Behavioral Sciences; students in this category may satisfy the IGETC requirement in Physical and Biological sciences with a year-long sequence in a single laboratory science. **(Am 11 May 2005)**
 - c. A student who has been approved to complete one or two IGETC courses after transfer may take a certified IGETC course in the area remaining to be completed at any California community college subject to the UC campus rules regarding concurrent enrollment or, at the option of the UC campus, may take approved substitute courses at that UC campus.
 - d. The IGETC must be completed within one academic year (two semesters or three quarters plus any summer that might intervene) of the student's transfer to UC.
3. Only courses accepted for baccalaureate credit at UC, and in which a grade of C or better was attained, can be applied toward fulfillment of the UC lower division B/GE requirements.
 4. Credit for College Board Advanced Placement Tests can be used for partial fulfillment of the Intersegmental General Education Transfer Curriculum. For the category of English Composition, a score of 5 can be used to satisfy one semester or two quarters of this requirement. For all other disciplines, a score of 3 or higher on the appropriate AP test may be used to satisfy one semester or two quarters of the requirement. (En 3 May 90)

Article 2. Language Credit for Foreigners

480.

A student whose native language is not English and who has completed at least nine years of education conducted in that native language may receive credit for language courses in it only if the courses are advanced courses at the upper division level. College credit for literature in the native language is allowed only for courses taken in native institutions of college grade, or for upper division and graduate courses actually taken at the University of California or at another English-speaking institution of approved standing. (See SR 456.) (Am 26 May 82)

Chapter 5.4. Admission to Special Status and to Limited Status

485. 460.

Special students who wish to transfer to regular status may receive matriculation credit on the basis of advanced continuation courses completed in the University with a grade of not lower than "C." Credit is allowed for high school science courses only when such courses are a printed prerequisite to the college course completed by the applicant.

490.

The Board of Admissions and Relations with Schools, or its designated agents, shall ascertain the qualifications of applicants for special status under policies laid down by the Board. The admission of such students requires the approval of the dean of the college or school in which they seek to enroll. Applicants must be at least twenty-one years old, and no applicant will be admitted directly from high school.

492.

Applicants for admission to limited status may be admitted by the Board of Admissions and Relations with Schools, or its designated agents. The program of courses to be pursued by each such applicant must have been approved, either (A) in the case of an applicant who seeks eventual admission to regular status in a professional school, by the dean of that school, who shall certify that completion of the proposed program, with such grades as may have been specified, will qualify the applicant to be considered for admission to regular status in the school, or (B) in the case of an applicant who desires to satisfy some other definite need or interest, by the dean of the college or school in which the student will enroll. In each case, the applicant's proposed program of courses and the specified period of time for which the applicant is to be admitted must have been finally approved by the dean of the appropriate college or school. An applicant will not be admitted to limited status for the sole purpose of raising a low scholarship average. [See SR 314.]

Chapter 6.5. Transfer of Students

500.

Any student may be transferred from one college or school of the University to another upon the approval of the dean or other responsible officer or committee of the college or school to which admission is sought. A form of petition for such transfer is supplied by the Registrar. The dean or other responsible officer or committee of the college or school to which the student is transferred shall determine the extent to which courses completed prior to the transfer may be accepted in satisfaction of the degree requirements of that college or school.

502.

Transfer of Breadth/GE Requirements (En 7 May 87)

- A. Students who transfer from one UC campus to another and who have completed the Breadth/General Education (B/GE) requirements of the campus from which they have transferred (excepting for upper division B/GE requirements) will be considered to have met the B/GE requirements of the campus to which they transfer.
 - B. Students who transfer from one UC campus to another prior to completing the B/GE requirements of the campus from which they transferred will complete their B/GE requirements subject to the regulations of the campus to which they transfer.
 - C. The above policy is not restrictive with respect to upper division requirements for graduation on the individual campuses.
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VII. REPORTS OF STANDING COMMITTEES (cont'd)

