

NOTICE OF MEETING LOCATION**REPRESENTATIVE ASSEMBLY
OF THE DAVIS DIVISION OF THE ACADEMIC SENATE**

To: Representative Assembly Members of the Davis Division of the Academic Senate

From: Davis Division of the Academic Senate Office

Re: Notice of Meeting Location

The **October 28, 2013** Representative Assembly meeting will be held at the **Student Community Center, Multi-Purpose Room**. Directions to the building can be found at the following website:

<http://campusmap.ucdavis.edu/?b=223>. The room is located on the second floor of the Student Community Center.

The meeting is scheduled to begin at **2:10pm**.

MEETING CALL
REGULAR MEETING OF THE REPRESENTATIVE ASSEMBLY
OF THE DAVIS DIVISION OF THE ACADEMIC SENATE

Monday, October 28, 2013

2:10 – 4:00 p.m.

Student Community Center, Multi-Purpose Room

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4. Announcements by the Chancellor – None	
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*Consent Calendar. Items will be removed from the Consent Calendar on the request of any member of the Representative Assembly.

All voting members of the Academic Senate (and others on the ruling of the Chair) shall have the privilege of attendance and the privilege of the floor at meetings of the Representative Assembly, but only members of the Representative Assembly may make or second motions or vote.

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Abigail Thompson, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

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Memorial Union, MU II

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1. Summary of the April 30, 2013 Meeting

Motion: to approve the 4/30/13 meeting summary

Motion seconded and no further discussion

Action: Approved unanimously

2. Announcements by the President - None
3. Announcements by the Vice Presidents - None
4. Announcements by the Chancellor - None
5. Announcements by the Deans, Directors or other Executive Officers – None
6. Special Orders

- a. Remarks by the Divisional Chair – Bruno Nachtergaele

Chair Nachtergaele discussed:

- UC's opposition to the amended SB520
- Faculty workload (which has increased)
- Composite benefit rates
- The May 17th Retreat on Online Education organized jointly by the Administration and Senate
- The RFP for Innovative Learning Technologies Initiative is coming out soon so the campus can move forward with initiatives.
- A proposal to establish a special committee on how to better acknowledge research faculty, and show that teaching resources are used effectively will be announced before the end of the academic year.

Chair Nachtergaele concluded his updates by thanking the Committee on Committees for assigning faculty to senate committees, those currently serving on senate committees, and the Academic Senate Office staff for all their hard work this year.

- b. Remarks by the Academic Federation Chair – Ellen Bonnel

The AF Chair was unable to attend.

- c. Remarks by the Staff Assembly Vice Chair – James Cubbage

Summary: Chair Cubbage discussed changes to the Shared Service Center to better meet the needs of staff next year, the arrival of UC Path in 18 months for UC Davis, and the Staff Assembly's work with human resources to improve areas such as classification, evaluation, etc., especially to provide trainings for faculty who supervise staff. The Staff Assembly has received a lot of support from the Academic Senate and Administration.

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7. Reports of standing committees

a. Committee on Committees – Jim Chalfant

Summary: The appointees for the upcoming academic year were distributed with the Representative Assembly meeting call. Special thanks to people who filled out preference forms. Faculty are encouraged to fill out the nomination form for service on Committee of Committees.

i. Confirmation of 2013-2014 standing committee appointments

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Motion: Approve slate of committees, Action: approved by acclamation

b. Committee on Elections, Rules & Jurisdiction – David Rocke

i. Davis Division Regulation Changes

1. DDR A540: Grades

Motion: to approve amendments to DDR A540, Yes: 42 No: 0;

Action: Passed

2. DDR 547:

Motion: To approve amendments to DDR 547, Yes: 41 No: 0;

Action: Passed

8. Reports of special committees

a. *Academic Senate Administrative Oversight Committee Final Report – André Knoesen

9. Petitions of Students – No items

10. Unfinished Business – No items

11. University and Faculty Welfare – No items

12. New Business – No items

13. Informational Item

a. Crediting Contributions to Diversity in Teaching, Research, Professional and University Service – Affirmative Action & Diversity Committee

Summary: The committee report attempts to actively broaden and deepen our campus' commitment to affirmative action and diversity by crediting faculty contributions to this effort. The report should be shared with departments to help inform faculty of the new section, which is optional, meaning there is no penalty in merit and promotion reviews for leaving the section blank, and there is no empty space on the final form.

b. Final UC-wide Review – Open Access Policy Proposal

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Summary: The final version of the proposal is available for expedited review.
A forum for submitting comments will close at end of month.

Meeting Adjourned

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**UC DAVIS
ACADEMIC SENATE COMMITTEE ON ACADEMIC PERSONNEL –
OVERSIGHT COMMITTEE
2012-2013**

ANNUAL REPORT

John R. Hall (Chair), Trish Berger, Daniel Gusfield, Jim Jones, David Simpson, Martin Usrey, Andrew Vaughan, Richard White, and Xiangdong Zhu.

The Committee of Academic Personnel – Oversight Committee (CAP) advises the Vice Provost for Academic Affairs on matters concerning academic personnel advancement. These include promotions, appointments, terminations, multiyear accelerations within rank that involve skipping a step, high-level merit actions, third-year deferrals, five-year reviews, and appraisals of assistant professors. The committee appoints and directs the Faculty Personnel Committees (FPCs) that advise Deans on personnel actions redelegated by the Vice Provost for Academic Affairs to academic units (Appendix D). A list of CAP's principal tasks is included in Appendix E.

Faculty Advancement Criteria: CAP evaluates the files of candidates according to guidelines established in the Academic Personnel Manual (APM-210). CAP's mandate is to make recommendations based on fair and equitable treatment of all faculty while ensuring that high standards of academic endeavor are maintained across the campus. Its goal is to apply objective and uniform criteria of evaluation across disciplines and interdisciplinary initiatives, recognizing the variability of measures of accomplishment and success from one discipline or interdisciplinary initiative to another.

In its review of academic personnel, CAP bases a recommendation on materials provided in the formal personnel evaluation process, including documents contained in the candidate's dossier, evaluations by departmental faculty and the chair, commentaries from the dean, and when appropriate, assessments from external evaluators. CAP also may appoint an *ad hoc* committee of three faculty members if it determines such a committee to be necessary for the appropriate review of a personnel action; the office of the Vice Provost for Academic Affairs then handles the appointment process for such committees and organizes their meetings.

CAP's evaluation is guided by the APM statement that the "indispensable qualification" for advancement at all levels is "superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement." CAP typically recommends advancement of a faculty member at the end of the normal period at rank and step on the basis of a record of balanced accomplishment in research and/or creative activity, teaching, and service. Alternatively, CAP may recommend advancement when it finds that a faculty member's performance is well above expectations in one category even though the record is below expectations in another category. Time spent on an activity is not considered to be a substitute for accomplishment. Except for deferrals, CAP does not use time in service or health or personal issues in assessing the grounds for merit advancements.

CAP evaluates research reported in peer-reviewed publications and other venues and creative work presented in a variety of forms and venues principally on the basis of the originality and creativity of the work as judged by peers. The primary criteria for the evaluation of teaching are effectiveness and impact, as well as the candidate's command of his or her subject, scholarly growth, and presentation of material in ways that help students to think critically, independently, and creatively. Advising and mentoring activities as well as student evaluations are given substantial weight in assessing teaching performance. CAP also considers the amount, variety, and challenges of teaching endeavors. In evaluating service, CAP assesses the effort, impact, and outcome. In general, there is an expectation that service will increase in amount and leadership as faculty members advance in rank.

Academic Personnel and Other Actions

During the 2012-2013 academic year (September through August), CAP met 43 times out of 52 weeks and considered 484 agenda items, of which 449 were academic personnel actions. The committee provided advice on numerous issues related to academic personnel. These include:

- 3 TOE requests for search waivers,
- 48 appraisals,
- 12 Change-of-Title actions (1 of them with a merit increase),
- 11 Initial Continuing Appointments for Lecturers
- 7 merit actions for Continuing Lecturers and Senior Lecturers
- 11 Endowed Chair actions,
- 10 Third-Year Deferrals,
- 16 Five-Year Reviews,

- 10 Emeritus Status actions.

CAP also reviewed 1 file for a reappointment of a Department Chair and made recommendations concerning Chancellor's Fellows.

In addition to recommendations listed above, CAP made recommendations concerning 310 actions that involved appointment, promotion, or merit advancement for Academic Senate faculty. In relation to these actions, the Vice Provost for Academic Affairs, the Provost, or the Chancellor made decisions in disagreement with CAP 28 times (in about 9% of cases considered).

For 2 cases on which CAP voted positively, the Vice Provost's decisions were different from the proposed actions; in one of these cases, the Vice Provost denied a promotion recommended by CAP and decided instead in favor of merit advancement; in the other case, the Vice Provost approved a further acceleration beyond what CAP had recommended.

In 3 cases, CAP had a split vote; in 2 of these cases, the Vice Provost (1) or the Provost (1) affirmed the recommendation of CAP members who voted positively; in the other case, the Vice Provost made a decision for a lesser advancement than the split CAP vote but greater advancement than a CAP vote on an alternative advancement.

For 23 cases, the Vice Provost (16), the Committee on Academic Personnel-Appeals Committee (1), the Provost (2), or the Chancellor (2) approved cases on which CAP voted negatively, or the Vice Provost made a modified decision (2). Thirteen of these cases involved proposed accelerations.

Overall, CAP and FPCs that considered redelegated actions made negative recommendations on appointment, merit, and promotion actions in less than 6.7% of the cases. This low percentage of negative recommendations reflects the high-quality research and teaching done by the vast majority of the faculty at UC Davis.

CAP's weekly agenda for consideration of proposed academic personnel advancements is determined by a rank ordering that gives highest priority to appointments, tenure cases, and appraisals; other proposed advancements are considered in clusters of similar actions (e.g., promotion to Professor, Step VI) as time permits. Once an item is placed on a weekly CAP agenda, unless CAP nominates an *ad hoc* committee to provide a recommendation, the normal completion time is two weeks.

Appendix A provides a summary of CAP's deliberations by category for the past academic year.

Appointments

CAP made recommendations concerning 36 appointments and 6 POP appointment screening requests. It recommended appointment in all of the POP cases and 33 of the regular cases; in 6 of these latter cases, it recommended appointment at a different step than that proposed by the academic unit. In no case did the Vice Provost not approve appointment of a candidate recommended by CAP. In 3 cases, CAP did not recommend appointment; for 1 of these cases, the Vice Provost approved the appointment; another was approved as an acting position.

Promotions

CAP considered 118 promotion actions, 67 of them for promotions to Associate Professor, and 51 for promotions to Professor. CAP recommended promotion in 100 of 118 cases. CAP did not recommend advancement in rank in only 10 cases concerning promotion from Assistant Professor to Associate Professor (for one of these cases, CAP recommended advancement to an overlapping step at the lower rank), and 8 cases concerning promotion from Associate Professor to Professor (for one of these cases, CAP recommended advancement to an overlapping step at the lower rank). In one case, the CAP vote was evenly split. Overall, in 21 cases, CAP made recommendations that differed from those proposed at other levels of review, including merits to an overlapping step at the lower rank, lateral promotions, normal promotions instead of accelerated ones, accelerated promotions, and retroactive promotions. One promotion case remains pending.

Merit Advancements, Professor, Step VI, Step IX, and Above Scale

Overall, CAP made recommendations concerning 160 merit cases, including 4 for Continuing Lecturers. For ladder academic senate faculty, 77 actions were for "barrier steps," i.e., Professor, Step VI, and Professor, Above Scale. For the 53 Professor, Step VI, cases, CAP made positive recommendations in 33 cases, modified recommendations in 5 cases, and negative recommendations in 15 cases. For the 24 Professor, Above Scale, cases, CAP made positive recommendations in 15 cases, a modified recommendation in 1 case, and negative recommendations in 8 cases.

Accelerated Actions

Appendix B lists the cases for accelerations that came to CAP (accelerations involving a promotion, a merit increase to Professor, Step VI, and to Above Scale or within Above Scale, a merit increase for an FPC member, department chair or administrator, as well as all accelerations that entailed skipping a step at any level).

Faculty for whom CAP made favorable recommendations for a multi-year acceleration generally had received some major recognition nationally or internationally, established a record of unequivocally superior scholarly achievements, and maintained excellent records of teaching and service. At the upper levels of the professoriate, the expectation of excellence in all areas grows with each step. In a number of cases for which CAP did not recommend a proposed acceleration, CAP instead recommended an alternative acceleration (e.g., a one-year retroactive advancement to the next merit step instead of an acceleration skipping a merit step, i.e., from Professor II to Professor IV). Salary and retention are beyond the charge of CAP, which is expected to make recommendations solely on the basis of APM standards, as discussed above.

Advancement to Associate Professor, Step IV or V

As a collaboration, in 2012-2013 Academic Affairs and CAP initiated the first year of a two-year pilot program in which “regular” merits to Associate Professor, Step IV and V were redelegated, and therefore considered by the FPCs and not CAP. To be redelegated as a “regular” merit under this pilot program, a proposed action had to meet the following criteria: (1) the faculty member had been at rank for 4 years or less, (2) the faculty member moved into rank at Associate Professor, Step II or above, and (3) the faculty member had not had any deferrals in the Associate rank. In response to questions about several cases, the Vice Provost for Academic affairs has simplified the criteria for redelegation for 2013-2014 as follows: faculty appointed or promoted to the Associate Professor rank for 6 years or less will have their merits reviewed as a redelegated action, whereas, faculty who have been at the Associate rank for more than 6 years will have their merit actions reviewed as non-redelegated.

During 2012-2013, CAP reviewed requests for advancement to Associate Professor, Steps IV and V, under the guidelines described above, i.e., for faculty for whom advancement to either of these steps would result in a non-normative period of time as an associate professor. As the APM indicates, the normal action for such faculty involves promotion to full

Professor. For such faculty, CAP typically recommends advancement to an overlapping merit step at the Associate Professor rank (Associate Professor, Step IV – overlapping with Professor, Step I, or Associate Professor, Step V – overlapping with Professor, Step II) only when a faculty member has an overall record of substantial scholarly accomplishments – potentially including demonstrated progress on uncompleted projects – that does not warrant promotion, yet demonstrates promise that such promotion will occur in the near future. Such a merit advancement, rather than promotion, may be appropriate if, for example, a submitted book manuscript only requires minor revision before it will be considered “in press.” Non-normative advancements to an overlapping step are unusual in the Associate ranks.

Retroactive Merit Actions

Retroactive merit actions may be requested by Deans or FPCs. When a retroactive action is considered, the review period ends the year before the proposed merit date (e.g., for an action retroactive to July 1, 2012, the creative work/research publications are counted to December 31, 2011, and teaching/service until June 30, 2011). Thus, retroactive recommendations should specifically discuss the record for this review period and explain in detail why that record supports the retroactive merit. In 2012-2013, CAP reviewed 1 retroactive request initiated at other levels of review; it did not recommend retroactive advancement; the Vice Provost approved a merit acceleration.

Career Equity Reviews

A formal *Career Equity Review* (CER) considers the entire career record of the individual to determine if the current placement in rank and step is consistent with faculty at equal and higher rank and step. The purpose of a CER is to address potential inequities that are products of rank and step at the point of hire and/or during a faculty member’s advancement. CERs occur coincident with a merit or promotion action and only a faculty member who (1) has held an eligible title, and (2) has not been reviewed by CAP during the previous four academic years, can be considered for a CER. In 2012-2013, CAP conducted 1 CER that was initiated at a lower level of review; this review resulted in an adjustment of rank and step. Even in the absence of a formal Career Equity Review request, CAP considers a candidate’s career pattern of advancement and the overall appropriateness of rank and step whenever it reviews a file, i.e., for every major advancement.

Five-Year Reviews

Of the 16 five-year reviews that CAP conducted, it recommended merit advancement in 1 case, “no advancement, performance satisfactory” in 10 cases and recommending “no advancement, performance unsatisfactory” in 5 cases. The Vice Provost for Academic Affairs agreed with the merit advancement recommendation and the recommendations of “no advancement, performance unsatisfactory” in 3 cases; as of this writing, decisions are still pending on all other five-year review cases.

TOE Screenings

CAP considered 3 requests for search waivers for Target of Excellence recruitment proposals and approved all 3 of them.

Initial Continuing Appointments for Lecturers

Teaching excellence is the overriding requirement for a non-Senate continuing appointment. Of the 11 initial continuing appointments in 2012-2013 that CAP reviewed, it recommended continuing appointments in 10 cases and recommended against a continuing appointment in 1 case. The Vice-Provost for Academic Affairs made decisions in all 11 cases that concurred with CAP’s recommendations.

Accelerated Merits for Continuing Lecturers

For Continuing Lecturers, normal merit advancements are redelegated to the deans, and CAP considers requests for accelerations. To recommend accelerations (one or two steps beyond the normal two-step advancement), CAP looks for evidence of teaching accomplishments that go beyond teaching excellence, which is the minimum standard for normal advancement. Such evidence may come in the form of prestigious teaching awards or publication of books (and other creative works) that have substantial pedagogical impact. In 2012-2013, CAP considered 5 requests for accelerations. It recommended normal merits in 4 cases; one case was remanded to an FPC; the Vice Provost for Academic Affairs concurred with all these recommendations. One other case – a Lecturer, SOE, was remanded to an FPC. In addition, CAP recommended one merit advancement for a Senior Lecturer, and the Vice Provost followed that recommendation.

Faculty Personnel Committee Actions

Faculty Personnel Committees (FPCs) of the colleges and schools advise deans on personnel actions redelegated to them (they do not, in most cases, make recommendations on first actions after a promotion or appointment). In 2012-2013, the actions reviewed by FPCs included:

appointments at the rank of Assistant Professor, Steps I to III; most normal and accelerated merit actions that do not skip a step up to and including Professor, Step IX (with the exception of merit increases to Professor, Step VI); most normal merit actions for Lecturers and Senior Lecturers with Security of Employment; and Unit 18 actions (including appointments and reappointments of Lecturers and Senior Lecturers without Security of Employment). Information on FPC actions is reported in Appendix C.

Ad Hoc Committees

Review by an *ad hoc* committee may be required in cases of major advancements (promotions to the Associate Professor and full Professor rank, and merit advancements to Professor, Step VI and Above Scale) and for appointments with tenure. CAP's membership reflects the variety of disciplines represented on campus and is guided by external reviewers' evaluations, but on occasion the committee looks to campus *ad hoc* committees for highly specialized expertise. In 2012-2013, CAP proposed *ad hoc* committees in six cases; thanks are due to the faculty members who served on these committees for giving so generously of their time and for the high quality and objectivity of their evaluations and reports.

CAP appoints the nine Faculty Personnel Committees of the Colleges and Schools based upon recommendations from Faculty Executive Committees. At the end of the academic year, CAP also performs post-factum audits of FPC actions and writes memos to the Vice Provost of Academic Affairs summarizing those actions. CAP appreciates the dedicated effort and hard work of all FPC members.

Other CAP Agenda Items

CAP also gave opinions on 15 Requests for Consultation from the Academic Senate and reviewed 11 sets of voting procedures from departments or programs for their conformity to Academic Senate bylaw 55.

Clarification of Appeals versus Reconsiderations

CAP decisions are subject to either reconsideration or appeal. The distinction is clarified in a flow chart, available at:

<http://academicsenate.ucdavis.edu/documents/Senate-Chair-letter-and-flowchart-RE-CERJ-Advice-Merit-Appeal.pdf>. As described there, a candidate for advancement who wishes to appeal is expected to provide evidence of a personnel committee's failure to apply established

standards of merit or failure to follow established procedure. When there is no issue concerning whether a personnel committee applied established standards of merit or procedure appropriately, a reconsideration can be initiated on the basis of new information concerning the candidate's record that has not previously been provided to a committee. Such information is expected to concern the candidate's record during the period under review: e.g., publications or other creative works, awards, teaching evaluations, new grants, or original requested extramural letters that arrived late.

In 2012-2013, CAP received 7 requests for reconsideration based on new information; in 3 of these cases, CAP's reconsideration resulted in a change of its original recommendation.

Criteria of Scholarship

In 2002, CAP solicited criteria of scholarship documents from campus departments. The intent was that these documents could provide disciplinary context that CAP could utilize during review of cases from departments. CAP received documents from some but not all departments.

CAP does not approve such documents, the contents of which do not fall within its jurisdiction. They are treated as departmental policy statements that do not preempt the peer review process, but which provide CAP with context for faculty records and discussions in departmental letters. CAP evaluates cases on the basis of standards set forth in the APM. Departments are welcome to provide new or revised criteria-of-scholarship documents as they deem appropriate.

