November 10, 2020

Kyle Krueger
President, Associated Students of the University of California, Davis (ASUCD)

Jonathan Minnick
President, Graduate Student Association (GSA)

RE: Further Analysis of Request for Mandatory Asynchronous Course Requirements

Dear Kyle and Jonathan,

In our October 6, 2020 joint Senate-administration letter to ASUCD and GSA, the Academic Senate committed to study further your requests for mandatory asynchronous course requirements. I sought comments from four committees: Academic Freedom and Responsibility (CAFR), Courses of Instruction (COCI), Graduate Council (GC), and Undergraduate Council (UGC). Their letters are enclosed for your review.

At this time, the Academic Senate will not mandate asynchronous course requirements. The variance in courses and circumstances across campus constrains our ability to institute standardized asynchronous policies responsibly. I point you to UGC's response, which summarizes concerns into three buckets: necessary variation in modes of learning and course delivery; logistical hurdles and unintended consequences; and safety of classroom discussions. I also highlight one of COCI's comments: "We must trust instructors to exercise academic freedom as best they can while balancing the needs of students during emergency remote instruction with the quality and rigor of a UC education."

I trust you understand that we have not made this decision lightly. The Academic Senate shares the equity and fairness concerns you raised, and we know that emergency remote instruction has been an imperfect, but necessary, response to the pandemic. We also know, as UGC notes, that students are experiencing increased economic and mental health challenges as a result of the pandemic. We do not want students' educational experiences to contribute to these challenges, and we do not want these challenges to adversely affect students' educational outcomes.

While we will not mandate asynchronous course requirements, here are the actions the Academic Senate will take to ensure that instructors are made aware of students' ongoing concerns:

- As mentioned in our October 6, 2020 letter, the Academic Senate has previously provided pedagogical guidance and resources to instructors to help them be mindful of their students' varying circumstances. We will continue to provide this guidance. In its response, COCI strongly recommends that instructors "implement practices that promote flexibility and accommodation for students in order to promote equity and inclusiveness during emergency remote instruction." COCI provided four specific steps, which the Senate will communicate to instructors before the start of winter quarter.
- UGC recommends that programs "post in advance which courses will and will not provide asynchronous access and the particular form asynchronous access will take for each course."

Academic Senate leadership agrees with this recommendation and will request that programs take this action.

I want to thank you both for your continued engagement with the Academic Senate during the pandemic. The student voice, as always, is vital to our consultation and decision processes. I look forward to our continued partnership.

Sincerely,

Richard P. Tucker, Ph.D.
Chair, Davis Division of the Academic Senate
University of California, Davis

Enclosed: Davis Division Committee Responses

c: Gary S. May, Chancellor
        Mary S. Croughan, Provost and Executive Vice Chancellor
        Edwin M. Arevalo, Executive Director, Davis Division of the Academic Senate

October 28, 2020

Richard Tucker
Chair, Davis Division of the Academic Senate

RE: 9/28/2020 Joint Letter from ASUCD/GSA

Dear Richard:

CAFR met on 10/23/2020 and discussed the ASUCD/GSA letter. We are in agreement about a variety of issues related to the letter.

First, we are extremely sympathetic to the range of concerns raised in the letter regarding the equity and fairness issues that come into play when courses are taught synchronously. We see these concerns as significant and worthy of attention. Our general view is that when practically possible asynchronous options should be available. In many instances making asynchronous options available are reasonable requests for accommodations in these difficult times. For example, making lecture courses without discussion sections asynchronous does not strike us as posing a serious problem for academic freedom. (However, complicating the issue is that in some instances it may be the case that a fully asynchronous course may pose equity and fairness issues for students who depend on direct interaction with instructors for academic success.)

Second, we do see the ASUCD/GSA request "all faculty must be mandated" to follow its four proposals and that "all online courses . . . be available asynchronously" as posing problems for academic freedom. We believe that synchronous teaching is fundamental to some courses and how faculty choose to teach them. We think that the proposed requirements do not fit well with all the different types of courses that are taught at UCD across departments, colleges, schools, divisions, and at the undergraduate and graduate levels. As an example, one of us teaches courses intended to prepare students for their oral defense of their MFA exhibition theses. The synchronous interactions are intricately tied to preparing students for professional training within their fields. It is integral to their education experience and is meant to prepare them to discuss their work with curators, other arts professionals, and the general public beyond their years of graduate studies. More generally, we believe that requiring asynchronous teaching would fundamentally alter how some courses are taught and might lead to their not be being taught. In both instances we see threats to academic freedom.