B. Budget Planning Discussion

- **Mary Croughan**, Academic Senate Chair and Co-Chair, Advisory Group on Budget Strategies
- **Pat Conrad**, UCPB Chair and Member, Advisory Group on Budget Strategies
- **Steve Plaxe**, UCAP Chair and Member, Advisory Group on Budget Strategies
- **Division Chair, TBD**

1. Presentation on Budget Planning Principles
(endorsed by Academic Council)

Principles to Guide Fiscal Decision-Making in the Current Budget Environment

**Drafted and Submitted by
The University Committee on Planning and Budget
and
Endorsed by the Academic Council
May 2009**

One year after UCPB's "Cuts Report," and three years after its "Futures Report," the University of California faces another round of unprecedented budget reductions that go beyond even the worst case scenarios outlined in those reports and further threaten UC's core teaching and research missions. UC has tended to manage its fiscal challenges by taking a make-do approach that focuses on preserving all existing programs while continuing to grow and expand. This strategy is admirable in many respects, but necessitates compromising quality and is no longer possible. We must communicate a strong message to the state and the public that there are real consequences to the persistent and chronic under-funding of the University, and additional new cuts simply cannot be absorbed without severe impact on its core missions. Making hard choices about core priorities based on our shared principles is now unavoidable and critical to our strategy of communicating a strong message to the state and the public. The outcome of this dialogue can represent an opportunity to put UC on a better long-term footing for the future.

The Academic Council recommends the following principles to underlie current and future budget decisions:

1. *Shared governance is a fundamental principle of UC and critically important to the recruitment and retention of UC faculty and preservation of academic excellence. For that reason, there should be increased transparency and continuous faculty involvement at the local and systemwide level to identify options for budgetary cuts and improved efficiencies.*

Complete information should be made available about the funding for various campus units, performance measures – especially those used in making decisions concerning

funding, and the effects of past and currently contemplated cuts on each unit's ability to contribute to our teaching and research missions. Campuses need to improve communication with faculty, staff, and students – through regular Town Hall meetings, easily accessible IT, and other vehicles – to provide the most current budget information. Consultation needs to occur with appropriate Senate, administrative, staff, and student committees before budget reductions are implemented.

2. *UC's marketing and communications strategy should emphasize how the University benefits California and what will be lost without adequate resources.*

While the University is lauded as being one of California's primary engines of economic development, this view seems to get lost even in relatively good financial times when the state budget is being drawn up. UC is not just another interest group seeking its share of the state budget; rather, it needs to be understood as a vital investment in the future of our children and California. The public has greatly benefited from the innovations and discoveries of the faculty, staff and students of the University of California. Faculty and alumni have founded new businesses and there is a long history of partnership with industry; for example, the recent California Institutes for Science and Innovation (CalISIs). California agriculture has been transformed by the research conducted at the University as has the healthcare of Californians due to the UC Medical Centers. Finally, a UC education provides the state's best students with a foundation for advancement into life-long careers and provides California with a high quality workforce and innovative leaders.

3. *Budget decisions should strive above all to protect the quality, affordability, and accessibility of UC's two core missions – teaching and research – through which the University serves the state of California and the nation.*

It is most important for UC's budget decisions to maintain quality; to do otherwise is to offer a UC-quality education in name only. Preserving that quality is possible only through adequate state support. Without that support, UC will face either continued decline in quality or it will need to shrink to a level consistent with its funding. If UC is to retain its character as a public institution, however, neither alternative is acceptable. To preserve and enhance quality, affordability, and accessibility, the state must meet its responsibilities for keeping UC whole. It must find a way to generate sufficient revenue to fund the University, which today is only possible only by increasing state tax revenues.