To ensure that criteria of scholarship are considered at all levels during review, CAP suggests that the Criteria be attached to the dossier, or at least referred to in the Department Chair letter. Doing so will call attention to their appropriate use during review by the Faculty Personnel Committee, Dean's Office, and/or CAP.

University Committee On Academic Personnel (UCAP)

Martin Usrey served as CAP's representative to the University Committee on Academic Personnel (UCAP), which held several meetings during the academic year. The Office of the President, UCAP members, or other UC Academic Senate committees and officers bring issues to the attention of UCAP. A primary function of this systemwide committee is to facilitate the exchange of information among campuses. Accordingly, CAP was

regularly informed of UCAP discussions and, through its representative, provided input into such discussions, when appropriate.

Particular items that were discussed this year by UCAP include the following:

Proposed Revisions to APM 210

The existing wording of APM 210.1-d can be read to say that those whose academic endeavors involve diversity and equity should be given some sort of “extra credit” in the review process because the University has taken a position that involvement of the faculty in diversity and equity issues is to be encouraged. APM 210 was revised in 2004-2005 because faculty with diversity and equity aspects to their work had complained that these aspects were not taken seriously; they inferred that at least some campus CAPs considered such endeavors as inferior, thus making them the objects of discrimination. The language in APM 210.1-d was supposed to eliminate any basis for discrimination. However, its wording suggested to some that the University took the opposite position – that such endeavors should be favored during merit review. In the wording for this paragraph, there is a tension between making clear that research into issues of diversity and equity is to be treated equally to other academic disciplines (not favored or disfavored) and at the same time stating that the University is in favor of all faculty members actively advancing diversity and equity. This issue remains unresolved.

Proposed Open Access Policy

In its letter to Council, UCAP outlined a variety of concerns about the open-access publication policy, including that the policy is going to have a differential impact/burden on faculty from different disciplines. UCAP recommended that compliance with the policy should not be a criterion for personnel reviews/evaluations and that a funding mechanism should be available to faculty who incur added costs of publication by agreeing to open access.

Negotiated Salary Plan (Proposed APM 668)

In fall 2012, UCAP participated in a systemwide review of the proposed Negotiated Salary Plan Trial Program to be offered to eligible faculty on the general campuses. The committee commented on the original proposal in October 2011. This year, in a November 2012 memo to Council, UCAP raised multiple objections and noted that the trial of the plan, as described, failed to address the problems with the proposal delineated in UCAP’s October 2011 comments. UCAP expressed concern

about UCOP's failure to collect data to determine if there is a pressing recruitment and retention issue, instead of relying on anecdotal information. Connected to this is the report's lack of clarity regarding how the success or failure of this program will be judged. The committee continued to have concerns about the impact the negotiated salary plan would likely have on the CAPs' workloads. UCAP recommended that the trial address all the objections that UCAP has raised or it should not be implemented. UCAP will monitor the results of the trial program.

Salary Equity Surveys

UCAP reviewed the campus salary equity survey plans during the March and May 2013 meetings. Committee members agreed that, while many of the CAPs do not look at salaries, all CAPs should be concerned about merit equity. UCAP members also agreed that even if CAPs do not look at salaries, the impact of merit step advances should be taken into consideration, and CAPs should know about any systematic biases. UCAP was critical of those campuses that did not provide comprehensive plans and suggested that the campuses that have developed metrics and conducted some analyses could provide consultation. UCAP asked that the campuses share any issues related to equity that they uncover as well as how they might respond if they do find a lack of equity. The committee also suggested that the campuses should be asked to look at both the rate at which faculty members progress through merit steps as well as how well they are paid as they advance. UCAP also requested that the campuses provide firm dates and deadlines for when salary equity analyses will be completed.

APM 075

The proposed revision of APM 700 resulted in UCAP's review of APM 75, the policy regarding termination for incompetent performance. APM 75 refers to making a determination that a faculty member has been incompetent for several years. UCAP suggests that the phrase "several years" should be defined. Currently, there is no policy that indicates when a CAP can notify a faculty member that a serious lack of performance in teaching or research needs to be addressed. UCAP members noted that there may be differences at the campuses that require flexibility, such that "several years" might best be defined in each campus's yearly published academic review procedures. The committee also agreed that from a legal perspective concerning due process, it might be helpful for campuses to be able to point to guidelines and a clear timetable.

Academic Personnel Dossier Logistics

Because a considerable portion academic personnel action materials have migrated from physical to electronic files, CAP is increasingly dependent on ready access to materials via computers and tablets via the internet. The transition has been less than seamless. This year, CAP undertook a number of discussions concerning relevant issues, and engaged in further discussions with Academic Senate staff and the Vice Provost for Academic Affairs (VPAA) and her office staff. A variety of minor improvements were suggested for MyInfoVault, and CAP hopes that the VPAA's office will implement these suggestions as time and resources permit. The more formidable problem concerns access to academic personnel files, which are now almost completely archived in the campus's Electronic Database Management System (EDMS). This system was originally designed for mainframe and associated terminal use. The EDMS software is old-fashioned, and because it is not designed as an internet platform, it is not easily adopted to the proliferation of alternative computers and tablets. Substantial efforts undertaken this year improved EDMS access for members of CAP. The antiquated character of the EDMS, however, is not likely to see near-term improvement, and its present version undermines the effective use of CAP members' time reviewing cases.

Acknowledgments

CAP would like to express appreciation to the Academic Senate staff – in particular, CAP staff analyst Solomon Bekele for his excellent professional service. We are also grateful to Kimberly Pulliam for providing staff support during Solomon Bekele's absence for vacation. CAP also thanks Gina Anderson and Edwin Arevalo for their management efforts, especially in relation to issues concerning data access. CAP would also like to thank Vice Provost Maureen Stanton and her staff. It has been a real pleasure to work with all of these people.

Respectfully submitted,

John R. Hall
Chair, 2012-2013

APPENDIX A: CAP ACTIONS

	Recommended Positive	Modified Actions @	Recommended Negative	Pending
Appointments (68)				
Assistant Professor (10)	8	2	0	
Associate Professor (12)	7	3	2	
Professor (14)	12	1	1	
Via Change in Title (10)	9	1	0	
Initial Continuing Non-Senate (11)	10	1	0	
Endowed Chair	11	0	0	
Promotions (118)				
Associate Professor (67)	49	9	9	
Professor (51)	31	12	7	1
Merit Increases (160)				
Continuing Lecturer (4)	0	3	1*	
Assistant Professor (2)	0	2	0	
Associate Professor (21)	15	2	4	
Professor, Step V to VI (53)	33	5	15	
Professor, Step IX to Above Scale (24)	15	1	8	
Professor, Above Scale (19)	12	1	4	2
**Other Merits (37)	22	12	2	1*
Miscellaneous Actions (103)				
Reconsiderations (7)	3	1	3	
Lecturer, SOE (1)	0	1	0	
Senior Lecturer, SOE (1)	1	0	0	
Career Equity Reviews (1)	0	1	0	
Emeritus (10)	10	0	0	
TOE Screenings (3)	3	0	0	
POP Screenings (6)	6	0	0	
Appraisals*** (48)	16+	29^	1-	2~
Five-Year Reviews (16)	10	1++	5	
Third-Year Deferrals (10)	5	0	5	
Grand Total = 449				

* Split (4:4, w/one absent).

** Merit increase for FPC members, Deans, Assoc. Deans, and Dept. Chairs.

*** + = positive; ^ = Mixed; - = Negative; ~ = Guarded.

@ Modified actions are those CAP recommendations that differed from what was proposed, i.e., instead of a promotion a merit increase was recommended.

++ Advancement recommended.

APPENDIX B: SUMMARY OF ACCELERATED ACTIONS (not including retroactive merits)

Acceleration Proposed	Yes	No	Other	Split	Pending	Total
1-yr	31	10	8	1	1	51
2-yr	3	5	7	0	0	15
3-yr	3	2	8	1	0	14
4-yr	0	1	3	0	0	4
5-yr	1	0	1	0	0	2

APPENDIX C: REDELEGATED MERIT ACTIONS

	FPC			Dean's Decision		Actions w/o FPC Input	
College/Div/ School [total]	Yes	No	Split	Yes	No	Yes	No
CAES [54]	49	5		51	3	0	0
CBS [21]*	15	2		15	2	3	0
EDU [8]*	4	0		4	0	3	0
ENG [48]*	33	7		36	4	7	0
GSM [13]	8	0		7	1	5	0
HArCS [38]	20	2		20	2	16	0
MPS [45]^	5	9		35	4	6	0
SS [44]	26	6	1	32	1	11	0
LAW [6]	4	0		4	0	2	0
SOM [118]&	103	12		103	12		
VM [41]*	32	3		33	2	5	0
Total [429]	299	46	1	340	31	58	0

* One action was reviewed by CAP as candidate was an FPC member.

^ Data on FPC vote unavailable for 25 cases.

& Three cases are pending.

**APPENDIX D:
FACULTY PERSONNEL COMMITTEES 2012-2013**

COLLEGE OF AG. & ENVIRONMENTAL SCIENCES
--

Rachael Goodhue (A&RE)- Chair
Patricia Oteiza (Nutrition)
Thomas Adams (Animal Science)
John Largier (Env. Science & Policy)
Wendy Silk (LAWR)
Emilio Laca (Plant Sciences)

COLLEGE OF ENGINEERING

Zhaojun Bai (Computer Sci) - Chair
Ken Giles (Biol. & Ag Eng)
Pieter Stroeve (Chem Eng & Materials Sci)
Laura Marcu (Biomedical Eng)
Timothy Ginn (Civil & Environ Eng)
Rida Farouki (Mechanical & Aerospace Eng)
Chen-Nee Chuah (Electrical & Computer Eng)

COLLEGE OF LETTERS & SCIENCE

Humanities, Arts & Cultural Studies - HARCS

Scott Shershow (English) - Chair
Yvette Flores (Chicana/o Studies)
Peter Lichtenfels (Theatre & Dance)
Alexander Soshnikov (Math)
Mike Saler (History)

Social Sciences - SS

Lynne Isbell (Anthropology) - Chair
Gregory Clark (Economics)
Mike Saler (History)
Peter Lichtenfels (Theatre & Dance)
Dean Tantillo (Chemistry)

Mathematical & Physical Sciences - MPS

Motohico Mulase (Mathematics) - Chair
Alexander Soshnikov (Math)
Dean Tantillo (Chemistry)
Yvette Flores (Chicana/o Studies)
Gregory Clark (Economics)

COLLEGE OF BIOLOGICAL SCIENCES

Richard Grosberg (Evol & Ecol) - Chair
Raymond Rodriguez (Cell & Molecular Biol.)
Stacey Harmer (Plant Biology)
Mitchell Singer (Microbiology)
Gregg Reconzone (NPB)

GRADUATE SCHOOL OF MANAGEMENT

Vicki Smith - Sociology - Chair
Chih-Ling Tsai (GSM)
David Woodruff (GSM)

SCHOOL OF LAW

Gail Goodman (Psychology) - Chair
Lisa Pruitt
Miguel Mendez
Tom Joo
Andres Resendez (History)

SCHOOL OF MEDICINE

Deborah Diercks (Emergency Medicine) - Chair
David Rocke (Public Health Sciences)
Kermit Carraway (Biochemistry & Molecular Medicine)
Stuart Cohen (Internal Medicine)
Shirley Luckhart (Microbiology & Immunology)
Neal Fleming (Anesthesiology & Pain Medicine)
Edward Pugh (Cell Biology & Human Anatomy)
Susanna Park (Ophthalmology)
Philip Wolinsky (Orthopedic Surgery)

SCHOOL OF VETERINARY MEDICINE

Birgit Puschner - Molecular Biosciences - Chair
Mark Anderson - CAHFS/PMI
Larry Cowgill (Medicine & Epidemiology)
Peter Pascoe (Surg. & Radiological Sci.)
Clare Yellowley-Genetos (Anatomy, Phys. Cell Biol)

SCHOOL OF EDUCATION

Keith Widaman (Psychology) - Chair
Cristina Gonzalez (Education)
Peter Mundy (Education)

APPENDIX E:

PRINCIPAL TASKS OF THE COMMITTEE ON ACADEMIC PERSONNEL – OVERSIGHT COMMITTEE

1. Reviewing cases to ensure equity in the application of criteria for appointments, merits, and promotion actions.
2. Nominating faculty to serve on ad hoc committees which make recommendations for promotions, appointments, and upper level merit increases.
3. Reviewing the reports of ad hoc committees and independently evaluating the dossiers of the candidate under consideration.
4. Reviewing proposed skip-step accelerated merit increases, terminations, reconsiderations, third-year deferrals, five-year reviews, Chancellor Fellow and Endowed Chair appointments, and reappointments of department chairs.
5. Reviewing appraisals for mid-career assistant professors.
6. Reviewing merit actions for department chairs, program chairs, associate deans, members of Faculty Personnel Committees (and their near relatives) and other individuals for whom such action has not been redelegated to deans.
7. Appointing faculty to serve on Faculty Personnel Committees.
8. Reviewing policy matters referred by the administration and by the chair or committee of the Academic Senate, as well as initiating new policies and changes in existing policies when appropriate.
9. Conducting annual post-factum audits of the recommendations from the Faculty Personnel Committees.
10. Approving departmental voting procedures.
11. Reviewing requests for Target of Excellence and Partner Opportunity Program positions.
12. Conducting career equity reviews when requested by faculty or Deans.
13. Reviewing first continuing appointments for Unit 18 Lecturers and accelerated merits for continuing lecturers.

Annual Report: Academic Year 2012-13

Davis Division: Academic Senate

Committee on Academic Personnel, Appellate Subcommittee (CAPAC)

Total Meetings: 7	Meeting frequency: upon receipt of appeal(s)	Average hours of committee work each week: 2-3 hours per committee member per appeal
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Total appeals reviewed: 30	Total of reviewed appeals deferred from the previous year: 2	Total appeals deferred to the coming academic year: 4 (not included in this report)
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee: None.

Committee's narrative:

The 2012-13 Committee on Academic Personnel, Appellate Subcommittee (CAPAC) reviewed 30 actions on appeal during the academic year (Table 1) in response to requests from the Office of the Vice Provost – Academic Affairs (Table 2) and individual Dean's offices (Table 3). Four additional actions were received late in August 2013 and were held for carry over to the 2013-14 academic year.

CAPAC recommended granting 13 of 30 appeals reviewed. Table 4 shows the Vice-Provost's or Dean's decisions on these appeals, in relation to CAPAC's recommendations.

Table 1: Origin of Appeals Reviewed	
College/School	# Appeals
College of Agricultural & Environmental Sciences	5
College of Engineering	0
College of Letters and Science	13
School of Law	0
School of Medicine	9
School of Veterinary Medicine	3
College of Biological Sciences	0
Graduate School of Management	0
School of Education	0
Grand Total	30

Table 2: CAPAC Recommendations to the Vice Provost – Academic Personnel						
		GRANT APPEAL		RETURNED APPEAL¹		DENY APPEAL
Action	# Cases	Grounds of Procedure	Grounds of Merit	Reconsideration	Incomplete	Grounds of Merit
Decelerated Merit Advancement (1, 2, 3, 4 Yr)	1	0	0	0	0	1
Accelerated Merit (1, 2, 3, 4 Yr)	5	0	0	1	0	4
Accelerated Promotion (1, 2, 3, 4 Yr)	1	0	0	1	0	0
Merit	3	0	1	1	1	0
Regular Merit, Above Scale	0	0	0	0	0	0
Accelerated Merit, Above Scale	0	0	0	0	0	0
Promotion	3	0	2	1	0	0
CER Appeals	0	0	0	0	0	0
Appointment by Change in Series	0	0	0	0	0	0
5 Year Review	0	0	0	0	0	0
TOTALS	13	0	3	4	1	5

¹ A return occurs for one of two reasons: 1) new information had been added to the appeal packet that the previous review committee had not had the opportunity to review, this is called a reconsideration or 2) the appeal packet was incomplete. Reconsideration cases are returned to the original review committee. Incomplete packets are returned to the Vice Provost or Dean's Office, as appropriate.

Table 3: CAPAC Recommendations to the Individual Deans (Redelegated Appeals)						
		GRANT APPEAL		RETURNED APPEAL¹		DENY APPEAL
Action	# Cases	Grounds of Procedure	Grounds of Merit	Reconsideration	Incomplete	Grounds of Merit
Decelerated Merit Advancement (1, 2, 3 Yr)	1	0	0	0	0	1
Accelerated Merit (1, 2, 3 Yr)	9	0	7	1	0	1
Accelerated Promotion (1, 2, 3 Yr)	0	0	0	0	0	0
Merit	7	0	3	1	1	2
Regular Merit, Above Scale	0	0	0	0	0	0
Promotion	0	0	0	0	0	0
Continuing Non-Senate Faculty	0	0	0	0	0	0
TOTALS	17	0	10	2	1	4

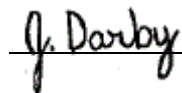
¹ A return occurs for one of two reasons: 1) new information had been added to the appeal packet that the previous review committee had not had the opportunity to review, this is called a reconsideration or 2) the appeal packet was incomplete. Reconsideration cases are returned to the original review committee. Incomplete packets are returned to the Vice Provost or Dean's Office, as appropriate.

Table 4: CAPAC Recommendation vs. Final Decision								
	Non-Redel & Redel	CAPAC Recommendation		RETURNED APPEAL¹	FINAL DECISION			
ACTION	# Cases	Grant	Deny		Grant	Deny	Pending	Other²
Decelerated Merit Advancement (1, 2, 3, 4 Yr)	2	0	2	0	0	2	0	0
Accelerated Merit (1, 2, 3, 4 Yr)	14	7	5	2	6	3	0	5
Accelerated Promotion (1, 2, 3, 4 Yr)	1	0	0	1	0	0	0	1
Merit	10	4	2	4	4	4	1	1
Promotion	3	2	0	1	2	0	0	1
Regular Merit, Above Scale	0	0	0	0	0	0	0	0
Accelerated Merit, Above Scale	0	0	0	0	0	0	0	0
CER Appeals	0	0	0	0	0	0	0	0
Appointment by Change in Series	0	0	0	0	0	0	0	0
5 Year Review	0	0	0	0	0	0	0	0
Continuing Non-Senate Faculty	0	0	0	0	0	0	0	0
TOTAL	30	13	9	8	12	9	1	8

¹ A return occurs for one of two reasons: 1) new information had been added to the appeal packet that the previous review committee had not had the opportunity to review, this is called a reconsideration or 2) the appeal packet was incomplete. Reconsideration cases are returned to the original review committee. Incomplete packets are returned to the Vice Provost or Dean's Office, as appropriate.

² This category means that the final decision was either other than what CAPAC recommended or was a final decision on a returned case for which CAPAC did not provide a recommendation.

Respectfully submitted,



Jeannie Darby, Chair
 Fran Dolan, Leslie Kurtz, Dean Simonton and Dennis Styne,
 Bryan Rodman (Analyst, Academic Senate Office)

Annual Report: Academic Year 2012-13

Davis Division: Academic Senate

Committee on Academic Freedom and Responsibility

Total Meetings –3 in person meetings plus numerous email discussions		

Total Reviewed - 2 (courses, proposals, cases, etc.)	Total of reviews continued from the previous year – 1	Total continued to the coming academic year - 1

Listing of Bylaw changes proposed: N/A

Listing of committee policies established or revised: N/A

Issues considered by the committee: Wilkes case; subpoenas; proposed forum on Academic Freedom (jointly sponsored with the Provost)

Recommended procedural or policy changes for the coming year:

Committee's narrative:

We devoted a fair amount of time to the continuation of the Wilkes case. We reported to the RA at the Winter meeting that some of the resolutions of the RA had not been acted upon. Since then, the Provost has written a letter to Wilkes that the Provost has labeled an apology, which was the subject of one of the RA's resolutions. The RA also requested training for SOM administrators. The Provost has suggested a forum that will produce materials that could be effective for training administrators and faculty. The forum is being planned by CAFR and the Provost for the Fall.