Finally, we would like to be clear that while we see the ASUCD/GSA proposals as posing problems for academic freedom, we do not take a position on whether concerns about academic freedom should outweigh concerns about equity and fairness. We do not view either of these important values as absolute.

Sincerely,

Ben Highton
Chair, UCD Committee on Academic Freedom and Responsibility (CAFR)

c: Edwin M. Arevalo, Executive Director, Davis Division of the Academic Senate

October 30, 2020

Richard Tucker
Chair, Davis Division of the Academic Senate

RE: Response to ASUCD/GSA Letter from September 28, 2020

The Committee on Courses of Instruction (COCI) has reviewed and discussed the proposals in the letter sent from ASUCD and GSA to the Academic Senate, Provost, and Chancellor on September 28, 2020.

The committee does not support requiring instructors to provide all course material asynchronously. There are two primary reasons for this decision. First, the committee feels this requirement would impinge on instructors' academic freedom. We must trust instructors to exercise academic freedom as best they can while balancing the needs of students during emergency remote instruction with the quality and rigor of a UC education. Second, the committee feels that this requirement may reduce the willingness of instructors to provide synchronous instruction and thereby reduce the quality of students' educational experience. For some disciplines and types of classes, synchronous activities are crucial to meet course and program learning objectives. Additionally, student surveys conducted by the Center for Educational Effectiveness in spring 2020, indicate that students want synchronous sessions to feel more connected and engaged with their coursework. Again, reduced willingness by instructors to offer synchronous activities would reduce students' connection to instructors and peers, thereby lowering the quality of students' educational experience.

Although the committee does not support requiring instructors to provide all course material asynchronously, we strongly recommend that faculty implement practices that promote flexibility and accommodation for students in order to promote equity and inclusiveness during emergency remote instruction. The committee specifically recommends the items listed below, but also encourages all instructors to consider the Assess & Plan questions on the [Keep Teaching website](#).

1. Instructors should make as much of their course available asynchronously as is practicable.
2. Instructors who base assessments on synchronous activities should provide an alternative assessment for students who are unable to participate synchronously. For example, a participation grade based on contribution to class discussion could be evaluated via students' comments in live discussion or via students' comments posted on a Discussion Board. Similarly, instructors should avoid attendance or participation-based grading that relies on synchronous participation of students.
3. Instructors should plan ahead for student requests for accommodations. For example, if courses have exams that require synchronous completion, instructors should provide students instructions on how to deal with unexpected issues that affect them (internet outages, computer failure, etc.).
4. Instructors who have synchronous content should clearly indicate in their syllabus the grading implications for students who cannot attend some classes synchronously.

October 27, 2020

Richard Tucker
Chair, Davis Division of the Academic Senate

RE: Request for Response to ASUCD/GSA Joint Letter

Graduate Council discussed the joint letter from ASUCD and GSA on October 9, 2020. Graduate Council agrees that there should be an effort to ensure all students have a fair pathway towards succeeding academically. While requiring faculty to teach all courses asynchronously may not be feasible, Graduate Council recommends that proposed solutions to the equitable access problem be distributed to graduate program chairs so that best practices can be shared with faculty.

Sincerely,

Dean Tantillo, Chair
Graduate Council

October 28, 2020

Richard Tucker
Chair, Davis Division of the Academic Senate

RE: Undergraduate Council Response to the ASUCD and GSA Statement

Dear Richard:

The Undergraduate Council (UGC) reviewed the joint statement written by the Associated Students of UC Davis (ASUCD) and the UC Davis Graduate Student Association (GSA). Recognizing that much of this discussion is under the purview of the Committee on Courses and Instruction, UGC is providing you with a summary of our discussion in an advisory role.

First, UGC commends ASUCD and the GSA for ascertaining and clearly communicating community concerns during this time of overlapping national and global crises. UGC has noted in its internal discussions and has expressed in several other Senate fora that the more information becomes available on the challenges students are facing, including economic and mental health, the better informed faculty will be and thus better able to find new ways to meet student needs during this unprecedented time. Data on mental health and economic stress has been gathered in the recent [UCUES Instructor and Student Survey Responses on Remote Teaching and Learning](#), but only data on remote instruction has been reported so far. UGC hopes these data will be reported soon for the UC Davis community. What do we know so far in the absence of the public release of these data?