4. *The University's enrollment policy must state clearly that UC cannot continue to sacrifice educational quality by accepting more students than are funded by the state.*

UC's focus on providing access to as many qualified California students as possible is admirable and should continue to be a top priority. However, enrolling thousands of unfunded students is no longer possible in the current budget environment. This policy necessitates numerous compromises such as larger class sizes, fewer teaching assistants, fewer permanent faculty and other compromises. All of these imply a lower quality education for all students, curtailment of graduate programs, and increased time-to-degree, thus increasing the cost to UC as well as to the students and their families.

Moreover, it sends mixed messages to a state which is already slashing resources by both validating its behavior and solidifying the funding status quo.

5. All departments and programs, continued and proposed, must have appropriate and sustained funding to support their current mission, uphold the high standards of the University of California, and provide a solid foundation for maintenance of quality teaching and research.

In consultation with the faculty and established guidelines, UC should evaluate existing undergraduate and graduate programs not only for their academic achievements, but also for the adequacy of their support. The results of that evaluation should help determine whether more or fewer resources are appropriate, and even, if necessary, lead to a recommendation that a program be terminated. New programs and capital projects need clear guidelines to help UC evaluate their full financial costs and educational impact. The University should not expand or launch new programs and facilities without providing sustainable funding. The absence of proper funding has led to the starving of existing programs and/or sacrificing of the quality of new programs. Above all, a central tenet should be that comparable programs should be comparably funded across the system.

6. Furloughs and pay cuts should be temporary and implemented only after all other options are exhausted. Budget cuts should not be addressed by reducing pay or benefits without first conducting a cost/benefit analysis of the impact of the proposed cuts on UC's mission and excellence. If deemed necessary, any salary cuts should be implemented on a progressive scale, protecting the University's lowest-paid workers as much as possible.

UC salaries have been uncompetitive for years, and the abandonment of the faculty salaries plan after only one year already has been detrimental to faculty morale and to our recruitment and retention of an excellent faculty. Any attempt to remedy the budget problems facing UC by decreasing either salaries or benefits ignores these problems, and implies a further decline in UC's ability to recruit and retain faculty and staff. It is particularly irresponsible to cite as justification the large percentage of UC's core budget that salaries and benefits represent, without regard to the share directly engaged in teaching and research, while offering no analysis of the impact on UC's excellence from cuts in total remuneration. A strategy of salary reduction also reinforces the incentives to seek outside offers and the pattern of paying off-scale salaries with unfilled FTEs that have severely weakened our system of salary scales and peer review. Furthermore, any salary cuts should not reinforce existing patterns of inequalities, not only within the faculty salary scales, but also between lower-paid staff and higher paid staff and administrators. We urge the administration to implement any furloughs or salary cuts deemed necessary progressively (e.g., consider not cutting total compensation to the lowest paid employees and implement salary cuts in tiers, increasing the percentage of the cut in higher salary bands).

Across-the-board furloughs and salary cuts are not a long-term, sustainable solution to UC's budget shortfall. They take pressure off administrators to make other more painful, but potentially more productive decisions about cutting programs or administrative costs that would have a greater impact on our financial problems and help build a stronger,

more efficient UC. The Academic Council recognizes that temporary measures may be necessary in the near-term, but emphasizes that long-term, comprehensive planning to find permanent funding solutions is essential.

7. Senior administrators should follow the lead of other major universities and take cuts in total compensation before imposing any such cuts on faculty and staff.

In recent years, salaries and additional payments to the University's most highly compensated individuals have greatly outpaced faculty and staff increases. In alignment with the notion that progressivity is a more equitable approach to shared sacrifice, that targeted cuts are more desirable than across-the-board cuts, and that administrative compensation has grown excessively vis-à-vis faculty and staff salaries, we recommend that cuts be made to supplemental compensation beyond salaries of senior administrators before faculty and staff salary cuts are considered (including bonuses, incentive pay, retention increases, variable pay programs, and per policy perquisites that are not available to faculty such as relocation allowances for new SMG hires). Recognizing that such a measure will not solve the budget problem, it could create significant good will among faculty and staff if salary cuts are imposed.