David Woodruff, Chair

Members: Moradewun Adejunmobi, Robert Berman, Christopher Elmendorf, Jane-Ling Wang,

Eric Nelson - Graduate Student Representative, Adam Siegel – Academic Federation
Representative, Lauren Menz, ASUCD Representative

Solomon Bekele, Academic Senate Office Analyst

Annual Report: Academic Year 2012-2013

Davis Division: Academic Senate

Committee on Admissions & Enrollment

The Committee on Admissions & Enrollment (CAE) is a standing committee of the Academic Senate and its charge is the stewardship of the admissions process that includes selection of undergraduate students. The Academic Senate has authority (delegated to it by the Regents) to determine the conditions for undergraduate admission, what the degree requirements are, and what the curriculum should be.

The committee met as a whole three times in the fall quarter and once in each of the other two terms and considered the following matters:

- Technical details concerning the implementation of the holistic review procedure
- University of California undergraduate financial aid funding options (report available [here](#))
- The growth in the international undergraduate student population and the BOARS “compare favorably” policy
- Long-range enrollment planning and how this may impact diversity (report [here](#))
- A proposal for an early application opening (report [here](#))


The most significant policy action was a change in the procedure for determining the holistic score for freshman admissions decisions. It was decided, by unanimous vote, that, effective for the class entering in fall 2013, the procedure will be as follows:

1. All applications are given two HR scores, **each of which** must be an integer from 1 to 7, or be treated computationally as such.
2. One of these two HR scores is given by a trained UC Davis reader; the other is Erika Jackson’s predicted HR score (rounded).
3. If these scores do not differ by more than one, they are averaged to produce the final score, such that each applicant can be placed into one of the 13 UC Davis rank-ordered bins: $1 > 1.5 > 2 > 2.5$, etc.
4. If these scores differ by more than one, a senior reader determines the final score, which may be any of the 13 bin values.

This version of the score determination procedure eliminates the use of HR scores from UCLA (and other campuses), has at least one human read of ALL applications to UC Davis, and uses the predicted HR score as a surrogate for a second human read, such that our 13 score bins can be derived via averaging of the predicted and human scores. This way of doing things has numerous advantages:

- It makes it possible for the Admissions staff to tell the public what they apparently want to hear, i.e., that Davis readers holistically review every application and we do not substitute scores from other campuses.
- The overall number of human reads at Davis can actually be reduced significantly, relative to last year, in spite of the elimination of score-sharing.
- We can eliminate the entire score calibration step in the process, since there will be no need to translate scores from other campuses.
- We can avoid introducing UCLA-specific biases in the generation of HR scores, since the predicted HR scores are to be based (at least from the 2013 admissions cycle onwards) wholly on the HR scores of Davis readers who have access to percentile scores for applicants to Davis rather than to those for applicants to UCLA.
- As the application reading process is refined, the score prediction procedure will be able to seamlessly incorporate the results of the refinements.
- We can avoid costly delays in the review process by not having to wait for scores to trickle in from UCLA (or other campuses).
- The timeline improvement and reduction in total human reads will make it possible for Admissions staff to focus more attention on the augmented (or supplemental) review process and other critical aspects of the complex selection procedure that follows the generation of HR scores.
- This refined single-score HR procedure is, if anything, a better fit with the guiding principles of our HR policy than last year's procedure, since it depends crucially on "holistic review of each applicant's file," while at the same time significantly increasing "efficiency and economy."

Respectfully submitted,



Patrick Farrell, Chair

Carlos Jackson

Martine Quinzii

Joseph Sorensen

Rena Zieve

Sean McDonnell, AF Representative

Joshua Coronado, ASUCD Representative

Haley Robinson, ASUCD Representative

Hannah Waterhouse, GSA Representative

Ralph Aldredge, Guest

Walter Robinson, Ex-Officio

Darlene Hunter, Consultant

Erika Jackson, Consultant

Annual Report: Academic Year 2012-13 Davis Division: Academic Senate

Committee on Affirmative Action & Diversity

Total Meetings: 6	Meeting frequency: As needed – Average of 2 per quarter	Average hours of committee work each week: varies
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Total proposals Reviewed: (courses, proposals, cases, etc.) <ul style="list-style-type: none"> • Requests for Consultation – 3 • Continued proposals to revision to MIV for diversity contributions 	Total of reviewed proposals deferred from the previous year -- 1 – Implementation of MIV diversity contributions	Total proposals deferred to the coming academic year – None
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Listing of bylaw changes proposed:
None

Listing of committee policies established or revised:
None

Issues considered by the committee:
<ul style="list-style-type: none"> • Changes to My Info Vault were implemented so that faculty can now input information regarding diversity contributions • DSS Dean's Office study on gender inequities in off-scale salary • Undergraduate Admissions – guest Walter Robinson • Diversity in graduate student recruitment – guest Hector Cuevos

Committee Narrative:

The Affirmative Action & Diversity committee members continued to work with the implementation process to MIV so that faculty can document diversity contributions when compiling merit and promotion packages. The revisions have been completed in MIV, and CAP is beginning to include those contributions when reviewing personnel actions. In May, members of the committee met with CAP chair John Hall to discuss his impressions of the use of the Diversity Statement section(s) of MIV for the 2012-2013 academic year. The committee also assembled a PowerPoint presentation to distribute to department chairs outlining the changes in the MIV system so that chairs may share that information with faculty and staff in their departments. Chair Rivera met with Academic Senate Chair Nachtergaele about this presentation and was in contact with Vice Provost Stanton about its distribution to department chairs. In addition, the presentation was reviewed at the Representative Assembly meeting on June 7. This committee will continue to consult with CAP, the Vice-Provost of Student Affairs and the MIV analyst to assess progress and effectiveness of MIV changes.

Salary inequities continue to be a topic of discussion for this committee, and the Office of the President has initiated a request that every campus develop a campus-wide salary equity policy. The committee will continue to be an integral part of establishing that policy.

Walter Robinson, Executive Director of Admissions, was invited to attend a meeting to share information regarding undergraduate admissions data, as well as transfer student data. This information included demographic profiles including students' ethnicity, geographic regions, SAT scores and GPAs. Walter also shared retention and graduation rates, future enrollment targets and an overview of the various student support services.

Hector Cuevas, Director of Outreach, Recruitment & Retention for Graduate Studies, was invited to attend a meeting to share information on graduate outreach and recruitment. In his presentation he stated that a key feature in outreach and recruitment efforts for underrepresented minorities is the level of involvement by UCD faculty. He also shared examples of faculty and staff involvement along with some diversity recruitment data.

Respectfully submitted,

Susan Rivera, Chair
Miroslava Chavez-Garcia
Colleen Clancy
Courtney Grant Joslyn
Kyu Kim
Brian Osserman
Monica Vazirani
Tina Jeoh Zicari
Katherine Arosteguy, AF Representative
Connie Champagne, AF Representative
Cheryl Walker, AF Representative
Gladys Godinez, ASUCD Representative
Hovannes Nalbandyan, GSA Representative
Rahim Reed, Ex-Officio
Everett Wilson, Consultant
Debbie Stacionis, Analyst

Annual Report: Academic Year 2012-13
Davis Division: Academic Senate

Committee on Courses of Instruction (COCI)

Total Meetings: <u>6</u>	Meeting frequency: <u>twice a quarter</u>	Average hours of committee work each week: 4 (when courses were being reviewed)
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Total: 705	Total reviewed or deferred from the previous year: 220	Total deferred to the coming academic year: In ICMS: 150
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Issues considered by the committee.

- 1) Testing policy for online courses. As the UC moves towards instituting more online and hybrid courses, more policies on these courses are needed to guide faculty and the campus community. The committee discussed, agreed upon, and approved official new language that online course exams should be allowed to be given at other UC testing centers or the list of approved testing centers. COCI policies were officially updated to reflect this change. Students who take online courses now have the option of taking exams at UC testing centers or the list of approved testing centers as listed in COCI policies. This change will allow online students who live far away from the UCD campus to be able to take exams at more convenient locations.
- 2) Creation of suffixes to distinguish online and hybrid courses. Hybrid and online courses must be distinguished for data purposes. The committee discussed, agreed upon, and officially approved new language to distinguish online and hybrid courses with different suffix letters (V for fully online courses and Y for hybrid courses). Online and hybrid courses are now distinguishable. UC Davis is the first UC campus to create this differentiation.
- 3) Course evaluation policy. There was previously no designation in COCI policies on which courses should be deemed to have course evaluations, and which should not. The committee discussed, agreed upon, and officially approved new language to revise course evaluation policies. The committee approved that course evaluations are optional for Guest Lecture Seminar, Research, and Internship Courses where the course does not include a substantial project, term paper or exam. Additionally, courses with 5 or fewer students will not need to be evaluated. Students' anonymity in small courses is better protected because of this. The committee also approved minimum elements of the course evaluation, which are questions and comments that are required for each department's questionnaires. COCI policies were officially updated to reflect this change. With the minimum elements that the committee came up with, course evaluations across the campus will be more uniform.
- 4) The committee reviewed special batches of courses from the College of Engineering and the Department of Design. The College of Engineering needed to revise the prerequisites of nearly 100 of its courses in order to achieve ABET accreditation. An MOU with the COE was written. Committee members reviewed and approved nearly 100 courses. The Design Department needed to update learning activities and hours, as well as some course content, for about 50 of its courses. The learning activity contact hours were being updated per guidance from the L&S Dean's office, which was to match contact hours for studio classes in

other departments. Committee members reviewed and approved nearly 50 courses.

- 5) Learning activities. Because there is no current document defining the learning activities for all courses on campus, the committee drafted a learning activities document defining all learning activities. There is now greater clarity for the campus community on learning activity definitions. This document will also help to distinguish between online and hybrid learning activities.
- 6) Proposal for streamlining the course approval system. The committee reviewed a proposal that was created in 2010 and solicited responses from the schools and colleges. The committee wrote to Academic Senate Chair Nachtergaele with suggestions and a report on feedback received. The Academic Senate Office also now has a specification sheet for the creation of a new online course approval system.
- 7) School of Veterinary Medicine course evaluation policies. The committee considered whether the School of Veterinary Medicine's online system for student evaluation of courses meets Academic Senate requirements for anonymity of student responses. The committee felt that student anonymity was not sufficiently protected and the matter will be referred to CERJ.
- 8) The committee worked with the Committee on Planning and Budget to compose a letter to the Provost on issues related to the 2020 report and enrollment management. The committee also provided feedback on the faculty guide.

Recommended procedural or policy changes for the coming year (to be vetted by the new committee):

It would be helpful if policies were modified to allow instructors to implement changes in learning activities on a temporary basis, perhaps by notifying COCI directly via memo. This would allow instructors to experiment with new technologies and delivery methods before permanent changes are made to courses.

Committee's narrative:

Course Requests

The primary duty of the Committee is to review and act upon requests to add new courses and change or cancel existing courses. The following table summarizes our actions from September 1, 2012 through August 31, 2013.

Total Approved		629
With GE Impact		459
Undergraduate		500
New	128	
New Version	351	
Discontinued	21	
Graduate		125
New	119	
New Version	0	
Discontinued	6	
Professional		4
New	2	
New Version	2	
Discontinued	0	

Total Denied		76
With GE Impact		65
Undergraduate		72
New	31	
New Version	41	
Discontinued	0	
Graduate		4
New	3	
New Version	1	
Discontinued	0	
Professional		0
New	0	
New Version	0	
Discontinued	0	

Associate Instructors

The Committee also is required to approve/reject requests from departments to use advanced graduate students to teach upper-division courses. The Chair normally does this without consulting with the Committee (except as needed) and by following explicit Committee policy on this matter. This year the Committee received and approved 155 Associate Instructors from 30 different departments.

Nonstudent Teaching Assistants

The Committee is required to approve/reject requests from departments to use teaching assistants who are not UCD students. Normally, this task is delegated to the chair. The Committee received and approved 14 requests from 6 departments.

Undergraduate Teaching Assistants

The Committee is required to approve/reject petitions for the use of undergraduates as teaching assistants (this is an exception to policy). The Committee received and approved 2 petitions from 2 departments.

Undergraduate Readers

Like undergraduate teaching assistants, undergraduate readers are to be used only in exceptional circumstances. The Committee has written and maintains policy for the hiring of undergraduate readers. However, the Committee does not receive and review petitions for undergraduate readers.

Grading Variances

The Committee must approve requests to change course grading from Pass/No-Pass or Satisfactory/Unsatisfactory to letter grade or vice-versa. Normally this task is delegated to the Chair. Following the process described in the Committee web page, the Committee granted grading variances in 35 classes.

Committee on Courses of Instruction (COCI)
Committee Membership 2012-2013

At-large Members

Benjamin Shaw, Chair
Richard Green
David Hawkins
Nelson Max
Terence M. Murphy
Kriss Ravetto-Biagioli
David Webb
Becky Westerdahl

Ex-officio Members

Moradewun Adejunmobi
Amit Kanvinde
Angelique Y. Louie
Elias Lopez
Lee Michael Martin
Jeanette Natzle
Kenneth Shackel
Victor Stango
Judith Turgeon

Academic Federation Representative

Janis Williamson

ASUCD Representative

Lauren Menz

GSA Representative

Dan Villarreal

Academic Senate Analyst

Edwin M. Arevalo, Associate Director of the Davis Division

Annual Report: Academic Year 2012-13
Davis Division: Academic Senate

Committee on Distinguished Teaching Awards

Total Meetings: 2	Meeting frequency: Twice per year	Average hours of committee work each week: Approximately 4-8 hours for review of the nominations for each meeting
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A total of 11 initial nominations were received and reviewed. 8 finalists were identified. Of those, 4 undergraduate and 2 graduate/professional recipients were selected.	No nominations were deferred from the previous year.	No nominations will automatically be carried forward.
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Listing of bylaw changes proposed: No new bylaw changes were proposed.

Listing of committee policies established or revised: None

Issues considered by the committee: The committee once again looked at the idea of streamlining the process and eliminating the second finalist round. In the end it was decided to continue with the preliminary nominations and finalist round which requests complete dossiers. The rationale is that a single round of nominations would create a large workload for the departments of all nominees rather than just the finalists in gathering together all of the teaching evaluations.

Recommended procedural or policy changes for the coming year: To again investigate the possibility of streamlining to a one round process.

Committee's narrative:

The primary charge to this committee is to select up to six members of the Academic Senate for a Distinguished Teaching Award in either the category of Undergraduate Teaching or Graduate and Professional Teaching.

A Call for Nominations for the 2013 Awards was sent out on November 14, 2012. The committee received a total of eleven nomination packets for review; nine in the Undergraduate Teaching category and two in the Graduate/Professional Teaching category. A total of eight finalists were selected at a meeting on February 4, 2013. Finalists were asked to submit dossiers by March 15, 2013.

Upon deliberation and discussion at a meeting on April 1, 2013 recipients were selected. Their names were submitted to the Representative Assembly and were unanimously confirmed via a ballot.

The 2013 recipients were presented Distinguished Teaching Awards at the combined Academic Senate and Academic Federation Award Ceremony on May 14, 2013.

Recipients:

Undergraduate Category:

- Matthew Augustine, Chemistry
- Manuel Calderon de la Barca Sanchez, Physics
- Catherine Chin, Religious Studies
- Thomas Gordon, Plant Pathology

Graduate/Professional Category:

- Elizabeth Freeman, English
- Sharon Strauss, Evolution & Ecology

Respectfully submitted,

John Harada, Chair
Judy Callis
Gail Finney
Ronald Olsson
Charles Walker
Edwina Duenas (ASUCD Representative)
Lauren Menz (ASUCD Representative)
Leilani Serafin (GSA Representative)
Debbie Stacionis, Analyst, Academic Senate Office

Committee on Elections, Rules and Jurisdiction Annual Report 2012-2013

Total Meetings: 13	Meeting Frequency: 4-5 per quarter	Average Hours of Committee Work Per Week: 10
Total Bylaw and Regulation proposals (3), formal advice (1), other advice/responses (20), and elections/ballots supervised (2): 26	Total matters deferred from previous year: 7	Total matters deferred to coming academic year: 8

CERJ took the following actions during 2012-2013.

Systemwide UC R&J Legislative Rulings Issued

The UC Committee on Rules and Jurisdiction issued the following Legislative Ruling during the 2012-2013 academic year at the request of the Davis Division Committee on Elections, Rules and Jurisdiction. Legislative Rulings are binding unless modified by subsequent legislative or Regental action.

Legislative Ruling 4.13 Admission to degree programs in professional schools:

Students admitted to graduate degree programs in professional schools, including the M.D., D.D.S., D.V.M., Pharm.D., and J.D., must hold "the degree of Bachelor of Arts, Letters, Philosophy, or Science, from a reputable institution authorized by law to confer those degrees, and maintaining standards for those degrees accepted by the Graduate Council concerned as equivalent to those of the University of California, or holding any other degree or certificate which the Graduate Council concerned may accept as equivalent" (Senate Regulation 510). Any change to this requirement falls under the jurisdiction of the Assembly and requires the approval of the Board of Regents.

Qualifications for admissions are governed by Standing Order of the Regents (SOR) 105.2.(a): "The Academic Senate, subject to the approval of the Board, shall determine the conditions for admission, for certificates, and for degrees other than honorary degrees."

The complete request for the ruling from the Davis Division Committee on Elections, Rules, and Jurisdiction, including background and rationale, is appended to this report.

Proposed Amendments to Bylaws and Regulations

The Committee is authorized "To prepare and report for action by the Representative Assembly such changes and additions to the Bylaws and Regulations as it may deem advisable." (Davis Division Bylaw 71(B)(1)). The following changes were recommended during the academic year 2012-2013:

(1) Davis Division Regulation 528: Credit by Examination. The amendment removes the reference to the Enrolled-No Work Submitted (ENWS) notation in Section F. ENWS was eliminated as a notation option in June 2012 with the approved revisions to Davis Division Regulation A540. The proposal was adopted by the Representative Assembly on April 30, 2013.

(2) Davis Division Regulation A540: Grades. The proposed amendment protects deserving students from receiving a failing grade through no fault of their own, merely because the amount of work completed would not be sufficient for the course to be passed. This appears to be in conflict with the purpose of the existence of the grade Incomplete as well as with established practice by faculty. The proposal was adopted by the Representative Assembly on June 7, 2013.

(3) Davis Division Regulation 547: Adding or Dropping a Course. This proposal makes the deadlines for adding, dropping, or withdrawing from a course consistent. In addition, this proposal would address the deadlines for adding, dropping, or withdrawing from a course during Summer Session. The proposal was adopted by the Representative Assembly on June 7, 2013.

Formal Advice Issued

Most of the work of the Committee involves advising Senate officers, Senate committees, and individual members when questions or conflicts arise. Such advice is not formally binding but suggests the likely outcome should a formal Legislative Ruling be requested. Advice of a recurring nature and/or of general importance is listed below and is also published in CERJ's on-line Archive of Advice.

(1) Faculty Assistant Positions. In response to an inquiry about whether the position of Faculty Assistant to the Vice Provost for Academic Affairs is a title with "equivalent levels of administrative responsibility" to the listed in DDB 28(C), CERJ advised that it did not consider this to be equivalent to Associate Dean or above. The complete Advice, dated March 14, 2013, including background and rationale, is appended to this report and posted on the CERJ web site.

Other Advice/Responses Provided

The following advice relates to matters which are of a one-time nature or of less general applicability than the formal advice listed above. Only selected matters are reported here.

Committee on Privilege and Tenure. CERJ was asked to give advice regarding whether a faculty member has the right to a meeting with the full membership of the Committee on Privilege and Tenure—Investigative Subcommittee, during the course of its review, when the subcommittee has found the grievance meets prima facie.

Degree Rescission in the School of Law. CERJ was asked to provide advice regarding a provision in the School of Law Regulations regarding rescission of the LL.M. degree. There is no established procedure for rescission of a degree, nor any mention of rescinding degrees, in either the Systemwide Regulations or the Davis Division Regulations. Therefore, CERJ advised that given all the facts and circumstances, it seems preferable to arrive at a different solution to the problem of LL.M. students continuing on to the JD program than the one current used and stated in Regulation 6.2(k).

Advice regarding Tie/Split Votes. The Academic Senate Office requested advice regarding tie and split votes that can be used consistently in committees.

Bylaws of the School of Veterinary Medicine. Amendments to the Bylaws of the School of Veterinary Medicine were reviewed and approved by CERJ.

Registration Guide, Winter 2013. The Registrar's Office requested review of the winter 2013 Registration Guide for consistency with the divisional Bylaws and Regulations.

Proposal to Disestablish the Program in International Relations & Transfer Authority for the Undergraduate Major to Political Science. The College of Letters and Science submitted a proposal to disestablish the Program in International Relations and to transfer authority to offer the existing Internal Relations undergraduate major (IRE) to the Department of Political Science.