Mental health. UGC notes a recent report with data collected from other universities by the University of California, Berkeley in partnership with the SERU Consortium ([Undergraduate and Graduate Students' Mental Health During the COVID-19 Pandemic](#)) that roughly one third of about 31,000 undergraduate and 15,000 graduate students surveyed screened positive for major depressive disorder in May-July 2020. 39 percent of both undergraduates and graduate students screened positive for generalized anxiety disorder. For undergraduates, the change from 2019 is unknown, but for graduate students, this represents a doubling of rates recorded pre-pandemic for major depressive disorder and an increase of 1.5 times for generalized anxiety disorder.

Economic and other distress. In terms of students at risk for increased economic stress, we anticipate that at least 40 percent of the student population would be vulnerable to family experiences of joblessness and many more suffering a reduction in income from the cutbacks in services industries that often employ students themselves. Economic stress naturally has implications for students' ability to participate in remote instruction. Although we do not have data for our campus yet available, the [Know Your Students](#) facility—linked for professors in their Canvas course pages for easy reference— is helpful to gauge broadly the number of students in groups highly likely to be affected adversely by the overlapping set of crises, in particular students in under-represented groups or in low-income households. The tool also reports the number of students in the class who are not able to participate in synchronous activities via audio or video or to print materials, though faculty should be aware that this may increase as the economic crisis continues.

According to the [US Bureau of the Census Household Pulse Survey](#) in the week ending on October 7th, nearly 10 percent of US households with mortgages and more than 15 percent of renters are behind on their payments. Among these households who are behind on mortgage or rent payments, 32 percent report some or great likelihood that they will lose their home to eviction or foreclosure in the next two months. This fall, many households in California also have been forced to evacuate due to the wave of fires afflicting the state. In light of the possibility of widespread displacements in the coming months, UGC urges faculty to examine the Know Your Students data as they consider their syllabi and expectations for their classes at the beginning of the quarter, as well as to keep in mind the possibility of broadening effects from the public health, economic, social justice, and climate crises.

Second, with the magnitude of the crises in mind, UGC gathered written and oral comments regarding the four specific recommendations for instruction contained in the ASUCD-GSA letter. The ASUCD-GSA recommendations fall within the primary request that all courses delivered using remote instruction be made available asynchronously until the public health crisis is over, mandatory and effective immediately.

UGC interprets the primary request not as a demand for all courses to be asynchronous, but for all courses to allow for *asynchronous access*. This is important, because in the recent [survey](#) of UC Davis students about spring remote instruction by the Center for Educational Effectiveness (CEE), many students found synchronous instruction to be an important source of connection and engagement. Therefore, UGC would not want to rule out synchronous instruction or discourage it in any way and surmises that ASUCD and GSA would not want to, either. UGC encourages that this distinction be made clear in language for Senate policy and communications.

Finally, UGC's overall response is to encourage programs to post in advance which courses will and will not provide asynchronous access and the particular form asynchronous access will take for each course prior to the opening of Pass 1 registration, with reasoning below. UGC also urges additional communication to faculty regarding the urgency of providing asynchronous access wherever possible, in combination with greater education about the impact of the crises through improved dissemination of data on student mental health and economic distress. In addition to using the Know Your Students tool, faculty might be reminded that they can survey students at the beginning of the term to identify access to wifi, adequate computing facilities, a printer, etc., if this equipment will be key to academic success in the class.

Here, we address each request as listed in the ASUCD-GSA recommendations.

1. *Attendance at lectures at a specified time must not be mandatory for any online courses. The best alternative is recorded lectures or recorded lecture audio with uploadable lecture slides.*
The Senate already has recommended that faculty post recorded lectures where possible and it would be appropriate to continue to urge faculty to do so in combination with education as to how this is of special and sometimes crucial importance for student success in the present circumstances. Many large lecture classes, for instance, can offer asynchronous options for access without injury. Yet there are cases in which requiring recordings would injure instructional quality or present other serious unintended consequences, including the following.

Necessary variation in modes of learning and course delivery. At the same time, UGC must remind the community that instruction is more than content delivery—in many classes, instruction involves sharing and recursively shaping a *process* of learning and innovation, their aim is not just the conveyance of information to be recalled on assessments. Faculty need to be able to exercise reasonable discretion over how to deliver their course. The more choice provided to instructors to meet student needs, the better instructors can accommodate them. Recorded lectures do not offer a one-size-fits-all solution and instructors need to be entrusted with the power to make these determinations.