8. Closing any units or laying people off is very painful, and all possible effort should be taken to help with retraining, relocation, rehiring or retiring.

To avoid across-the-board cuts that continue to erode quality in all aspects of UC's mission requires targeted cuts. Targeted cuts, in turn, mean disproportionate impact on employees in the units that are eliminated or down-sized. Existing policies need to be utilized to the fullest extent possible, so that employees who are laid off are considered for open positions in other units. These policies should also be reviewed, to ensure that UC is a leader in developing new strategies to retrain or relocate affected employees.

9. The University must strive for greater efficiencies at all levels.

Administrative units have expanded or been added at a rate far in excess of student enrollment growth with its associated increases in faculty and staff. The progress in downsizing the Office of the President, welcome as it is, merely scratched the surface and reductions on the campuses comparable to those undertaken by UCOP are needed. Administrative and academic departments should review their present spending patterns, organizational structures, and regulatory demands to ensure they are supporting University priorities in the most cost-effective manner possible. In particular, every aspect of administration should be reviewed, and any activities that do not support the core teaching, research, service, and outreach missions of faculty and students—either directly or because they are critical to faculty or student welfare—should be considered for elimination. Above all, any cuts in administrative functions, whether at the Office of the President or down to the department level, should not result in just pushing the work further down the chain unless it is accompanied by appropriate funds to support the increased local workload. In addition, the possible necessity of long-term budget reductions should be taken into consideration in the planning process.

10. UC must consider alternative options for revenue enhancement in response to the current trends in state funding.

As UCPB discussed in the *Futures Report*, without adequate state resources, UC will be unable to continue as both an affordable public university providing access to Californians from all income groups and also the world's highest quality public university system. If the State does not recognize its obligation to provide adequate funding then UC must consider more dramatic steps for revenue enhancement. A number of major state-supported research universities throughout the United States have responded to severe cuts in their budgets by becoming increasingly independent of state funding through enhancing revenue sources. In this process called "privatization," universities have raised tuitions to much higher levels that are only partially ameliorated by return-to-aid. They are also enrolling a higher percentage of fee bearing non-resident domestic and international students. While the Academic Council in principle strongly opposes privatization of UC as contrary to the best interests of the citizens of California, continuation of current fiscal trends will make such policies unavoidable in order to maintain the quality of the University of California. Privatization for UC would entail modifying the return-to-aid policy and much higher student fee increases than the 9.3% increase planned for 2009-10. Clearly these actions would help sustain the quality of UC, but they would come at the expense of dismantling the original Master Plan and its vision of affordable high quality education for all qualified Californians as the foundation for the state's future.

11. Decision-making authority for strategic budget and planning actions affecting more than one UC campus should continue to be directed from the systemwide level, but should allow for local flexibility to accommodate the different budgetary circumstances of the campuses.

While some local flexibility is appropriate in making budget cutting decisions, it is also important that major strategic budgetary decisions continue to be discussed and made at the systemwide level in order to preserve the sense of UC as one university. Allowing too much local flexibility can work against systemwide goals of increasing efficiencies and may also compound campus-to-campus inequities and increase campus stratification. The Office of the President should clearly delineate what types of decisions can be made by campus administrations, and what types of decisions will be determined by the systemwide office.

VII. REPORTS OF STANDING COMMITTEES

B. Budget Planning Discussion (cont'd)

2. Role of Divisions and Divisional Chairs in Budget Planning

C. UCFW/TFIR Recommendation for Adequate Funding of UCRP

(see attached)

- **Mary Croughan, Academic Senate Chair**
- **Shane White, UCFW Chair**
- **Robert Anderson, TFIR Chair**

VIII. UNIVERSITY AND FACULTY WELFARE REPORT [NONE]

IX. PETITIONS OF STUDENTS [NONE]

X. UNFINISHED BUSINESS [NONE]

XI. NEW BUSINESS