APM 700 – Leaves of Absence General Revision Proposal. CERJ reviewed the proposed revision to APM 700, leaves of absence, which would create a resumption of resignation and spell out procedures for notifying the academic employee of that presumption in certain circumstances in which an academic employee is absent from his/her duties without having secured a leave of absence.

Catalog Addendum Galley: Examinations. CERJ was asked by the Registrar's Office to review an addendum to the catalog galley for Examinations in reference to the June 2012 Regulation amendment (DDR 538) in regards to accommodations for students with disabilities.

Catalog Addendum: Credit by Examination. CERJ was asked by the Registrar's Office to review an addendum to the catalog galley for Credit by Examination in reference to the June 2012 Regulation amendment (DDR 528) in regards to Credit by Examination being available in summer session.

UC Davis Faculty Guide. The Registrar's Office produces a Faculty Guide which is updated annually. The latest draft was provided for CERJ review and comment as some of the content describes Davis Division of the Academic Senate policy and processes.

Parliamentarian Guidelines. CERJ was asked to review a guide created by the Academic Senate Office for the Parliamentarian to use during Representative Assembly meetings including relevant Bylaws, Regulations, previous CERJ advice, and Roberts Rules of Order.

School of Medicine Bylaw and Regulation Revisions. Amendments to the Bylaws and Regulations of the School of Medicine were reviewed and approved by CERJ.

Voting Rights. The issue of voting rights in College and School committees came up several times during the year so CERJ decided it would be best to send a memo to the FEC Chairs explaining voting rights on college committees.

Proposed PPM 200-26: Self-Supporting Degree Programs. CERJ reviewed and provided comments regarding a draft of a new Policy and Procedure Section 200-26: Self Supporting Degree Programs. This new section was an outcome of the work performed by the Joint Senate/Administration Committee on Self-Supporting Degree Programs.

Course Evaluation Policy. The Committee on Courses of Instruction (COCI) drafted a new policy regarding course evaluations to be consistent with the enactment of Davis Division Regulation 534 stating that in all courses designated by COCI that faculty must implement a course evaluation. CERJ reviewed the draft policy and provided comments and suggestions for revision.

UCD APM Appendix II-B: Appt of Grad Students and Postgrad Researchers to Academic Titles. Appendix II-B of the UCD APM was last revised in 2003, and since then significant changes have occurred in the appointment of graduate students and postdoctoral scholars to employment titles. A draft revision with background information was reviewed by CERJ and comments were provided.

UCD APM 620: Policy & Procedure Administration of Off-Scale Salaries. CERJ reviewed sections of the policy that have not been used for many years, which will be removed. The most significant change to this policy is the removal of many of the off-scale reduction rules.

UCD APM 240: Dean (Appointment & Review) Procedures. UCD APM 240 was changed to comply with changes to the systemwide policy. Criteria for appointment of Deans was added and the duties and responsibilities were moved. CERJ reviewed the policy and provided comments.

Revised Grade Change Committee (GCC) Guidelines. CERJ reviewed proposed revisions to the Grade Change Committee guidelines.

Proposed Policy: Self-Supporting Degree Programs. CERJ reviewed a proposed Graduate Studies policy governing creation of self-supporting graduate programs.

Pending Matters for 2013-2014

(1) DDB 50 and DDB 121: Report of the Special Committee on Athletics. CERJ was asked to draft proposed revisions to DDB 50 and DDB 121 in regards to “admit by exception requests” and specific recommendations that were made in the Report of the Special Committee on Athletics. The proposed revisions have been drafted, including a revised rationale, and will be sent out for committee review in fall 2013.

(2) DDB 121: Undergraduate Certificate Programs. The Chair of UGC has asked CERJ to draft an amendment to its Bylaw to grant to the committee jurisdiction over undergraduate certificate programs not offered solely by UC Extension. The proposed revision has been drafted and endorsed by UGC. It will be forwarded to Executive Council and the Representative Assembly for endorsement in fall 2013.

(3) School of Law Bylaws and Regulations. The Division received an updated version of the School’s Bylaws and Regulations. The Bylaws and Regulations will be reviewed by CERJ for conformity with the systemwide and divisional bylaws and regulations.

(4) Graduate School of Management Bylaws and Regulations. The Division received an updated version of the School’s Bylaws and Regulations. The Bylaws and Regulations will be reviewed by CERJ for conformity with the systemwide and divisional bylaws and regulations.

(5) Conflict of Interest Policy/Statement (Abstain vs. Recusal Guidelines). The Academic Senate Office has developed a set of guidelines regarding abstention and recusal and would like CERJ to review and comment. CERJ will discuss with the Senate leadership in fall 2013.

(6) College of Letters and Science Bylaws and Regulations. The Division received an updated version of the Colleges' Bylaws and Regulations. The Bylaws and Regulations will be reviewed by CERJ for conformity with the systemwide and divisional bylaws and regulations.

(7) Request for Legislation Amending Davis Division Bylaw 137. A faculty member in the School of Medicine requested a revision to DDB 137. The faculty member would like CERJ to consider language in the amendment that would make it clear that DDB 137 includes not only standing committee chairs and vice chairs, but also the chairs and vice chairs of the subcommittees and councils that are defined in the School of Medicine Bylaws that are often the working bodies of regular standing committees.

(8) College of Engineering Bylaws and Regulations. The Division received an updated version of the Colleges' Bylaws and Regulations. The Bylaws and Regulations will be reviewed by CERJ for conformity with the systemwide and divisional bylaws and regulations.

Respectfully Submitted,

David Rocke, Chair
Steven Carlip
John Hunt
Kimberly Pulliam, Analyst

Legislative Ruling 4.13
April 9, 2013
Admission to degree programs in professional schools

Students admitted to graduate degree programs in professional schools, including the M.D., D.D.S., D.V.M., Pharm.D., and J.D., must hold “the degree of Bachelor of Arts, Letters, Philosophy, or Science, from a reputable institution authorized by law to confer those degrees, and maintaining standards for those degrees accepted by the Graduate Council concerned as equivalent to those of the University of California, or holding any other degree or certificate which the Graduate Council concerned may accept as equivalent” (Senate Regulation 510). Any change to this requirement falls under the jurisdiction of the Assembly and requires the approval of the Board of Regents.

Qualifications for admissions are governed by Standing Order of the Regents (SOR) 105.2.(a): “The Academic Senate, subject to the approval of the Board, shall determine the conditions for admission, for certificates, and for degrees other than honorary degrees.”

Academic Senate Bylaw 180.B.3 assigns to the Coordinating Council for Graduate Affairs (CCGA) the duty to: “Recommend to the Assembly minimum standards of admission for graduate students [see [Bylaw 311.C.1](#)].” Bylaw 311.C.1 states: “The following shall be considered matters of such general concern as to come within the jurisdiction of the Academic Senate, through the mechanism of the Assembly. 1. Requirements for admission to undergraduate status and minimum requirements for admission to graduate status.” Senate Regulation 510 states:

Persons holding the degree of Bachelor of Arts, Letters, Philosophy, or Science, from a reputable institution authorized by law to confer those degrees, and maintaining standards for those degrees accepted by the Graduate Council concerned as equivalent to those of the University of California, or holding any other degree or certificate which the Graduate Council concerned may accept as equivalent, may be admitted as graduate students in the University of California, provided that the official credentials presented show that the scholarship requirements imposed by the Council of the Graduate Division concerned are satisfied. Applicants whose purpose is to become candidates for a second Bachelor's degree will, however, not be admitted as graduate students. [See SRs 300, 650.] (EC 3 Nov 69)

Senate Regulation 510 applies to admitted students in M.D., D.D.S., D.V.M., Pharm.D., and J.D. Programs because they are admitted as graduate students in the University of California. Graduate students are defined by Senate Regulation 320 as “such graduates of the University (or of other institutions empowered to confer like degrees on an equivalent basis) as are pursuing advanced or special studies under the direction of a Graduate Council.” The Academic Council has affirmed the constitutional authority of Graduate Councils over studies in the professional schools. Legislative Ruling 6.11.E finds the statement of CCGA that it “leaves the discretion of oversight of established degree programs to their campus Graduate Councils or their designees” to be consistent with SOR 105.2(a) and (b). SOR 105.2(b) states that “the Senate shall have no authority over courses in the Hastings College of the Law, San Francisco Art Institute, in professional schools offering work at the graduate level only, or over non-degree courses in the University Extension,” but it makes no mention of admissions requirements.



OFFICE OF THE ACADEMIC SENATE
ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616-8502
TELEPHONE: (530) 752-2231

April 25, 2011

DANIEL L. SIMMONS, CHAIR

University of California
Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607

Re: Requirements for Admissions to the School of Veterinary Medicine and Award of a DVM Degree

I have enclosed a request from the UC Davis School of Veterinary Medicine concerning the role of a baccalaureate degree for admission to the school and award of a Doctorate in Veterinary Medicine. I asked the Davis Division Committee on Elections Rules and Jurisdiction (CERJ) to review the request. On April 8, 2011, CERJ advised that the Davis Division should forward the matter to the UC Academic Senate for review and advice.

We are available should questions arise and look forward to your response.

Sincerely,

A handwritten signature in black ink, reading "R.L. Powell".

Robert L. Powell III, Chair
Davis Division of the Academic Senate and
Professor and Chair, Department of
Chemical Engineering and Materials Science
Professor, Food Science and Technology

Enclosure: SVM Request dated March 1, 2011

cc: Dean Osburn (w/enclosure)

Davis Division CERJ Chair Matthey (w/enclosure)

UC Academic Senate Executive Director Winnacker (w/enclosure)

Davis Division Executive Director Anderson (w/enclosure)

Received 3/3/11 @ 10:30AM
Aa



UC Davis: School of Veterinary
Office of the Dean

March 1, 2011

Robert Powell, Chair
Academic Senate, Davis Division

Re: Requirements for Admission to the School of Veterinary Medicine and Award of DVM Degree

Dear Professor Powell:

I understand that that the Davis Division Committee on Elections, Rules and Jurisdiction ("CERJ") is seeking a Legislative Ruling from the UC Senate Committee on Regulations and Jurisdiction ("UCR&J") concerning a broad spectrum of issues regarding Senate authority over professional schools, including courses, grading, and degree programs. I understand that particular focus will be on interpretation, and possible recommendations concerning revisions to, Regents Standing Order 105.2(b) regarding the authority of the Senate to supervise courses, curricula and grading policies of professional schools.^a

The School of Veterinary Medicine ("SOVM") is in the process of reviewing its bylaws and regulations concerning the role of a baccalaureate degree in admission to the school and the award of the Doctor of Veterinary Medicine ("DVM") degree. Based upon the following analysis of Senate regulations by the SOVM Dean's Office, we believe that a baccalaureate degree is not required for either admission to the SOVM DVM program or award of the DVM degree. For this reason, the SOVM is contemplating discontinuing its baccalaureate degree program to ensure that SOVM faculty maintain authority over courses, curriculum and grading policies consistent with other professional schools.

I seek appropriate review by the Senate of the SOVM's interpretation of the Senate regulations. If this is not within the authority of the Davis Division, I ask that this matter be forwarded for consideration by the appropriate UC Senate body. Given the nature of this matter, it appears that it may be appropriate for consideration by the UCR&J as part of its consideration of issues regarding Senate authority over professional schools.

^a REGENTS STANDING ORDER 105.2(b)

- (b) The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board, except that the Senate shall have no authority over courses in the Hastings College of the Law, San Francisco Art Institute, in professional schools offering work at the graduate level only, or over non-degree courses in the University Extension. No change in the curriculum of a college or professional school shall be made by the Academic Senate until such change shall have been submitted to the formal consideration of the faculty concerned.

Background

In contemplating revisions to the SOVM bylaws and regulations concerning the role of a baccalaureate degree in admission to the SOVM and the award of the DVM degree, the School wishes to ensure that (1) it remains competitive in attracting the best students to the DVM program and (2) that the SOVM faculty retain authority over SOVM courses, curricula, and grading policy consistent with other professional schools and consistent with accreditation standards.^b

The current SOVM regulations do not require a baccalaureate degree for admission,^c but require completion of the requirements for a Bachelor's degree in order to receive a Doctor of Veterinary Medicine (DVM) degree.^d The current regulations provide for award of a Bachelor of Science (BS) degree to new students lacking the degree following the first two years of the professional curriculum.^e The SOVM was advised by the Davis Division of the Academic Senate that the award of a BS degree, to the extent it involves undergraduate curricula, falls under the jurisdiction of the Undergraduate Council and requires Senate oversight. The SOVM was kindly advised of the Senate's interest in preserving this program in a manner that works for the SOVM and complies with Senate regulations. We were encouraged to meet with the chairs of the Undergraduate Council and Graduate Council to identify a process for achieving these goals. We have appreciated the cooperative nature of our discussion of this issue with the Senate. However, before we engage in this process, the SOVM is first evaluating the continuing value and need for offering a baccalaureate degree.

There is an ongoing movement across the US to admit and graduate veterinary students earlier, and without the requirement of a baccalaureate degree. This is due to the high cost of veterinary education, particularly in light of the limited salaries that DVM graduates can command with which to repay their loans. Educational debt is now the number one concern of our veterinary students and fast becoming the primary concern of the

^b Council on Education, Standard 1 – Organization

An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government. A college may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in that institution.

^c SOVM Regulation 51, "Admissions:"

(A) Admission to Regular Status

To be admitted to the School of Veterinary Medicine, students must have at least junior standing in one of the colleges of the University of California or an equivalent thereof satisfactory to the faculty of the School of Veterinary Medicine, including such special requirements in preparation for courses in the curriculum of the School of Veterinary Medicine as may be prescribed by the faculty of that School. The faculty of the School is authorized to limit the enrollment of students to a number consistent with the facilities available for instruction.

^d SOVM Regulation 72, "Doctor of Veterinary Medicine:"

- (A) The candidate for the degree of Doctor of Veterinary Medicine must have completed the requirements for the Bachelor's degree in one of the colleges or schools of the University of California or at another college or university of approved standing.

^e SOVM Regulation 60, "Requirements for the Degree of Bachelor of Science:"

- (A) A degree of Bachelor of Science is granted, upon the recommendation of the faculty of the School of Veterinary Medicine, to students who do not hold a baccalaureate degree and who have met the following requirements:
- (1) The candidate shall have completed at least 180 units of college work, and shall have satisfied the general University requirements of Paragraphs 630, 634, 636, and 638.
 - (2) The candidate shall have completed, in the School of Veterinary Medicine, all course prescribed in the first two years of the professional curriculum. Exceptions may be made to students in advanced standing.

profession with regard to its future. As a result, any actions we can take to offer a shorter path to graduation with a DVM are considered advantageous.

We solicited information from 28 peer US veterinary schools and learned that none of the respondents (25 schools) require a bachelor's degree for admission or to obtain a DVM degree, and none of them grant bachelor's degrees to their veterinary students.^f Four of the schools indicated that current veterinary students without degrees could petition their undergraduate institution to use veterinary courses to fulfill bachelor's degree requirements and receive a degree from their undergraduate college while enrolled in veterinary school. For admissions year 2010-2011, the number of students admitted across the US without a baccalaureate degree ranged from 1 to 64 with a US average of 15 students per school for the 21 schools who admitted students without baccalaureate degrees that year.

In order to remain competitive with our peer institutions, and attract the best students, the SOVM would like the ability to authorize admission to the SOVM, and award of a DVM degree, without requiring a bachelor's degree. Further, we understand that if the SOVM no longer offered a bachelor's degree, or undergraduate course credit, SOVM DVM courses, curriculum, and grading policy would be subject to the jurisdiction of the SOVM faculty and the School would no longer require oversight by the Undergraduate Council. For these reasons, we seek the Senate's assessment of the School's ability to eliminate the requirement of a bachelor's degree for admission to the SOVM and award of a DVM degree.

Analysis

Based upon our preliminary review, the Academic Senate Regulations ("Regulations") permit both admission of students to a professional school, and the award of a professional degree, without the requirement of first obtaining a bachelor's degree. The following is a summary of our review, which we hope is useful in your evaluation of this matter.

We could find no provision in the Regents Standing Orders or the Regulations that requires a student to obtain a baccalaureate degree prior to admission to a University professional school. While such a degree (or equivalent meeting the requirements imposed by the Graduate Council) is required for admission as a graduate student in the graduate division,^g no such similar requirement exists for admission to professional

^f AAVMC Comparative Data report 2010-2011 and separate inquiry conducted by UCD SOVM

^g Senate Regulations 510, concerning general requirements for admission to the Graduate Division (<http://www.universityofcalifornia.edu/senate/manual/rpart2.html#r510>), and 320, providing the definition of "graduate students" (<http://www.universityofcalifornia.edu/senate/manual/rpart1.html#r320>):

510. Persons holding the degree of Bachelor of Arts, Letters, Philosophy, or Science, from a reputable institution authorized by law to confer those degrees, and maintaining standards for those degrees accepted by the Graduate Council concerned as equivalent to those of the University of California, or holding any other degree or certificate which the Graduate Council concerned may accept as equivalent, may be admitted as graduate students in the University of California, provided that the official credentials presented show that the scholarship requirements imposed by the Council of the Graduate Division concerned are satisfied. Applicants whose purpose is to become candidates for a second Bachelor's degree will, however, not be admitted as graduate students. [See SRs 300, 650.] (EC 3 Nov 69)

320. Graduate Students are such graduates of the University (or of other institutions empowered to confer like degrees on an equivalent basis) as are pursuing advanced or special studies under the direction of a Graduate Council. Graduate students may be resident graduates not candidates for a degree; or they may become candidates for higher degrees. All graduate

schools. In fact, Regulation 314^h acknowledges that a student may be admitted to a professional school without having completed a bachelor's degree, in "limited student"ⁱ status in accordance with Regulation 492,^j "for the purpose of completing a specified program of courses either [1] required for admission to regular status in one of the professional schools of the University, or [2] selected to satisfy some other definite need or interest."

We have found nowhere in University policy or regulations a requirement of a bachelor's degree in order to achieve "regular status"^k in a professional school. Pursuant to Regulation 492, it appears that the authority to determine whether the scholarship of a student merits admission to regular status in a professional school rests with the dean of the professional school. This view is consistent with Regents Standing Order 105.2(b), which limits the authority of the Academic Senate with respect to professional schools. The conclusion that a baccalaureate degree is not required for award of a DVM degree also appears consistent with the practices of many other UC professional schools, including the UC Davis School of Medicine, which include no express

students are considered resident graduates not candidates for a degree, unless admitted to candidacy by a Graduate Council after formal application.

^h Senate Regulation 314 (<http://www.universityofcalifornia.edu/senate/manual/rpart1.html#r310>):

314. Limited students hold the Bachelor's degree but are ineligible for admission to graduate standing, or without the Bachelor's degree have completed in this University, or in another institution of approved standing, and with satisfactory scholarship average, a substantial amount of college work, and have been admitted to the University, in accordance with the provisions of SR 492, for the purpose of completing a specified program of courses either required for admission to regular status in one of the professional schools of the University, or selected to satisfy some other definite need or interest. Such students are enrolled, for a definite period specified at the time of their admission, as undergraduates. Those who seek eventual admission to regular status in a professional school are enrolled in that school or, if the school offers no undergraduate curriculum, in the College of Letters and Science. Those who desire to satisfy some other definite need or interest are enrolled in the college or school most concerned with the courses they will pursue. The dean of the college or school in which they are enrolled is responsible for their adherence to the specified program of courses and for their maintenance of such grades as may have been specified when the program was approved. Limited students for whom no grades have been specified are subject to the minimum scholarship requirements for undergraduates of the University. Any deviation from the program as planned, or any scholarship deficiency incurred while pursuing it, will result in the cancellation of a student's limited status and will render that student subject to dismissal from the University.

ⁱ "Limited students" are a sub-classification of undergraduate students. Regulation 300. A. provides: "Students are classified as graduate and undergraduate; and undergraduates as regular students, special students, and limited students."

^j Senate Regulation 492 (<http://www.universityofcalifornia.edu/senate/manual/rpart2.html>):

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.]