Logistical hurdles and unintended consequences. In some courses, too, requiring asynchronous access would make content logistically impossible to deliver at all or create adverse unintended consequences. For instance, heavily lab- or discussion-based courses may not be possible to deliver in a completely asynchronous format. In these cases, members noted that some faculty prefer to offer synchronous section discussions at multiple times to capture students in different time zones or with special scheduling constraints. Members also noted that in cases where there are significant workload issues involved in providing both synchronous and asynchronous instruction, some instructors may find themselves able to provide only the asynchronous model due to time constraints, depriving students of the synchronous delivery mode that we know from the CEE survey is of great value.

Safety of classroom discussions. Other members noted that safety and freedom of speech can become an issue for posted recordings. If class-time interactions are all required to be recorded, the same quality of interchange will not be possible in courses covering controversial or politically sensitive issues, from philosophy to human development. In some cases where students are receiving instruction from homes in countries with strict censorship, delivery may become impossible if recorded postings are monitored or accessed or may endanger participants.

For all of these reasons, rather than a blanket requirement, UGC advocates instead that the Senate go further than its current recommendations by urging programs to post a full list of which courses will be offered with full online access and what that entails-- prior to the opening (or at least the closing) of Pass 1 registration. Some programs, like Managerial Economics and Economics, already are doing this.

UGC is not certain where the statutory authority would lie to make this advance posting a requirement for programs. The campus must be sensitive to placing additional burdens on program chairs already scrambling to keep departments and programs operating in these times of crisis and so would wish to confer more extensively with Senate Leadership and the Executive Council as to whether it would be wise for the Senate to impose this as a program requirement. However, UGC notes that Deans may offer incentives for programs within their College to do this. (If students value asynchronous access, then the budget model already provides some incentive, by rewarding high student enrollment.) The Office of Undergraduate Education may wish to play a coordinating role by posting links to all such lists on a centralized website, providing easy access to students planning their schedules.

2. *Attendance at discussions at a specific time must not be mandatory for any online courses. If discussion topics are sensitive and cannot be recorded, then professors should provide alternative assignments that can be completed asynchronously.*

UGC defers to the Graduate Council for this discussion, but members expresses a concern for graduate student welfare not only in their roles as students, but also as teaching assistants and so urges that workload and other issues (see above discussion of political risks) be considered before any requirements are imposed.

3. *Exam attendance at a specific time must not be mandatory for any online courses. Professors must leave at least a 24-hour window for the completion of all exams and quizzes and must make accommodations for students who have internet connectivity issues on the day of the exam.*
As the Senate has noted in previous communication to faculty, the issue of assessment is a complex one. The Senate already has urged faculty to move away from proctored exams wherever possible and UGC supports this line of reasoning. It may be valuable to compose another statement for faculty as they prepare for Winter quarter 2021 with recommendations for remote synchronous and asynchronous instruction.

At the same time, UGC recognizes and echoes that many faculty have strong concerns about academic integrity in normal times which have been magnified under remote instruction. Cheating is a serious issue. Short exams within a longer window don't fix that, faculty still observe evidence of cheating occurring, with verification in subsequent OSSJA rulings. Randomizing questions helps, but fairness then sometimes comes into question. While there is a lot of discussion of other forms of assessment, many departments don't have the resources to help in the grading and organization, others mentioned privacy and equity concerns involved in various forms of proctoring. Addressing student requests by providing options may provide superior outcomes to a blanket requirement. Some instructors may appreciate being able to set a fixed exam time for the majority of students and then working with those in other countries or situations to find alternative times.

In summary, there is no easy solution and again, the general idea that enabling faculty to make choices to optimize instructional quality by balancing student needs and academic considerations is desirable, especially if students know in advance how the instructor for each course is administering assessments, as we recommended above that programs post prior to Pass 1 registration.

4. *Additionally, the Academic Senate should support the following measures to ensure access to course content: (1) Closed Captioning on all academic video learning; (2) Open Computer Labs with rotating levels of capacity to ensure student health and safety; and (3) Access to all course content asynchronously through Canvas.*
UGC notes that machine captioning already is available to instructors posting recordings via Zoom and Aggie Video, but the quality of machine captioning is highly variable, especially for courses with specialized vernacular such as math and the natural sciences. A human captioning option is available through Aggie Video, but at a cost and with a significantly longer lag. The Office of Undergraduate Education may wish to consider whether additional resources are available for human captioning where needed, or whether it may be desirable to adopt a resource like Otter AI, which learns to improve captioning for each instructor. Computer Lab resources also are under the purview of the Administration, as is maintenance of Canvas functionality.