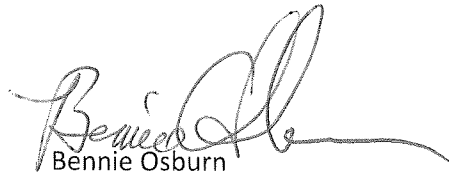
^k We found no definition for "regular status." Regulation 310 defines "regular students" as "undergraduates who are enrolled in the established curriculum of a school or college." "Regular status" appears to simply refer to a student who has satisfied the matriculation requirements of a particular program. See Regulation 312.C. ("A special student may attain regular status by satisfying the matriculation requirements.")

requirement for a bachelor's degree for admission, for attaining regular status, or for award of the professional degree.¹

Requested Action

We seek appropriate review and determination by the Academic Senate of the issues of whether a baccalaureate degree is required for (a) admission to the School of Veterinary Medicine, (b) achievement of "regular status" by a student in the DVM program, or (c) award of the DVM degree. As noted above, our assessment is that the answer is "no" to all of these questions.

Thank you for any assistance your office can provide. Please feel free to contact me if you or other Senate representatives have any questions or need additional information.



Bennie Osburn
Dean

¹ Regulations of the Faculty of the School of Medicine (UC Davis)

50. (A) Admission to Regular Status. To be admitted to the School of Medicine, students must have completed successfully at least three academic years at the university level, and must have met other requirements prescribed by the Faculty of the School of Medicine. The Faculty may recommend to the Dean limiting the enrollment of students to a number consistent with the facilities available for instruction. (Am. 12/31/94)

60. Requirements for the Degree of Doctor of Medicine.

(A) Academic requirements for the degree of Doctor of Medicine are:

- (1) While registered in the medical curriculum of the School of Medicine, University of California, Davis, the candidate admitted to regular status must have satisfied all of the unit requirements as prescribed by the Faculty. (Am. 12/31/94)
- (2) Extension of the time allowed for satisfaction of the requirements for graduation beyond six years will require specific action by the Committee on Student Progress. (Am. 11/5/85; 12/31/94)
- (3) The candidate must have taken and passed Step I of the United States Medical Licensing Examination before continuing the required clerkships of the third year medical curriculum beyond the end of the fall quarter of the third year and must have taken and passed Step II of these examinations prior to graduation. (Am. 6/22/81; 5/27/92; 6/14/99; 6/27/02)
- (4) The candidate must have completed satisfactorily the required clinical clerkships at either the University of California Davis Medical Center (UCDMC) or the other training sites in programs approved by the Committee on Educational Policy. (Am. 8/22/80; 12/31/94)
- (5) The candidate must be eligible for licensure under applicable California law in effect at the time of planned graduation and be in good standing academically.
- (6) The candidate must have behaved and performed in a manner consistent with professional standards necessary for the practice of medicine. (En. 7/1/82; Am. 11/5/85)

(B) Prior to graduation the Committee on Student Progress shall present to the Executive Committee of the Faculty the list of recommended candidates for their presentation to the Faculty for action. (Am. 12/31/94)

Faculty Assistant Positions
Committee on Elections, Rules and Jurisdiction
March 14, 2013

In response to an inquiry about whether the position of Faculty Assistant to the Vice Provost for Academic Affairs is a title with “equivalent levels of administrative responsibility” to the listed titles, CERJ advised that it did not consider this to be equivalent to Associate Dean or above.

Rationale

DDB 28(C) States:

No member of the Division holding an administrative title of Chancellor, Vice Chancellor, Provost, Vice Provost, Dean, Associate Dean or titles with equivalent levels of administrative responsibility may serve as a member of a divisional committee or as a representative of the Davis Division to any taskforce, committee, or agency (except in a non-voting, ex officio capacity.) These restrictions do not apply to chairs of academic departments or programs. (Am. 06/01/06)

After further discussion, we have determined that Faculty Assistant positions in general do not fall under this provision. The titles listed in DDB 28(C) all have line management responsibilities above the Department level, which is not the case with Faculty Assistant positions, which are advisory in nature. The only case in which holders of such positions should recuse themselves from committee service would appear to be when there is a direct relationship between the position and the committee. For example, the Faculty Assistant to the Vice Provost for Academic Affairs should not simultaneously serve on CAP.

Annual Report: Academic Year 2012-13
Davis Division: Academic Senate

Committee on Faculty Research Lecture Award

Total Meetings: 1	Meeting frequency: Typically one or two meetings a year.	Average hours of committee work each week: Approximately 1
Total number of nomination packets reviewed: Confidential.	No nominations were deferred from the previous year.	No nominations were carried forward to the coming academic year.

Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee: Conflicts of interest and proper and appropriate procedures for managing them without impairing committee member participation or hindering the committee in fulfillment of its charge.

Recommended procedural or policy changes for the coming year: None.

Committee's narrative:

The charge of this Committee is to nominate for election by the Representative Assembly a member of the faculty or staff at UC Davis who has established a distinguished record in research for the purpose of delivering a lecture on a topic of their choice. The 2012-13 FRL Committee fulfilled this charge. The Call for Nominations was updated, and the Call was distributed electronically on October 18, 2012.

Nomination packets were received and reviewed by the committee. On December 10, 2012, the committee met to discuss the nominations, the relative merits of the nominees, and to select the 2013 FRL award recipient.

Professor Jodi Nunnari, in the Department of Molecular and Cellular Biology, was selected and recommended as the 2013 Faculty Research Lecture Award recipient. On February 28, 2013, the Representative Assembly approved the committee's selection and recommendation by unanimous vote. Professor Nunnari was honored on May 14, 2013, at a combined Academic Senate and Academic Federation awards event. She was presented with an honorarium, a certificate mounted in a plaque and a medallion. Following the awards event on May 14, 2013, she delivered a lecture entitled "I Breathe for Mitochondria."

During the committee's December 10, 2012, meeting, the committee discussed and put into practice a procedure for managing a perceived conflict of interest that was brought to the attention of the committee chair as soon as it was perceived by a respective committee member. The procedure was developed through consultation with Academic Senate staff and leadership. The procedure acknowledged the necessity of maintaining fairness and objectivity while simultaneously respecting the integrity of each and everyone involved in the fulfillment of the committee's charge. The procedure allowed for the committee member with the perceived conflict of interest to participate in the selection process and for the committee to balance the member's contributions to the discussion. Both were achieved by sharing with the committee as a whole the perceived conflict of interest, the committee as a whole discussing how best to proceed, and the committee as a whole arriving at a consensus on how best to proceed. Allowing the committee member with the perceived conflict of interest to comment on all nominations received for review and discussion and having this committee member not present while the other committee members discussed the merits of the member's comments and went about selecting finalists from the pool of nominees was the consensus. It was understood that the foregoing measures would be repeated if the conflict of interest carried over to the pool of finalists, from which the 2013 FRL award recipient would be selected by the committee. As the perceived conflict of interest did not carry over to the pool of finalists, the committee—including the member who earlier had a perceived conflict of interest—was able to select a recipient without issue and in complete fairness.

The factors considered during the selection process were: the critical impact that the nomination letter made; were the claims supported; the character and nature of the research; to what extent was the research creative, interesting, innovative, successful, and recognized; was the extent of the impact of the research local, national, international, within its discipline, within other disciplines; the significance of the nominee's achievements; and the degree of peer recognition.

The committee focused on streamlining the award recipient selection process. The overriding concern of the committee was not to disadvantage anyone. Just as important was the committee's interest in maintaining fairness and equanimity.

Respectfully submitted,

Qizhi Gong, Chair
Margaret Ferguson
Alan Hastings
Charles Langley
Richard Robbins
Bryan Rodman, Analyst, Academic Senate Office

Annual Report: Academic Year 2012-13
Davis Division: Academic Senate

Faculty Welfare Committee

Total Meetings: 9	Meeting frequency: 3 / Qtr	Average hours of committee work each week: 2-3
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Total items reviewed: 15	Total number of items carried over from the previous year: 0	Total items carried over to the coming academic year: 0
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee:

Health care facilitator management and funding
 STAPP Special Committee Report
 Faculty Guide
 APM 430: Visiting Scholars Proposed New Policy
 APM 700: Leaves of Absence General Provision Proposal
 Proposed Open Access Policy
 2020 Task Force Report
 UCOE Copyright Agreement
 Revised School of Medicine Health Sciences Compensation Plan
 Faculty Resources – Budget Model Working Paper
 APM 620: Policy and Procedure Administration of Off-Scale Salaries
 Davis Division Regulation 547: Adding/Dropping a Course
 APM 600: Salary Administration
 Testing Center for Students with Disabilities
 Self-Supporting Graduate Programs Policy

Recommended procedural or policy changes for the coming year: None.

Committee's narrative:

The committee met nine times during the 2012-13 academic year. Meetings were scheduled during the week immediately after the University Committee on Academic Welfare (UCFW) met. The Committee Chair Stuart Hill served as the committee's primary representative at the UCFW

meetings, but Committee Member Saul Schaefer attended the Oakland meetings on one occasion when Hill had other commitments. Saul Schaefer also served as Faculty Welfare's representative to the Salary Equity Task Force for the first month of meetings. Stuart Hill took over that responsibility when Schaefer could no longer accommodate the Task Force's schedule of meetings during the Winter and Spring Quarters.

The Academic Senate Information System (ASIS) was used to notify members and distribute relevant information about the Committee's upcoming agenda with supporting documents. Committee members were encouraged to read and comment in advance on all issues under consideration, especially those that required a committee response.

There were no items of unfinished business that carried over from 2011-12. Nevertheless, the University's on-going budget crisis led us to consider familiar issues such as providing a sound fiscal foundation for the University's pension plan and providing high quality health care while limiting how rapidly costs would rise. Additionally, we also discussed the new proposed budget model for the campus and funds allocation across the system. Beyond these deliberations we initiated a letter to the Provost calling for the continued funding for the campus health care facilitator program.

Faculty Compensation

Faculty Welfare debated and responded to proposals for reforming faculty salaries from systemwide and the Davis campus. The primary topics the Committee discussed revolved around the future of common salary schedules in an off-scale world, differences in compensation across UC campuses and the continued stagnation of UC salaries relative to our peer institutions. Data from the Office of the President (UCOP) revealed that there are pay disparities between white males and ethnic minorities.

The question of faculty salaries has attracted attention inside and outside UC. The California Legislative Analyst's Office (LAO) released a report in February, which indicated that the salaries of UC faculty had not fallen behind the pay scales of comparable public universities. The report's authors' maintained that UC should have no significant problems in recruiting and retaining the most productive faculty members and need not augment its current salaries. UC Faculty Welfare countered and found that the study was deficient in its understanding of UC's goal to compete effectively with the best public *and* private universities and basing its conclusions on of out-of-date evidence. UCFW was joined by Human Resources at UCOP in its call for a total remuneration study that would objectively address the question of faculty compensation with up-to-date data from UC campuses and their comparison institutions. Outgoing President Yudolf recently backed this initiative but it has yet to be endorsed by the Chancellors of the various campuses.

The topic of salary administration attracted the attention of the Office of the President. Revisions of the 600 series of the APM were proposed because the APM no longer reflected many current practices such as the pervasive use of off-scale salaries to recruit and retain faculty members and the manner in which teaching courses above an academic unit's normal load are compensated. Davis Faculty Welfare supported most of these revisions but found that more work was required in a few cases, particularly in making unwarranted assumptions about how academic units calculated the expected teaching loads of their faculty members. Faculty Welfare also backed the Revised Compensation Plan for the School of Medicine that would

ensure faculty input in advising the relevant Deans in making salary decisions for individual faculty.

A common complaint at Davis is that the most productive faculty members have not moved through the ranks as quickly as their counterparts at other UC campuses. A special committee was formed to Streamline the Academic Personnel Process (the STAPP report) as one means to address this enduring problem. The Davis Faculty Welfare Committee endorsed the proposals from the STAPP report that would allow faculty members' accomplishments to be reviewed and rewarded in a more timely fashion than under the current personnel system.

Pension Reform

The Faculty Welfare Committee was updated throughout the academic year about on-going efforts to return UC's retirement plan (UCRP) to a sound financial position. Our members assumed that the reforms adopted in the Post-Employment Benefits (PEB) agreement in 2010 would eventually achieve that objective with planned increases in contributions by both employees and employer. Unfortunately, we discovered that the Executive Vice Chancellors for almost all UC campuses were no longer willing to implement the last scheduled increase in employer contributions agreed to under the PEB from 14 to 18%. As one means to address this impasse, the Chief Financial Officer of UC discovered that UC's liquid assets were earning an unnecessarily low rate of return. His analysis and the work of TFIR revealed that investing these resources in UCRP would generate the greatest gain for UC while running the least risk and would hasten UCRP's return to full funding. This proposal has yet to win the backing of the Chancellors of the various campuses. UCFW and Davis Faculty Welfare indicated that the faculty were willing to do more than their fair share to reestablish the fiscal integrity of UCRP and supported an increase in faculty contributions to UCRP to 8%, a full 1% above the level anticipated in the original PEB agreement.

Healthcare

The Committee has learned that the greatest long term challenge to maintain affordable, high quality healthcare plans for faculty members is the rapid increase in health care costs. UC finds that it is difficult to cope with these escalating costs at the same time that the State of California diminishes its financial contributions to the university system. Faculty Welfare carefully monitored proposals to begin to control rising costs by creating a self-insurance option, UC Care that draws on the resources of UC's medical centers. We have learned few specifics about UC Care even though it will become an option in November of 2013 for UC employees. The uncertainties about this new program concern not only the type of care that will be offered and the cost to employees but also the impact it will have on the range of other health plans that will now be available to all UC campuses.

In a time of uncertainty about healthcare options it is important for faculty and staff to have expert advice, especially when employees face new healthcare challenges. The Health Care Facilitators Program has played a large role in meeting this need. Unfortunately, the Office of the President unexpectedly announced that it would discontinue systemwide responsibility for managing this critical program and return the program's funds to local campuses. A UCOP budget committee made this decision without consulting UCFW or other Senate committees. Each campus was left to decide whether it would continue to provide health care facilitators. Both UCFW and Davis Faculty Welfare lobbied strongly for the reinstatement of systemwide control over this program and to increase funding for the facilitators on campuses that had

unusually large workloads. Fortunately, these appeals were successful and the program was reinstated.

Budget

The long term challenge to UC of declining state support has prompted two major institutional responses at Davis. The first was the proposed 2020 initiative. This new policy seeks to increase revenue for Davis by substantially expanding the number of students from outside California who would pay higher rates of tuition and fees than California residents. The Committee supported the two scenarios the 2020 initiative proposed that increased out-of-state and international students but did not reduce the number of California residents Davis currently instructs. Our support for increasing the number of students from outside California was conditional on ensuring that any new students admitted had sufficient command of English that they could participate effectively in their education from day one.

The Committee also reviewed two drafts of a new campus “incentive-based” budget model that provided academic units greater control over their own resources. The committee pointed out that the transfer of responsibilities and resources to lower levels and the budgetary consequences of common events (e.g., faculty resignations and an academic unit’s generation of development funds) were not clearly defined in the initial proposal. Even after these issues were addressed in the revised draft some Committee members were concerned that the decentralization of resources and responsibilities would only reinforce existing inequities. Academic units that had readily available opportunities to raise funds from clinical income, endowments and self-supporting graduate programs would flourish, while departments especially those in the humanities that lacked access to the same revenue-generating options would fall further behind their counterparts in the sciences.

This proposed policy change also raised the possibility of creating perverse incentives. Resources will follow students under this budget model. The incentive for departments is to attract as many students as possible raising the prospect some units might duplicate courses found in other academic units or offer inflated grades. We urged the Committee on Courses and other relevant committees and administrators to be vigilant to prevent grade inflation and course poaching.

Teaching

Faculty Welfare reviewed and endorsed several new developments that would contribute to Davis’ teaching mission. We approved a new Faculty Guide that provided faculty direction in identifying teaching resources, relevant rules and key dates in the academic calendar at Davis. The Committee backed an effort to simplify how the dates for adding and dropping courses are specified (Davis Division Regulation 547). We also supported a proposal to set up a Testing Center that would start by providing testing accommodations to students with disabilities but would soon expand to offer proctored tests for students taking on-line courses and athletes who miss tests because they travel with their teams. Finally, the increased interest in developing on-line courses has raised questions about whether the faculty members who create new courses on-line should retain substantive control over course content. The original draft of the copyright agreement for on-line courses provided few protections. The revised agreement corrected some of the limitations in the first draft. We suggested an additional change that would allow a

faculty member who had authored an on-line course and was leaving UC to designate a successor who would have control over a course's content in the future.

Other Policy Changes and Issues

We discussed and commented on several other policy changes affecting the campus and UC system. Faculty Welfare approved a proposed new Visiting Scholars position and a policy to deal with faculty members that move on to new positions without formally resigning from UC.

The proposal for an Open Access policy for the Davis campus generated far more discussion. The committee was pleased that in a revised version of Open Access, faculty members are now able to opt-out and their scholarly work is protected under the University's copyright policies. Yet the primary concern of the committee remained the future cost of publishing for individual faculty members. The policy may reduce the costs of publication in some fields where academic publishers have charged university libraries exorbitant subscription rates for academic journals. But it will undermine the work of a number of professional societies that have not charged those high rates and contributed to the problem that Open Access seeks to fix. Once Open Access is implemented many professional societies will have to make up for lost revenue from members who can obtain their journals for free. An approach that has already emerged is to ask the authors to pay for a significant portion of the cost of publishing their research. We anticipate that the costs of publication will continue to shift to authors. The potential weakness with the current draft of Open Access is that it acknowledges this problem but only offers a vague promise about how libraries might defray "some" of these increased costs to authors in the future.

Respectfully submitted

Stuart Hill, Chair
 Joann Cannon
 Joel Hass
 Bernard Levy
 Lisa Miller
 Saul Schaefer
 Kenneth Ginsburg, Academic Federation Representative
 Elizabeth Uno, Analyst

Annual Report: Academic Year 2012-2013

Davis Division: Academic Senate

Committee on Grade Changes

Total Meetings	Meeting frequency	Average hours of committee work each week
9	<i>Once per month during academic year</i>	<i>2-3 hours meeting and 6-8 hours additional review time.</i>

Total <i>Retroactive/Grade Change Petitions</i> Reviewed:	Total of reviewed <i>Retroactive/Grade Change Petitions</i> deferred from the previous year:	Total <i>Retroactive/Grade Change Petitions</i> deferred to the coming academic year:
456	0	1

Listing of bylaw changes proposed:

Listing of committee policies established or revised:

Committee Guidelines revised on 3-21-2013.

Updated Guidelines may be found at <http://academicsenate.ucdavis.edu/GCC>

Issues considered by the committee

Recommended procedural or policy changes for the coming year:

Committee's narrative:

See attached

2012-2013 Summary and Highlights

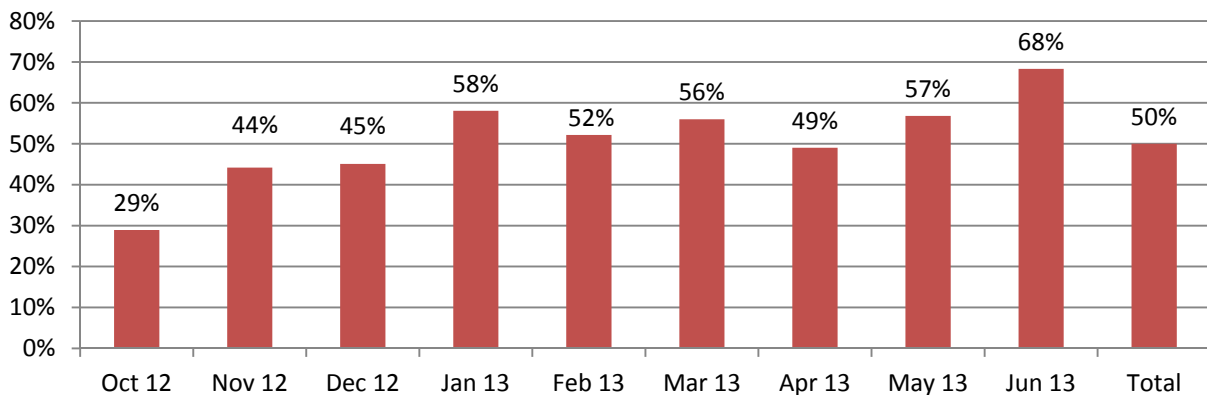
During the 2012-2013 academic year, the Office of the University Registrar received 5186 Grade/Retroactive Change petitions: 3593 grade change petitions, 1310 Retroactive Change Petitions, and 283 Retroactive Withdrawal Petitions. The Grade Change Committee itself reviewed 456 petitions – 8.7% percent of the submitted total. The remaining petitions were processed internally by the Office of the University Registrar according to the Committee’s published guidelines. The Committee approved 50% of the petitions it reviewed.