It may be desirable to encourage programs to note which courses will have all materials located on Canvas as part of the process for posting which courses will provide full asynchronous access. Some

programs, as part of their continuity planning for Spring 2020, already have asked faculty to provide access to their Canvas courses to the program chair or other backup person and so already are encouraging full use of Canvas. The Senate might encourage programs again to review these plans from Spring 2020, reminding faculty of the importance of contingency planning and the role that Canvas can play to ensure continuation of courses lest something unexpected occur.

In summary, UGC recommends that the Senate urge more systematic designation and advance posting regarding which courses will provide partial or full asynchronous access for the duration of the pandemic. UGC further recommends additional communications conveying the dire circumstances afflicting our community with recommendations to faculty regarding recordings and exams. It urges transparency through copying these communications directly to ASUCD and GSA leadership when faculty receive them. UGC suggests that ASUCD and GSA may wish to consider disseminating information regarding Senate communications more widely, as it noted last year that student representatives to UGC were not receiving this information from ASUCD leadership.

Thank you.

Sincerely,

Katheryn Russ
Chair, Undergraduate Council

MARY S. CROUGHAN
Provost and Executive Vice Chancellor

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ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616-8558
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October 6, 2020

President Kyle Krueger
Associated Students of the University of California, Davis (ASUCD)

President Jonathan Minnick
University of California, Davis Graduate Student Association (GSA)

RE: Response to ASUCD Executive Office-GSA Letter

Dear Kyle and Jonathan,

Thank you for writing to us to express your concerns and requests. We are writing a joint response since some of the items in your letter fall under the jurisdiction of the Academic Senate and others fall within the jurisdiction of the administration.

Academic Senate items
We are unable to require all online courses to be available asynchronously for fall 2020. To give a sense of scale, there are over 7000 active courses for fall 2020 (with nearly 150,000 enrollments), which include lectures, discussion sections, research and internship experiences, and more. There are simply too many logistical, privacy, and academic freedom concerns to mandate asynchronous requirements without thorough review and without notice to instructors well in advance of a quarter's start.

However, the Academic Senate thinks your requests are thoughtful and worthy of consideration, and we have initiated reviews by several committees. They will provide Senate leadership with feedback over the next several weeks. The Senate will then issue a formal response addressing the requests in your letter, such that campus-wide changes, if deemed necessary, can be made for winter 2020 instruction.

We also want to ensure students that the Academic Senate has consistently provided guidance and resources to instructors to help them be mindful of their students' varying circumstances when determining pedagogical methods (e.g., March 22, May 5, July 17). Instructors have also been provided with survey results of student perspectives and experiences in winter and spring 2020. All academic and instructional flexibilities, and all associated communications, are available on the Academic Senate's COVID-19 webpage.

Administration items

Like our colleagues in the Senate, we very much appreciate the thoughtful suggestions posed in your letter, and we share your concerns about the many and differential ways in which the COVID pandemic is impacting students. As you note, this is particularly acute with respect to access to quality internet connectivity depending upon the manner and mode with which students may be accessing remote learning. This is one among many important factors that led us to work closely with Yolo County Public Health to be able to incrementally allow more activity on campus, including providing housing and study space opportunities with enhanced access to the campus wireless network. Notwithstanding these efforts, we acknowledge that the challenges persist for those not able to physically access the campus.

We do want to be sure to highlight information and resources that are available and intended to mitigate some of these issues. The campus Keep Teaching website has an extensive section providing strategies and resources to support students in a remote environment, and, in particular, there is a section addressing specific information technology needs, including internet connectivity.

Finally, and in addition to the communications from the Academic Senate and administration to faculty that are noted above, we encourage all students to work directly with their instructors and advisors to clearly communicate any challenges they are facing and work together in the spirit of finding ways to address such challenges. Our experience suggests that early and clear communication can go a great distance in resolving difficulties before they become insurmountable.

Thank you again for writing, and as always, for your partnership.