Petitions Reviewed and Approved, 2012-2013

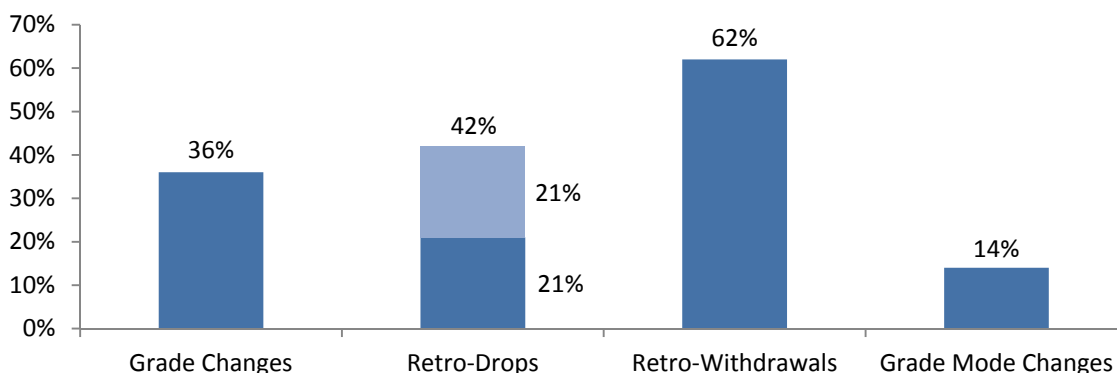
Meeting	Grade Changes	Retro- Adds	Retro- Drops	Retro- WDs	P/NP Changes	Total
Oct 12	0/8	0/3	6(4*)/25	13/37	1/10	24/83
Nov 12	2/7	0/0	0/8	17/22	0/6	19/43
Dec 12	1/7	0/1	6(3*)/14	13/29	0/0	23/51
Jan 13	0/0	0/1	1(3*)/8	14/22	0/0	18/31
Feb 13	0/0	0/0	2(2*)/15	19/27	1/4	24/46
Mar 13	0/0	0/0	5(1*)/9	8/13	0/3	14/25
Apr 13	0/0	0/1	2(2*)/9	20/35	1/6	25/51
May 13	1/3	0/0	2(6*)/15	14/21	2/5	25/44
Jun 13	8/8	0/1	2(5*)/20	41/51	0/2	56/82
Total	12/33	0/7	26(26*)/123	159/257	5/36	228/456

Key: Approved/Total; *Denied but approved as Retroactive Withdrawals

Petition Approval Percentage (by meeting), 2012-2013



Petition Approval Percentage (by petition type), 2012-2013



NOTE: 21% of Retroactive Drop petitions were approved outright, while an additional 21% were approved as Retroactive Withdrawals.

Annual Report: Academic Year 2012-13
Davis Division: Academic Senate
Graduate Council

Total Meetings:	Meeting Frequency:	Average Hours of Committee Work Each Week:
Council: 11 Academic Planning & Development: 6 Administrative/Appeals: 22 Chairs Advisory: 3 Courses: 1 (reviews online) Educational Policy: 8 Program Review: 10 Support: 2 (reviews online) Welfare: 3	Monthly As needed	Graduate Council Chair - 14 Council Members – 1 PRC Chair - 3 Other Subcommittee Chairs – 2 Subcommittee Members - 1 <i>Number of members of each standing subcommittee:</i> APD – 11 Administrative – 5 Courses – 9 EPC – 10 PRC – 7 Support – 4 (+74 fellowship reviewers) Welfare - 9

Total Items Reviewed:	Total Number of Items Carried Over from Previous Year:	Total items Carried Over to Coming Year:
121 business items 166 courses reviewed 2,831 student award applications reviewed		6 program review reports, 8 program review closure considerations, and 1 other item

Listing of Policies Approved, Established or Revised:
<ul style="list-style-type: none"> Policy on Graduate Student Parental Leave (GC2013-01) – new policy Working Draft (April 5, June 3)

Summary of Issues the Graduate Council Considered:									
Graduate Program Bylaw Revisions	Graduate Program Degree Requirement Revisions	Graduate Student Fellowship , Travel, & Summer GSR Awards	Graduate Program Review Actions	Proposals for New Graduate Programs, DEs, or GACs	Graduate Courses Reviewed	Responses to Requests for AS Consultation	Graduate Program Management Advice or Affiliation Approvals	Administrative Committee Appeals	Misc
7	18	222 awards (2,831 applications reviewed)	18	3	Total: 166 New: 11 Changes: 154 Cancelled: 1	45	4	22	4

Committee Narrative:

The Graduate Council is a standing committee of the Divisional Academic Senate responsible for regulating and making recommendations on matters pertaining to graduate education and postdoctoral scholar issues in accordance with Bylaw 80 of the Davis Division of the Academic Senate.

The Council is supported by a structure which includes the following subcommittees: (1) Academic Planning and Development (APD) Committee, (2) Administrative Committee, (3) Bylaws Committee, (4) Courses Committee, (5) Educational Policy Committee (EPC), (6) Program Review Committee (PRC), (7) the Program Review Closure Committee (PRCC), (8) the Student Support Committee, (9) the Student and Postdoctoral Scholar Welfare Committee, and (10) Chair's Advisory Committee.

A summary of the Council's actions for the year is provided below; the item dates correspond to actions taken at Council meetings. Council agendas and minutes are available to the public at:

<http://www.gradstudies.ucdavis.edu/gradcouncil/minutes/> and also archived on ASIS

A. Graduate Program Bylaw Revisions:

1. Master of Preventative Veterinary Medicine Graduate Program (Nov 2)
2. New Designated Emphasis: Science & Technology Studies Bylaws (Feb 1)
3. Biophysics Graduate Group (May 17)
4. Epidemiology Graduate Group (June 3)
5. Design MFA Graduate Program (June 10)
6. New Designated Emphasis: Human Rights Bylaws (June 10)
7. Performance Studies Graduate Group (June 10)

B. Graduate Program Degree Requirement Revisions:

1. Forensic Science Degree Requirements (Dec 7)
2. DE Affiliation Study of Religion Graduate Group (GGSR) with Critical Theory DE (Dec 7)
3. DE Affiliation Study of Religion Graduate Group (GGSR) with African American and African Studies (AAAS) DE (Feb 1)
4. Designated Emphasis (DE) in Science & Technology Studies (STS) new Proposal Degree Requirements (Feb 1)
5. DE Affiliation Biostatistics Graduate Group (BGG) with Biotechnology DE (DEB) (Apr 5)
6. DE Affiliation Study of Religion Graduate Group (GGSR) with Studies in Performance and Practice (SPP) DE (Apr 5)
7. Biomedical Engineering MS & PhD Degree Requirements (Jun 28)
8. Biophysics Graduate Group Degree Requirements (Jun 28)
9. Comparative Pathology Graduate Group Degree Requirements (Jun 28)
10. Design MFA Degree Requirements (Jun 28)
11. DE Human Rights New Proposal Degree Requirements (Jun 28)

12. Education MA Degree Requirements (Jun 28)
13. Epidemiology Degree Requirements (Jun 28)
14. Geography Degree Requirements (Jun 28)
15. Geology Degree Requirements (Jun 28)
16. Public Health Sciences new PhD Proposal Degree Requirements (Jun 28)
17. Soils & BioGeochemistry Graduate Group Degree Requirements (Jun 28)
18. Template of Graduate Council Degree Requirements Revisions (Jun 28)

C. Graduate Student Fellowship, Travel, & Summer GSR Awards:

See appendix A for the detailed report (which is forthcoming)

D. Graduate Program Review Actions:

1. Program Review Reports:

- i. Community Development (December 7)
- ii. Health Informatics (February 1, March 1, June 3 and June 10)
- iii. History (March 1)
- iv. Textiles (April 5)
- v. French (May 3)
- vi. Maternal & Child Nutrition (May 3 and June 3)
- vii. Music (June 3)
- viii. Comparative Literature (June 3)
- ix. Philosophy (June 10)
- x. Program Reviews currently under review:
 - Agricultural & Environmental Chemistry (review scheduled for Fall 2013)
 - Food Science
 - Hydrologic Sciences (External Reviewer report pending to PRC)
 - Statistics (PRC report pending to Graduate Council)
 - DE – African American Studies (Ad Hoc Committee report pending to PRC)
 - DE – Second Language Acquisition (Ad Hoc Committee report pending to PRC)
 - Master of Law Accreditation

2. Program Review Closure Committee Recommendations:

- i. Clinical Research (December 7) *sent back to program for additional information
- ii. Political Science (December 7) *closure approved
- iii. Chemical Engineering (May 3) *closure approved
- iv. Materials Science Engineering (May 3) *closure approved
- v. Native American Studies (May 3) *closure approved

- vi. Applied Mathematics (June 3) *closure approved
- vii. Forensic Science (June 3) *closure approved
- viii. Program Review Closures remaining open:
 - 1. Animal Biology
 - 2. Clinical Research
 - 3. Dramatic Art
 - 4. Horticulture & Agronomy
 - 5. International Agricultural Development
 - 6. Soils & Biogeochemistry
 - 7. Textiles
 - 8. Transportation Technology & Policy

E. Program Review Initiations for 2014-15 Reviews (June 3): Child Development, Cultural Studies, Ecology, GAC – Conservation Management, Ecology Joint Doctorate with San Diego State University (Ph.D.), Education – Credential (MA), Education (Ph.D.), Education Leadership CANDEL/JDPEL (Ed. D.), Forensic Science, Geography, Human Development, Immunology, International Commercial Law, Mechanical & Aeronautical Engineering, DE – Classics & Classical Reception, and DE – Reproductive Biology.

F. Proposals for New Graduate Programs, Designated Emphases, or Graduate Academic Certificates:

- 1. Master of Science in Pharmaceutical Chemistry (GPCh) – new Master’s program offered by the Chemistry Department (August 14, November 30*) **approved by CCGA*
- 2. New Designated Emphasis in Science & Technology Studies (March 1) ** approved by GC*
- 3. Doctorate of Philosophy in Public Health Sciences – new Ph. D. program offered by the Department of Public Health (April 30, June 10*) **approved by GC*
- 4. Simple Name Change of Genetics Graduate Group to Integrative Genetics and Genomics – name change to Master’s and Doctorate programs (November 2, August 27*) **approved by CCGA*

G. Graduate Courses Reviewed and Approved

A total of 166 course requests were reviewed by GCCS this year:

- New course requests approved: 154 Graduate | 11 Professional
New course requests denied/rejected: 0 Graduate | 0 Professional
- Courses cancelled/discontinued approved: 1 Graduate | 0 Professional
Courses cancelled/discontinued denied/rejected: 0 Graduate | 0 Professional

H. Responses to Requests for AS Consultation:

RFC: STAPP (Streamlining the Academic Personnel Process) Special Committee Report	No Response	24-Sep
APM 700 - Leaves of Absence General Revision Proposal	No Response	24-Sep

Proposed Negotiated Salary Program Pilot - UC-wide Review	Responded	28-Sep
Draft Review: UC Davis Faculty Guide	No Response	28-Sep
Proposed Open Access Policy UC-Wide Review	No Response	5-Oct
Proposal to Disestablish the Program in International Relations & Transfer Authority for the Undergraduate Major to Political Science	No Response	12-Oct
Draft MOU Zhejiang University (2x2 Student Exchange)	No Response	12-Oct
Systemwide Review: Rebenching Budget Committee Report	Responded	19-Nov
Name Change Request: Microbiology to Microbiology & Molecular Genetics	Responded	19-Nov
RFC: Proposal to Discontinue: Mechanical Engineering & Materials Science Major	Responded	19-Nov
RFC: Proposal to Discontinue: Chemical Engineering & Materials Science Dual Major	Responded	19-Nov
APM 430 - Visiting Scholars Proposed New Policy	Responded	19-Nov
RFC: Final Review: Revision to APM 015 - Faculty Code of Conduct	No Response	19-Nov
RFC: International Advisory Committee Report	Responded	28-Nov
RFC: Report: Prioritizing and Strengthening Graduate Education at UC Davis	Responded	30-Nov
RFC: 2020 Task Force Report	Responded	10-Dec
RFC: Revised SOM Health Sciences Comp Plan	No Response	5-Feb
RFC: UC Undergraduate Financial Aid Strategies and Policies	No Response	16-Feb
RFC: UCD APM 620: Policy & Procedure Administration of Off-Scale Salaries	No Response	22-Feb
RFC: Name Change Request: Entomology to Entomology & Nematology	No Response	27-Feb
RFC: Final Review - APM 700 - Leaves of Absence	No Response	27-Feb
RFC: Proposed Amendments to Senate Regulations - "IGETC for STEM Majors"	No Response	5-Mar

RFC: PPM 200-26 Self Supporting Degree Programs	Responded	11-Mar
RFC: Faculty Resources - Budget Model Working Paper Version 1	Responded	12-Mar
RFC: Systemwide Review of APM 600 Series: Salary Administration	No Response	13-Mar
RFC: Graduate Student Privilege Adviser	Responded	8-Apr
RFC: Working Paper - Carry Forward Balances	Responded	12-Apr
RFC: UCD APM Appendix II-B: Appointment of Grad Students and Postgrad Researchers to Academic Titles	Responded	12-Apr
RFC: Proposed Revision of Davis Division Regulation 547 "Adding or Dropping a Course"	Responded	12-Apr
RFC: Proposal to Adopt Earlier Application Opening	No Response	23-Apr
RFC: UCD APM 240: Dean (Appointment & Review) Procedures	Responded	24-Apr
RFC: Marine and Coastal Science Major Establishment Proposal	No Response	24-Apr
RFC: Proposed Revision of APM 241 Faculty Administrators (less than 100%)	Responded	30-May
RFC: UC Privacy and Info Security Initiative	No Response	31-May
RFC: Open Access Policy UC-Wide Final Expedited Systemwide Review	No Response	31-May
RFC: Faculty Resources - Budget Model Working Paper Version 2	Responded	7-Jun
RFC: Geology Department Name Change Request	Responded	7-Jun
RFC: Graduate Tuition - Working Paper - Version 1	Responded	13-Jun
RFC: UC Davis Long Range Enrollment Plan (LREP) Review	Responded	13-Jun
RFC: Proposed Policy - Self-Supporting Graduate Programs	Responded	14-Jun
INFORMATIONAL: Negotiated Salary Program Pilot	<i>Informational</i>	<i>Informational</i>
RFC: Final Review - APM 430 - Visiting Scholars and Other Visitors	<i>Informational</i>	<i>Informational</i>
RFC: Academic Council Response - Increase in UCRP	<i>Informational</i>	<i>Informational</i>

Contributions		
RFC: UC Composite Benefit Rate Development Update - May 2013	<i>Informational</i>	<i>Informational</i>
RFC: Departmental Status Request - Religious Studies Program	Withdrawn	Withdrawn

I. Graduate Program Management

1. Disestablishment of the Applied Science Engineering ~ Request Approved (January 4)

J. Administrative Committee Appeals:

Split Decision on the 2 nd take of a Qualifying Examination	2
Split Decision on the 1 st take of a Qualifying Examination	5
Policy Exceptions Requested by a Program	4
Student Appeal of a Denial of Admission	2
Reconstitution of Committee	0
Request for Admission to the Individual Ph.D.	1
Student Appeal of a Disqualification	4
Request to Embargo Thesis/Dissertation Copyright	4

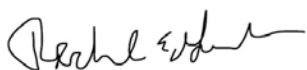
K. Miscellaneous:

1. Create new comprehensive GC Policy on Graduate Student Parental Leave (GC2013-01) (June 3)
2. Professors for the Future: Teaching Opportunities for Postdoctoral Scholars (April 9)
3. Reviewed Fellowship Application Process for Prospective Students (January 4, June 10)
4. Restructuring of the Support Committee for 2013-14 (June 10)

Closing

In closing, Graduate Council wishes to thank all of those who have given of their time in support of graduate education and postdoctoral scholar issues during the past year. The contributions of the members of subcommittees and of the *ad hoc* program review committees have been extremely valuable and are deeply appreciated by the Council. Finally, we specifically appreciate the professional support and personal dedication provided by the administrative staff of Graduate Council.

Respectfully submitted,



Rachael E. Goodhue, Chair
2012-2014 Graduate Council

Members: Rachael E. Goodhue, Chair; Ari Kelman, Vice Chair and CCGA Representative; Enoch Baldwin; Patrick Carroll; JP Delplanque; Peter Dickinson; Christiana Drake; Elizabeth Freeman; David Fyhrie; Jeffery Gibeling, *ex officio and non-voting (Vice Chancellor for Graduate Education – Dean of Graduate Studies)*; Lev Kavvas; James Murray.

Academic Federation Representatives: Denneal Jamison-McClung and Peter Loux.

Graduate Studies Representatives: Associate Dean Lenora Timm; Faculty Assistant to the Dean Chris Calvert.

Graduate Student Representatives: Ethan Evans, GSA Chair; Jordan Carroll, GSA Vice Chair; Katie Blalock, GSA Representative; and Rosalyn Earl, Graduate Student Assistant to the Dean and Chancellor.

Postdoctoral Scholar Representatives Dr. Lauren Hirao and Paola Prada, PSA Co-Chairs.

Graduate Studies Attendees: Brian Gallagher, Helen Frasier, Lisa Marquez, Vivian Mendoza, and Dave Shelby.

This report was prepared by the Graduate Council Analyst and the subcommittee chairs and staff. The report was reviewed and approved by the 2012-2013 Graduate Council during the period of August 1 to September 30, 2013.

Annual Report: Academic Year 2012-13

Davis Division: Academic Senate

Committee on Information Technology

Total Meetings: 3	Meeting frequency: As needed	Average hours of committee work each week: varies
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Total Requests for Consultation responses: (courses, proposals, cases, etc.) 2	Total of reviewed proposals deferred from the previous year -- None	Total proposals deferred to the coming academic year – None
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Listing of bylaw changes proposed:

None

Listing of committee policies established or revised:

None

Issues considered by the committee:

- Open Access
- Clickers
- Online Education

Respectfully Submitted,

Paul Gepts, Chair
 Francois Gygi, Member
 Boris Jeremic, Member
 Susan Stover, Member
 Kun Di, AF Rep.
 Pete Siegel, Ex-Officio
 Niels Gronbech Jensen, Ex-Officio
 Joshua Coronado-Moses, ASUCD Rep.
 Sona Hosseini, GSA Rep.
 Debbie Stacionis, Analyst

Annual Report: Academic Year 2012-13
Davis Division: Academic Senate

Committee on International Education (CIE)

Total Meetings: 4	Meeting frequency: Typically, one meeting after each system wide UCIE meeting.	Average hours of committee work each week: 4
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Reviewed a total 32 GE Petitions—two of which were resubmissions and one of which was a duplication—in addition to the following: Reports: Prioritizing and Strengthening Graduate Education at UC Davis; International Advisory Committee Report; APM 430 – Visiting Scholars Proposed New Policy; Zhejiang University Student Exchange MOU draft; and UCEAP New Programs Information.	0 GE Petitions, 0 reports and 2 issues (pursuit of a change to the committee's bylaw (i.e. removal of DD Bylaw 64.B.4.); and the internationalization of the UC Davis campus) continued from the previous year.	2 GE Petitions, 0 reports and 2 issues continue to the coming academic year: the pursuit of a change to the committee's bylaw (i.e. removal of DD Bylaw 64.B.4.); and the internationalization of the UC Davis campus (including adequate resources for international students).
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Listing of bylaw changes proposed: Pending.

Removal of Davis Division Bylaw 64.B.4.

Listing of committee policies established or revised:

None.

Issues considered by the committee that were also considered last year

Internationalizing the UC Davis campus

International education opportunities

Student enrollment fees

Reciprocity agreements and issues

Study abroad faculty oversight

The difference between UCEAP and campus EAP units

Proposed openings and proposed closures for various EAP programs

The UCEAP's new budget model

Criteria and protocol for getting GE credit for EAP coursework

Campus agreements with 3rd-party education-abroad providers

Academic Integration

English as a Second Language support for international students

Decline in EAP student enrollments, especially in year-long programs

UCEAP Budget and Campus Funding

Recommended procedural or policy changes for the coming year:
The proposed revision of the committee's bylaw (Davis Division Bylaw 64, specifically section B.4.) remains pending.

Committee's narrative:

The committee is charged with the responsibility to represent the Davis Division of the Academic Senate in all matters connected with the Education Abroad Program (EAP) and in all aspects of international education, exchange and internships. The committee is charged with the duty to initiate and assist in the formulation of policies and programs that affect international education, and that service to integrate it into campus academic programs, to designate approved Education Abroad Program Courses for General Education credit, and to provide academic approval and periodic review of the Campus Reciprocal Exchange Program.