Sincerely,
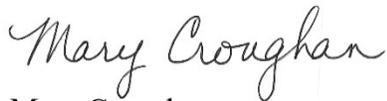
Mary Croughan
Provost and Executive Vice Chancellor

Richard P. Tucker
Chair, Davis Division of the Academic Senate

c: Chancellor May

September 28th, 2020

To the University of California, Davis Academic Senate, Provost, and Chancellor,

As of March 19th, 2020, campus directives mandated the immediate cancellation of all in-person instruction and the movement of courses to remote platforms due to the spread of COVID-19. Five months later, our community faces continuing dire circumstances every day in our academic and personal lives because of COVID-19, exacerbating educational barriers that disproportionately affect low-income, nontraditional, and minoritized communities. Initially, the UC Davis Academic Senate amended procedures to minimize inequitable impacts resulting from the rapid shift to remote instruction. UC Davis reduced limits on the amounts of courses students could take Pass/No Pass (P/NP), while extending drop and withdrawal deadlines. These actions reduced educational barriers for many students and helped to alleviate the burdens of COVID, and we commend the Academic Senate for extending these particular flexibilities through Fall Quarter.

However, these flexibilities do not adequately address several critical challenges to both undergraduate and graduate students, thus undermining the university's commitment to diversity. Such challenges include:

1. **Access to quality internet.** The quality, affordability, and availability of the internet vary based on one's geographic and socioeconomic status. This directly impacts a student's ability to access and participate in online classes, the effectiveness of their online discussion and lab sections, as well as their fulfillment of assignments or research in a timely manner.

2. **The ability to attend courses synchronously/ at a specified time.** Without asynchronous options, particular groups of students, including international students, students with inflexible work schedules, and students with dependents will be disadvantaged this fall.

Due to these challenges, both undergraduate and graduate students are facing historic educational barriers that will only widen existing socioeconomic and racial gaps, undermining the university's commitment to diversity. Our international students, who are continuously harmed by many of the federal governments' actions during the COVID-19

pandemic, are facing incredible difficulties with forced synchronous learning. In particular, many international students are not able to return to Davis due to travel restrictions and are forced to take exams and attend classes at unreasonable hours, adversely affecting their health and ability to perform well in their courses. And many other student groups will be disadvantaged in similar ways.

The Academic Senate's current, temporary concessions are not enough to meet the aforementioned challenges. While P/NP and the extension of add/drop deadlines are important to students, these measures are ultimately not long-term, sustainable solutions for the many students who need letter grades to progress through their majors and pursue higher education. To ensure that *all students* have a fair pathway towards succeeding academically, we, as leaders of ASUCD and GSA, request that the Academic Senate require all online courses to be available asynchronously, starting Fall Quarter 2020 and continuing until the COVID-19 pandemic has subsided. This includes but is not limited to:

1. **Attendance at lectures at a specified time must not be mandatory for any online courses.** The best alternative is recorded lectures or recorded lecture audio with uploadable lecture slides.
2. **Attendance at discussions at a specific time must not be mandatory for any online courses.** If discussion topics are sensitive and cannot be recorded, then professors should provide alternative assignments that can be completed asynchronously.
3. **Exam attendance at a specific time must not be mandatory for any online courses.** Professors must leave at least a 24-hour window for the completion of all exams and quizzes and must make accommodations for students who have internet connectivity issues on the day of the exam.
4. **Additionally, the Academic Senate should support the following measures to ensure access to course content:**
    1. Closed Captioning on all academic video learning;
    2. Open Computer Labs with rotating levels of capacity to ensure student health and safety;
    3. Access to all course content asynchronously through Canvas.

Further illustrating the need for these reforms are several student testimonials that speak to the lack of current educational equity. You can find some linked here.

We recognize that many faculty members are already providing students the necessary accommodations, and we thank these faculty for their leadership. However, all faculty must be mandated to take such leadership. As an academic institution, we have not worked diligently enough to ensure the academic and personal success of our students. These reforms, and all aspects of asynchronous course options, are the best way to ensure that our international students and most marginalized student communities are receiving the quality education promised by our university leadership and faculty. By implementing these means

of support, every student will have the opportunity to succeed in face of this global crisis. As the UC Davis Principles of Communities state, *"UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities."* Now more than ever, academic decisions going forward should reflect the needs of our global community.

Sincerely,

Associated Students of the University of California, Davis (ASUCD) Leadership

Kyle Krueger, President

Emily Barneond, Internal Vice President

Maria Martinez, External Vice President

University of California, Davis Graduate Student Association (GSA) Leadership

Jonathan Minnick, President

Gwen Chodur, External Vice President