The committee held its 2012-13 meetings subsequent to the most recent University Committee on International Education (UCIE) meeting. The committee was engaged in international-education issues of concern to UC Davis and UC system wide. The meeting summaries of the committee's four 2012-13 meetings capture the topics of discussion at the Davis Division meetings and the summaries of the four 2012-13 University Committee on International Education (UCIE) meetings.

The main focus of the committee was the internationalization of the UC Davis campus within the parameters set by the International Advisory Committee Report, taking into account the resources on the UC Davis campus and at the University of California Education Abroad Program (UCEAP). The committee used the Education Abroad Program's new self supporting business model and the constraints of the current budget crisis to guide discussion. The committee limited its interests and business items to those of the UCIE and to those subjects that supported, developed or promoted the internationalization of the campus. Committee actions were discussed with respect to all campus units.

The core 2012-13 CIE agenda items were the current status of: the suggested change to the committee's bylaw; English as a Second Language support for international students; the Zhejiang (2x2 Student Exchange) MOU; the recruitment of international students; Academic Integration; the International Advisory Committee (IAC) Report; the status of the UCD EAP; and the matters being discussed by the UCIE. Divisional concerns were: the lack of mechanisms for interactions between international students and UC Davis students; the lack of student services for international students; assessment of international students' experiences; the need to develop faculty led summer abroad programs; the trend toward short-term study abroad courses; the trend towards use of third-party providers of courses of study abroad; the push for EAP to be self-supporting; the development of contacts with other universities on the globe; the change in student preferences; the strength of immersion programs being the learning of a foreign language; the recognition of pairing up patterns and heritage ties; the fact that there are more people at UCD wanting to learn Chinese than there are faculty who can teach Chinese; and the need for greater committee membership participation in the review of General Education petitions for credit of EAP coursework.

On separate occasions, the committee met with UCD Provost Ralph Hexter and UCEAP Director Jean-Xavier Guinard. The committee discussed the internationalization of the

campus with Provost Hexter and sought ways that the committee could help in this regard. Discussion centered around the International Advisory Committee Report. When the committee met with Jean-Xavier Guinard, the topics of discussion were his presentation to the committee on faculty engagement on the UC campuses and the new UCEAP business model, and how the goals of the UCEAP fit into the individual goals of the UCD campus. The committee sought clarification of what other UC campuses were doing, how to metricize faculty participation in internationalizing the campus, and recognition of the efforts of faculty to balance teaching, research and service demands.

The committee reviewed thirty-one petitions for EAP coursework to be designated for General Education credit. Twenty-four petitions were approved, and seven were denied. There are no petitions pending and being carried forward to the next academic year.

The committee responded only to Requests for Consultation (RFCs) that were related directly to its charge and for which a request from the committee was requested. There were four such RFCs over the course of the 2012-13 academic year. They were entitled the Report: Prioritizing and Strengthening Graduate Education at UC Davis; the International Advisory Committee Report; APM 430 – Visiting Scholars Proposed New Policy; and the Draft MOU [with] Zhejiang University (2x2 Student Exchange).

The committee also provided comments on UCEAP New Programs information, which focused on proposals for an honors program at Sotheby's Art Institute, London, a program in Engineering for Sustainability, Munich University of Applied Sciences, a program in Indonesia and Exploration of Partner Institutions for Longer-Term Programming, a program in Community Public Health, Santiago, Dominican Republic.

Respectfully submitted,

Jeannette Money, CIE Chair and UCIE DD Representative

Leopoldo Bernucci

Kentaro Inoue

Sheldon Hsiao-Peng Lu

Julia Menard-Warwick

Halifu Osumare

Gang Sun

Hnin-Hnin (Ma) Aung, Academic Federation Representative

Eric Schroeder, ex-officio

Michelle Yeh, ex-officio

Wesley Young, ex-officio

Elizabeth Long, Graduate Student Association Representative

Zachary Frieders, Associate Director of the Education Abroad Center

Bryan Rodman, Committee Resource Analyst

September 23, 2013

LAURA VAN WINKLE, Chair
Academic Federation

BRUNO NACHTERGAELE, Chair
Academic Senate

RE: 2012-2013 Annual Report of the Joint Academic Federation/Senate Personnel Committee (JPC)

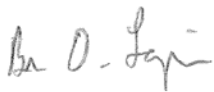
Please find enclosed the 2012-2013 Annual Report submitted by the Joint Academic Federation/Senate Personnel Committee (JPC). The JPC finished another challenging and productive year. The 2012-2013 JPC reviewed 240 personnel actions and four departmental voting group and peer review plans.

The workload of the JPC is extensive, and as such, the time commitment from all members is significant. I offer my sincere appreciation to the following members:

Bill Casey – Professor (Chemistry)
Gayle Crisosto – Specialist (Plant Sciences)
John Hess – Professional Researcher (SOM: Cell Biology and Human Anatomy)
Randy Southard – Professor (Land, Air and Water Resources)
Carolyn Stull – Specialist in Cooperative Extension (VM: Population, Health and Reproduction)
Peter Thy – Project Scientist (Geology)

Each member significantly contributed to the success of the committee. I am very grateful to them for their dedication, commitment and participation in the committee. As Chair, I am honored to have worked with such outstanding colleagues.

Sincerely,



Bruce Lampinen, Chair 2012-2013

Enclosure

**Annual Report: Academic Year 2012-13
Davis Division: Academic Senate**

**Joint Academic Federation/Senate
Personnel Committee (JPC)**

Total Meetings: 27	Meeting frequency: weekly	Average hours of committee work each meeting week: 4-5
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Total: <u>240</u> Actions Reviewed	Total # of reviewed or deferred from the previous year: <u>0</u>	Total deferred to the coming academic year: <u>0</u>
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Listing of bylaw changes proposed:

none

Listing of committee policies established or revised:

none

Issues considered by the committee

- **Appointments and Appointments Via Change in Title**
Proposed appointments were generally supported by the JPC at the level proposed or higher. The JPC supported 48% of appointments as proposed (57 of 120). In 50 of the 63 appointments not supported (79% of those not supported, 42% overall), the JPC recommended a higher step than proposed. The JPC recommended a lower step appointment in only 10% (12 of 120) of the proposed appointments.
- **School of Medicine Personnel Actions**
In a few SOM merit and promotion actions, the JPC noted that the previous actions were approved without JPC review, which is a violation of the Academic Federation peer review process. In each of these cases with lack of JPC review, it appears that the School of Medicine Faculty Personnel Committee (FPC) approved the previous actions and then they were sent directly to the Associate Dean for approval. In addition, this process does not follow the official Delegation of Authority. The FPCs in the schools and colleges do not have delegated authority over Academic Federation personnel actions. The JPC would like to remind the Vice Provost and Associate Dean in the School of Medicine that all Academic Federation merit and promotion actions should be sent to the appropriate Academic Federation review committee for recommendation before final decisions are made.
- **Position Descriptions**
Many submitted Position Descriptions (PDs) were inappropriate for the proposed title. This has been a continuing problem, although it is improving. Most often

the PDs lacked information, percent time assigned to each category evaluated, were not signed, or contained unclear or inappropriate expectations regarding independent research, publishing, or grant acquisition requirements for the specified series.

Recommended procedural or policy changes for the coming year:

none

Committee's narrative:

The JPC met 27 times during this period to review packets. Of the 240 personnel actions reviewed, information on the corresponding final decision was available for 233 actions. The JPC also reviewed 2 departmental voting group and peer review plans. Table 1 in the Appendix provides a summary of all actions per title series and the corresponding committee recommendation. The total number of actions (240) is 7 more than the caseload from the previous year (233). Table 2 below summarizes the number of actions reviewed by the JPC and the corresponding recommendation:

TABLE 2	JPC Recommendations			TOTAL
	Yes	No	Other	
Appointments ⁵	49	63	2	114
Appointments via Change in Title	3	1	0	4
Reappointments	1	1	0	2
Appeals	1	1	0	2
Conferral of Emeritus/a Status	9	0	0	9
Accelerated Merits	4	1	0	5
Redelegated Accelerated Merits ¹	7	2	1	10
Redelegated Merits ²	58	8	1	67
Normal Merits ³	5	0	1	6
Accelerated Promotions	3	3	0	6
Promotions ⁴	9	2	1	12
Redelegated Promotions	0	3	0	3
5-Year Reviews	0	0	0	0
TOTAL	149	85	6	240

APPOINTMENTS and APPOINTMENTS VIA CHANGE IN TITLE

Once again, most of the actions reviewed were for the relatively new Project Scientist series (effective July 1, 2004) – with 29 proposed appointments plus 1 appointment via change in title. The combined appointments to this series accounted for 25% of all appointments reviewed by the JPC.

The JPC supported 57 of 120 (48%) of all proposed appointments as submitted. Table 3 below shows the percentage of proposed appointments on which the JPC and the final authority agreed on the appointment level.

TABLE 3: Breakdown of Recommendations on Appointments							
Title Series/ JPC Recommendation		FINAL DECISION					Percent Agreement between JPC & Final Authority
		Agree w/ JPC	Higher	Lower	Agree with Original Proposal	*Other	
Agronomist & ---in the AES							
Yes	0	0	0	0	0	0	N/A
NO: Higher	0	0	0	0	0	0	N/A
NO: Lower	0	0	0	0	0	0	N/A
Other	0	0	0	0	0	0	N/A
Professional Researcher							
Yes	8	8	0	0	0	0	100%
NO: Higher	5	5	0	0	0	0	100%
NO: Lower	0	0	0	0	0	0	N/A
Other	1	1	0	0	0	0	100%
Project Scientist							
Yes	29	29	0	0	0	0	100%
NO: Higher	28	21	0	0	3	4	75%
NO: Lower	11	7	0	0	3	1	67%
Other	0	0	0	0	0	0	N/A
Specialist							
Yes	14	14	0	0	0	0	100%
NO: Higher	16	13	0	0	3	0	81%
NO: Lower	1	0	0	0	1	0	0%
Other	0	0	0	0	0	0	N/A
Specialist in Cooperative Extension							
Yes	6	6	0	0	0	0	100%
NO: Higher	1	1	1	0	0	0	100%
NO: Lower	0	0	0	0	0	0	0%
Other	0	0	0	0	0	0	N/A
				Overall Percent Agreement		77%	

*Includes actions where the final decision has not been made or the data is unavailable. Not reflected in agreement percentage.

For proposed appointments not supported by the JPC, Table 3 breaks down these cases to three distinct possibilities:

1. **NO: Higher:** This means the JPC recommended a higher step (and/or rank) than the level originally proposed. The JPC and the final authority agreed on 89% of these cases.
2. **NO: Lower:** This means the JPC recommended a lower step (and/or rank) than the level originally proposed. The JPC and the final authority agreed on 22% of these cases.
3. **Other:** In one Professional Researcher appointment action, the committee felt that the information submitted in the packet did not warrant appointment in the Professional Researcher series as the candidate did not have the required degree or the required experience as stated in APM 310. The JPC agreed that an Academic Coordinator or Academic Administrator staff title may be more appropriate. The final decision agreed with the JPC recommendation.

MERITS (including Accelerated Merits)

The JPC supported 77 of the 88 (88%) proposed merits. Table 4 below shows the breakdown of the JPC's recommendations regarding these merits:

TABLE 4: ACCELERATED AND NORMAL MERITS					
		FINAL DECISION			Percent Agreement between JPC & Final Authority
Title Series/ JPC Recommendation		Agree w/ JPC	Agree with Original Proposal	*Other	
Agronomist or ____ in the AES					
Yes	2	2	0	0	100%
No	0	0	0	0	N/A
Split Appointment					
Yes	6	6	0	0	100%
No	1	1	0	0	100%
Project Scientist					
Yes	32	32	0	0	100%
No	5	1	4	0	20%
Professional Researcher					
Yes	17	16	0	1	94%
No	3	1	2	0	33%
Specialist					
Yes	7	7	0	0	100%
No	0	0	0	0	N/A
Specialist in Cooperative Extension					
Yes	13	13	0	0	100%
No	2	1	1	0	50%
		Overall Percent Agreement			80%

*Includes actions where the final decision has not been made or the data is not available. Not reflected in agreement percentage.

Of the 11 merits which the JPC did not support, the final authority agreed with the JPC in 4 of the cases (36%).

PROMOTIONS (including Accelerated Promotions)

The JPC supported 13 of the 21 (62%) proposed promotions; the final authority agreed with the JPC on (53%) of all promotions. Table 5 below summarizes the JPC's recommendations on these promotions:

TABLE 5: ACCELERATED AND NORMAL PROMOTIONS					
		FINAL DECISION			Percent Agreement between JPC & Final Authority
Title Series/ JPC Recommendation		Agree w/ JPC	Agree with Original Proposal	Other*	
Agronomist & ---in the AES					
Yes	0	0	0	0	N/A
No	0	0	0	0	N/A
Project Scientist					
Yes	6	6	0	0	100%
No	3	0	3	0	0%
Professional Researcher					
Yes	7	7	0	0	100%
No	2	1	1	0	50%
Specialist					
Yes	0	0	0	0	0%
No	3	1	1	1	67%
Specialist in Cooperative Extension					
Yes	0	0	0	0	N/A
No	0	0	0	0	N/A
		Overall Percent Agreement			53%

*Includes actions where the final decision has not been made or the data is not available. Not reflected in agreement percentage.

Of the 8 promotions which the JPC did not support, the final authority agreed with the JPC in 2 of the cases (25%).

CONFERRAL OF EMERITUS/A STATUS

The JPC received 9 requests for Conferral of Emeritus status. Six actions were for Specialists in Cooperative Extension and three actions were for Professional Researchers. The JPC supported all 9 requests and the final authority agreed.

POSITION DESCRIPTIONS

The primary problem with position descriptions this year was unclear definition of responsibilities mainly in the Project Scientist, Professional Researcher, and Specialist series. Another problem was the breakdown of categories evaluated into percent time devoted to each. Table 6 below shows the breakdown of recommended position description revisions per title. In requesting the updated PD the JPC is looking for confirmation that the candidate and department have reviewed the expectations and they are still appropriate or they have been updated as necessary.

Title Series	Revisions Recommended	% of Total Actions per Title
Split Appointments (Agronomist/_in the AES)	1	50%
Professional Researcher	11	24%
Project Scientist	28	24%
Specialists	11	28%
Specialists in CE	3	11%

VOTING GROUP & PEER REVIEW PLANS

The JPC reviewed a total of 2 voting group and peer review plans. The JPC's recommendations are summarized below:

Accepted	2
Accepted with Recommended Revisions	0
Rejected; requiring revisions	0

The JPC found that 2 of 2 (100%) submitted plans were acceptable without the need for revision.

APPENDIX - TABLE 1: Committee Recommendations per Title and Action 2012-2013

Action Type	---in AES (Agronomist)			Split Appointments*			Professional Researcher				Project Scientist				Specialist in Cooperative Extension				Specialist			TOTAL
	Yes	No	Total	Yes	No	Total	Yes	No	Other	Total	Yes	No	Other	Total	Yes	No	Other	Total	Yes	No	Total	
Appointment	0	0	0	1	0	1	5	5	0	10	29	39	0	68	2	1	0	3	14	18	32	114
Appointment via Change in Title	0	0	0	0	0	0	1	1	0	2	1	0	0	1	1	0	0	1	0	0	0	4
Reappointments	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	2
Appeals	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	2
Conferral of Emeritus Status	0	0	0	0	0	0	3	0	0	3	0	0	0	0	6	0	0	6	0	0	0	9
Accelerated Merits	0	0	0	1	0	1	0	0	0	0	0	1	0	1	3	0	0	3	0	0	0	5
Redelegated Merits	2	0	2	3	1	4	15	3	0	18	32	4	0	36	8	2	0	10	7	0	7	77
Normal Merits	0	0	0	2	0	2	2	0	0	2	0	0	0	0	2	0	0	2	0	0	0	6
Accelerated Promotions	0	0	0	0	0	0	0	1	0	1	3	2	0	5	0	0	0	0	0	0	0	6
Promotions	0	0	0	0	0	0	7	1	0	8	3	1	0	4	0	0	0	0	0	0	0	12
Redelegated Promotions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
TOTAL	2	0	2	7	1	8	34	12	0	46	68	47	0	115	23	4	0	27	21	21	39	240

Annual Report: Academic Year 2012/2013

Davis Division: Academic Senate

Library Committee

CHARGE: It shall be the duty of this committee to advise the Chief Campus Officer regarding the administration of the Library on the Davis campus, in accordance with the Standing Orders of the Regents, to advise the University Librarian regarding removal and storage of library holdings, and to perform such other duties relative to the Library as may be committed to the Senate by proper authority. The committee shall report at least once a year to the Representative Assembly. (Am. 6/10/93; effective 1/1/94)

MEMBERSHIP:

Brian H. Kolner, Chair	Electrical & Computer Eng.	Representative to UCOLASC
Maxine B. Craig	Women & Gender Studies	Alternate Rep. to UCOLASC
Anita Oberholster	Viticulture and Enology	Academic Federation Rep.
Natarajan Sukumar	Civil & Environmental Engineering	Engineering Rep.
Shelley A. Blozis	Psychology	Letters and Science Rep.
Rebecca Ambrose	School of Education	School of Education Rep.
Robert S. Marquez	Grad. School of Management	Grad. School of Management Rep.
Alla Fomina	Physiology & Membrane Bio.	School of Medicine Rep.
Jennifer Ann Laresen	Medicine & Epidemiology	Veterinary Medicine Rep.
Gareth Smythe	Political Science	ASUCD Representative
Jordan S. Carroll	English	Graduate Student Representative
John P. Hunt	Law School	Law School Representative
Jarue S. Manning	Microbiology & Molecular Genetics	College of Biological Sciences Rep.
MacKenzie Smith	Ex-Officio	University Librarian
Solomon Bekele	Academic Senate Office	Resource Analyst

FREQUENCY OF MEETINGS: Once per quarter, additionally if necessary.

PRINCIPAL ISSUES CONSIDERED:

Nature Publishing Group Subscription Costs. The negotiations with NPG are ongoing and the situation is largely unchanged at this time from last year:

It was reported last year to the campuses through the University Committee on Library and Scholarly Communication (UCOLASC) that *Nature Publishing Group* (NPG) was going to substantially increase the cost of subscription to the University of California for the package of more than 60 journals to which we subscribe. Although the UC negotiates subscription prices either on an individual campus basis or collectively (as in this case), the indicated increase was deemed so outrageous that the Chair of UCOLASC (Professor Richard Schneider, UCSF) and several representatives from the California Digital Library (CDL) and UCOP began negotiations with the NPG to find a mutually acceptable solution to this dilemma. As of May 2012, negotiations are still in progress with a new subscription model being developed that will preserve access to the desired *Nature Group* publications without incurring the large increase in cost originally planned. Owing to contractual limitations, the details of these negotiations cannot be made available to the faculty yet. However, the good news is that our current subscription contract has been extended and thus we maintain access to all previous NPG publications.

Open Access. The main focus of the activities of the Library Committee during the 2012/2013 academic year surrounded the proposed *UC Open Access Policy*. The policy has been evolving under the leadership of UCOLASC chairs Richard Shneider (UCSF) and Christopher Kelty (UCLA) over the last three years. An important component to the evolution of the proposed policy was feedback from scholars

on all 10 UC campuses. A preliminary version of this policy was circulated to the 10 campuses via the UCOLASC representatives in the spring of 2012. The UC Davis Senate Library Committee (SCL) asked the Senate Executive council that the policy, with explanatory material, be posted on a discussion forum for all researchers to read and comment. This was implemented

http://academicsenate.ucdavis.edu/Forums/index.cfm?Forum_ID=67

and the comments and general tone of the Davis response was fed back to the Chair Kelty of UCOLASC. With feedback from all 10 campuses, Chair Kelty revised the proposed policy and presented it to the July 25th Academic Council (AC) meeting. Academic Council was very supportive and asked that it be sent to all 10 campuses for review. Academic Council Chair Anderson encouraged all campuses to discuss this important document widely, in town hall meetings, Academic Senate and Council meetings, etc., with feedback due early in January of 2013. SLC Chair Kolner held a town meeting to present the proposed policy, field questions and generally get input from faculty on November 30, 2012. Following this another white board forum was set up for discussion and airing of opinions on the proposed policy:

http://academicsenate.ucdavis.edu/forums/index.cfm?forum_id=70

Following these events AS Chair Bruno Nachtergaele wrote a formal response to systemwide Council and SLC Chair Kolner wrote a report to UCOLASC on the general feelings from the Davis campus. On July 24, 2013, Academic Council voted to adopt the policy. Details of how it will be rolled out and implemented with additional information may be found at

<http://osc.universityofcalifornia.edu/openaccesspolicy/>

The final draft of the policy is as follows:

Open Access Policy for the Academic Senate of the University of California Adopted 7/24/2013

Preamble

The Faculty of the University of California is committed to disseminating its research and scholarship as widely as possible. In particular, as part of a public university system, the Faculty is dedicated to making its scholarship available to the people of California and the world. Furthermore, the Faculty recognizes the benefits that accrue to themselves as individual scholars and to the scholarly enterprise from such wide dissemination, including greater recognition, more thorough review, consideration and critique, and a general increase in scientific, scholarly and critical knowledge. Faculty further recognize that by this policy, and with the assistance of the University, they can more easily and collectively reserve rights that might otherwise be signed away, often unnecessarily, in agreements with publishers. In keeping with these considerations, and for the primary purpose of making our scholarly articles widely and freely accessible, the Faculty adopts the following policy:

Grant of License and Limitations

Each Faculty member grants to the University of California a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, and to authorize others to do the same, for the purpose of making their articles widely and freely available in an open access repository. Any other systematic uses of the licensed articles by the University of California must be approved by the Academic Senate. This policy does not transfer copyright ownership, which remains with Faculty authors under existing University of California policy.

Scope and Waiver (Opt-Out)

The policy applies to all scholarly articles authored or co-authored while the person is a member of the Faculty except for any articles published before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. Upon express direction by a Faculty member, the University of California will waive the license for a particular article or delay access to the article for a specified period of time.

Deposit of Articles

To assist the University in disseminating and archiving the articles, Faculty commit to helping the University obtain copies of the articles. Specifically, each Faculty member who does not permanently waive the license above will provide an electronic copy of his or her final version of the article to the University of California by the date of its publication, for inclusion in an open access repository. When appropriate, a Faculty member may instead notify the University of California if the article will be freely available in another repository or as an open-access publication. Faculty members who have permanently waived the license may nonetheless deposit a copy with the University of California or elsewhere for archival purposes. Notwithstanding the above, this policy does not in any way prescribe or limit the venue of publication. This policy neither requires nor prohibits the payment of fees or publication costs by authors.

Oversight of Policy

The Academic Senate and the University of California will be jointly responsible for implementing this policy, resolving disputes concerning its interpretation and application, and recommending any changes to the Faculty. Any changes to the text of this policy will require approval by both the Academic Senate and the University of California. The Academic Senate and the University of California will review the policy within three years, and present a report to the Faculty and the University of California.

The Faculty calls upon the Academic Senate and the University of California to develop and monitor mechanisms that would render implementation and compliance with the policy as convenient for the Faculty as possible.

Respectfully submitted by Brian H. Kolner, August 23, 2013

Annual Report: Academic Year 2012-13 Davis Division: Academic Senate

Committee on Planning & Budget

Total Meetings: 19	Meeting frequency: biweekly; as needed	Average hours of committee work each week: members: varies. Chair: 5-8 hrs/week
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Total proposals/items reviewed: 68 (TOEs-5, POPs-6, Endowments-4, others-53)	Total deferred proposals from the previous year: none	Total proposals deferred to the coming academic year: none
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Listing of bylaw changes proposed: none

Listing of committee policies established or revised: none

Issues considered by the committee: see Committee's Narrative below

Recommended procedural or policy changes for the coming year, or general carry-over items:

CPB recommendations for 2013-14:

- **New Budget Model:** It is respectfully requested that CPB be involved in both the funding streams and new budget model projects at UC Davis. The committee feels strongly that faculty participation and input is critical to the new budget process.
- **Allocation of FTEs:** CPB should have a role in the allocation of FTEs. CPB will submit a proposal to the Provost for the 2014-15 budget process.
- **FEC Engagement:** In keeping with the divisional priority, CPB will continue to engage the Faculty Executive Committee Chairs in discussions regarding the new budget model and overall budget process. The FEC Chairs will be invited to the first CPB meeting in the fall and they will also be invited to the CPB Fall Retreat.
- **College/School/Administrative Unit Budgets:** CPB would like to continue to request overall budgets each year from the Deans/Vice Provosts for each college, school, and administrative unit on campus. We would like to work with the Provost and the BIA to help develop a new format for standardized content and presentation of key data in these budget proposals.
- **Instructional Space Advisory Subcommittee Classroom Survey:** CPB will continue to monitor the Classroom Survey by receiving regular updates from the subcommittee Chair. The CPB Chair will then update the Executive Council on the status of the classroom survey.

COMMITTEE'S NARRATIVE

The Academic Senate Davis Division Planning and Budget Committee (CPB) considered matters regarding policy on academic planning, budget, and resource allocations according to Davis Division Bylaw 84. Jerry Last, the Chair of CPB, also served as a member of Executive Council, the WASC Certification Steering Committee, the Administrative Oversight Committee, Provost-Senate Chairs Committee, UCD Madrid Steering

Committee, and the Committee's representative on the UC Systemwide Planning and Budget Committee (UCPB) and provided regular updates to the Committee. CPB member Greg Clark served as CPB's representative to Representative Assembly. The two members appointed to CPB's Instructional Space Advisory Group Subcommittee (ISAS) were: Michael Turelli and Chris Reynolds.

This section outlines the Committee's activity in 2012-2013 regarding the following review items:

I. GUESTS WHO ATTENDED CPB 2012-13 MEETINGS

- Ralph Hexter, Provost and Executive Vice Chancellor
- Ken Burtis, Faculty Advisor to the Chancellor and Provost
- Karl Mohr, Assistant Executive Vice Chancellor
- Kelly Ratliff, Associate Vice Chancellor, Administrative and Resource Management
- John Meyer, Vice Chancellor, Administrative and Resource Management
- Bob Segar, Assistant Vice Chancellor, Administrative and Resource Management
- Chris Carter, Budget Director, Administrative and Resource Management
- Jason Stewart, Principal Budget Analyst, Administrative and Resource Management
- Faculty Executive Committee Chairs (CPB Retreat)

II. ENDOWMENT, PARTNER OPPORTUNITY PROGRAM, AND TARGET OF EXCELLENCE PROPOSALS

Endowment Proposals Reviewed (4 reviewed):

- Albert Holmes Rowe Chair of Genetics II, III, IV in the School of Medicine
- Dean's Professorship in Informatics in the School of Medicine
- Harmon Endowed Chair in the Cancer Clinical Research Fund in the School of Medicine
- Louise Rossi and Ray Rossi Endowed Chairs in the Department of Viticulture and Enology

Partner Opportunity Program Proposals (6 reviewed)

- Jacob Hibel, Department of Sociology
- Claire Goldstein, Department of French and Italian
- Sujoy Mukhopadhyay, Department of Geology
- Meaghan O'Keefe, Department of Religious Studies
- Cheryl Ross, Department of Comparative Literature
- John Slater, Department of Spanish

Target of Excellence Proposals Reviewed (5 reviewed)

- Richard Aldrich in the Department of Physiology and Membrane Biology in the School of Medicine
- Paul Allen in the Department of Molecular Biosciences in the School of Veterinary Medicine
- Herbert Kitschelt in the Department of Political Science
- Timothy Lenoir in the Department of Cinema and Technocultural Studies (50%) and Science and Technology Studies (50%)
- Sarah Stewart-Mukhopadhyay in the Department of Geology

III. BUSINESS ACTION REVIEW ITEMS FROM AS CHAIR AND/OR SYSTEMWIDE

1. Letter to Regents Regarding Bond Rating Agencies
2. Prioritizing and Strengthening Graduate Education at UC Davis Report
3. International Advisory Committee Report
4. Streamlining the Academic Personnel Process (STAPP) Report
5. Rebenching Budget Committee Systemwide Report
6. Proposal to Disestablish the Program in International Relations & Transfer Authority for the Undergraduate Major to Political Science
7. APM 700 – Leaves of Absence General Revision Proposal
8. APM 430 – Visiting Scholars Proposed New Policy
9. Name Change Request: Microbiology to Microbiology & Molecular Genetics

10. Draft MOU Zhejiang University (2x2 Student Exchange)
11. Proposal to Discontinue: Chemical Engineering & Materials Science Dual Major
12. Proposal to Discontinue: Mechanical Engineering & Materials Science Major
13. Introduction to Total Remuneration
14. List of ORUs and Review Information
15. 2012-13 Budget Allocation Letter
16. 2020 Task Force Report
17. Classroom Evaluation/Survey from Instructional Space Advisory Subcommittee
18. FTE Allocation processes on other UC campuses
19. Summary of Departments that Teach Large Courses
20. Governor's 2013-14 Budget and Letter from President Yudof
21. UCPB Quality Initiative/Metrics
22. Revised School of Medicine Health Sciences Compensation Plan
23. Proposed PPM 200-26: Self-Supporting Degree Programs
24. Faculty Resources Budget Model Working Paper
25. College of Engineering Enrollment Presentation
26. Negotiated Salary Program Pilot
27. Legislative Analyst's Report (Higher Education Budget Analysis)
28. UC Undergraduate Financial Aid Strategies and Policies
29. Carry Forward Balances Working Paper
30. UCD APM Appendix II-B: Appt of Grad Students and Postgrad Researchers to Academic Titles
31. UCD APM 620: Policy & Procedures Administration of Off-Scale Salaries
32. UCD APM 240: Dean (Appointment & Review) Procedures
33. MOOCs and Other Online Education Models (Coursera and Udacity)
34. Proposed Amendments to Senate Regulations – "IGETC for STEM Majors"
35. Name Change Request: Entomology to Entomology & Nematology
36. Proposed Revision of APM 241 Faculty Administrator (less than 100%)
37. Classroom Maintenance Funding
38. Classroom Survey Statistical Summary
39. 2013-14 Budget Update
40. Systemwide Review of APM 600 Series: Salary Administration
41. School of Medicine Endowed Chairs and Professorships
42. Marine and Coastal Science Major Establishment Proposal
43. Faculty Resources Budget Model Working Paper Version 2
44. Graduate Tuition Working Paper – Version 1
45. College, School, and Administrative Unit Budget Information (2013-14)
46. UC Composite Benefit Rates
47. Faculty Recruitment and Start-up Information
48. Geology Department Name Change Request
49. UC Davis Long Range Enrollment Plan (LREP) Review
50. Proposed Policy: Self-Supporting Graduate Programs
51. Ladder Rank Faculty Separation Data
52. Summary of 2013-2014 UC Enrollment Plans for New Undergraduate Students
53. Doctor of Philosophy (Ph.D.) Degree in Public Health Sciences

IV. OTHER CONSIDERATIONS AND TOPICS OF DISCUSSION

- a. **CPB Fall Retreat:** On November 16, 2012 CPB held its annual budget retreat. Several guests were invited to attend the retreat including Provost Hexter, AVC Ratliff, Vice Chancellor Meyer, Assistant Executive Vice Chancellor Mohr, Faculty Advisor Burtis, and the Chairs of the Faculty Executive Committees in each of the colleges and schools. This year CPB proposed a new format for the retreat, which included break out groups for discussing important topics. These topics included: the Provost Allocation portion of the new budget model, the FTE allocation process, graduate tuition in the new budget model, and transparency and accountability. Given that the new format for the retreat was successful, CPB will use it again for the 2013-14 retreat.

- b. **Discussions with AVC Ratliff and Provost Hexter:** CPB discussed budget/planning with AVC Kelly Ratliff and Provost Hexter several times throughout the year. Discussion items included, but were not limited to, the following:

- Discussed the New Budget Model and Funding Streams Proposal.
- Reviewed several versions of New Budget Model Whitepapers including Faculty Resources, Carryforward Balances, and Graduate Tuition.
- Discussed the FTE allocation and faculty recruitment process including ladder rank faculty separations and faculty start-up information.

CPB must continue to be involved in funding streams discussions and discussions regarding constructing the new budget model. Having faculty input and participation is critical to the new budget process.

- c. **FTE Allocation Process:** CPB has discussed at length its proposed direct role in representing the Senate's point of view in the FTE allocation process negotiations between the Deans and the Provost. The Committee is very aware that this will be a brand new process for UC Davis and that it is impossible to predict in advance where any problems and pitfalls in implementation will occur. CPB studied the approaches to how this is done (or not done) on seven of our sister campuses and realize that there are seven different models for this essential interaction currently in place. Much of the committee discussion has focused on how to balance the additional workload involved for the committee members against the unanimous desire to do a thorough job that will add value to the process and assist the Provost in getting a balanced view of campus priorities from the faculty's point of view. CPB will discuss the following proposal with the Provost for the 2014-2015 academic year's process. All of the deans of the colleges and schools will be submitting their preliminary budget proposals in the spring. CPB would like to review all of these written proposals as soon as they are available. In addition, CPB would like to select one or more of the units for greater participation of the committee in the ongoing process, probably by delegating one member of CPB to sit in on subsequent discussions between the Dean(s), the Provost, and the Chair(s) of the cognate FEC if this is possible. This should be a good test case for how to formalize the process for subsequent years if it is agreed that there is value added by CPB participation. The committee recognizes the importance of confidentiality in these processes and the importance of appropriate selection of the CPB representative(s) as we go forward. CPB realizes that this will require flexibility and willingness to experiment with ways to improve shared governance on the campus.
- d. **College, School, and Administrative Unit Budget Review:** CPB was asked by the Provost to identify metrics that can be used to evaluate the success of the new budget models being implemented at UC Davis. As part of this process, CPB requested overall budget proposals from each of the colleges, schools, and administrative units. CPB received budget information from BIA for all of the colleges and schools and most of the administrative units for academic year 2013-2014. CPB completed its analysis of these documents in spring 2013. The recent draft white paper from BIA regarding management of carry forward funds directed CPB's attention to the lack of information on this topic in the budget proposals the committee examined. CPB agreed that these proposals could be improved by inclusion of some basic information about carry forward funds and how they fit into the overall budget of the unit going forward. In addition, CPB recommended that the Provost ask the unit leaders (Deans, Vice Provosts, etc.) to include an item identifying the total amount of carry forward funding at the school/college and departmental levels for future budget requests with a statement that explains the proposed use of the carry forward funds and the anticipated time frame in which they will be expended.

Furthermore, it will be critical that CPB and Graduate Council be able to track the flow of Graduate Tuition revenue through the system as we try to "incentivize" the faculty/lead Deans to expand these programs. CPB recommended that the breakdown in the general overview pie charts for each school and college include separate categories for the Provost Allocation and Graduate Tuition.

- e. **Instructional Space Advisory Subcommittee Classroom Survey:** During the 2012-13 academic year, the Instructional Space Advisory Subcommittee (ISAS) of the Committee on Planning and Budget was reconstituted. The subcommittee has broad representation from across the campus including representatives from the Registrar's Office, Design and Construction Management, Academic Technology

Services, and Budget and Institutional Analysis (BIA). This subcommittee is charged with reviewing classroom scheduling and utilization policies to ensure efficient use of classroom space. The subcommittee also consults with faculty to identify the needs for instructional technology in classrooms. In Fall 2012, an issue regarding classroom space was brought before CPB and the committee decided that it would be better to re-constitute ISAS to review the issue since the item fell directly within their charge.

Review of the classroom space item led to further research and investigation into the seemingly dismal state of classroom space on the campus. In November 2012 in consultation with the Registrar's Classroom Committee, which coordinates all administrative units that maintain and build classrooms, to prioritize renovations, maintenance and new construction, ISAS developed a classroom survey that was sent to all teaching faculty at the end of fall quarter. The survey was presented to CPB and the Executive Council and it was decided that the survey would be sent out to all teaching faculty at the end of each quarter asking them to rate the classroom they taught in and provide additional feedback regarding the classroom. The results of the ISAS classroom survey prompted the Registrar's Classroom Committee to draft a proposal to the Provost requesting additional funding for updating and remodeling existing classrooms on campus. The overall result is that the Provost provided approximately 2 million dollars to the Classroom Committee to be used to update and remodel some of the existing classrooms on campus that are heavily utilized by faculty. This includes updating media equipment, painting, new flooring, new desks and chairs, and updated lighting. In keeping up with the goal of the 2020 report, additional classroom space will be necessary and ISAS and the Registrar's Classroom Committee will continue to discuss additional options for building new classroom space as well as renovating additional existing classroom space.

Respectfully Submitted,

Jerry Last (chair), Greg Clark (member), Tom Famula (member), Jack Gunion (member), Niels Jensen (member), Debbie Niemeier (member), Chris Reynolds (member), Michael Turelli (member), Chris van Kessel (member), Bruno Nachtergaele (advisor), Andre Knoesen (advisor), Mari Golub (Academic Federation Representative), and Kimberly Pulliam (analyst)

Annual Report: Academic Year 2012-2013

Davis Division: Academic Senate

Instructional Space Advisory Subcommittee

(Committee on Planning & Budget)

Total Meetings: 4	Meeting frequency: as needed	Average hours of committee work each week: 0.25
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Total issues reviewed/discussed: 1	Total issues reviewed - deferred from the previous year: 0	Total issues deferred to the coming academic year: 0
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee: **Classroom Space** (see Committee's narrative below)

Recommended procedural or policy changes for the coming year: None.

Committee's Narrative:

During the 2012-13 academic year, the Instructional Space Advisory Subcommittee (ISAS) of the Committee on Planning and Budget was reconstituted. The subcommittee has broad representation from across the campus including representatives from the Registrar's Office, Design and Construction Management, Academic Technology Services, and Budget and Institutional Analysis (BIA). This subcommittee is charged with reviewing classroom scheduling and utilization policies to ensure efficient use of classroom space. The subcommittee also consults with faculty to identify the needs for instructional technology in classrooms.

In Fall 2012, an issue regarding classroom space was brought before CPB and the committee decided that it would be better to re-constitute ISAS to review the issue since the item fell directly within their charge. Review of the classroom space item led to further research and investigation into the dismal state of classroom space on the campus. In November 2012 in consultation with the Registrar's Classroom Committee, which coordinates all administrative units that maintain and build classrooms, to prioritize renovations, maintenance and new construction, ISAS developed a classroom survey that was sent to all teaching faculty at the end of fall quarter. The survey was presented to CPB and the Executive Council and it was decided that the survey would be sent out to all teaching faculty at the end of each quarter asking them to rate the classroom they taught in and provide additional feedback regarding the classroom.

The results of the ISAS classroom survey prompted the Registrar's Classroom Committee to draft a proposal to the Provost requesting additional funding for updating and remodeling existing classrooms on campus. The overall result is that the Provost provided approximately 2 million dollars to the Classroom Committee to be used to update and remodel some of the existing classrooms on campus that are heavily utilized by faculty. This includes updating media equipment, painting, new flooring, new desks and chairs, and updated lighting. In keeping up with the goal of the 2020 report, additional classroom space will be necessary and ISAS and the Registrar's Classroom Committee will continue to discuss additional options for building new classroom space as well as renovating additional existing classroom space.

Sincerely,

Michael Turelli, Chair, Andreas Albrecht (member), Chris Reynolds (CPB member), Kent Wilken (member), Chris Thaiss (member/Center for Teaching and Excellence Director), Jeff Magnin (Academic Federation Representative), Joe Kelley (Academic Technology Services), David Levin (Academic Technology Services), Elias Lopez (University Registrar), Clayton Halliday (Office of Architects and Engineers), Christine McCumber (Budget and Institutional Analysis), and Kimberly Pulliam (analyst)

Annual Report: Academic Year 2012-13

Davis Division: Academic Senate

Committee on Public Service

Total Meetings: 1	Meeting frequency: as needed; UCDE proposals reviewed electronically	Average hours of committee work each week: 1
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Total UCDE Proposals Reviewed: (See below)	Total reviewed items deferred from the previous year: None	Total items deferred to the coming academic year: None.
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Listing of bylaw changes proposed: None.
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Listing of committee policies established or revised: None.

Issues considered by the committee:
UCDE Fire Service Executive Leadership Certificate Program Proposal
UCDE Proposed Changes to Certificate Program in Health Informatics
UCDE Health Analytics Certificate Program
UCDE Management Certificate Program Proposal

Recommended procedural or policy changes for the coming year: None.

Committee's narrative:

The overarching committee charge is "to review and advise on non-personnel matters relating to the involvement of faculty in public service activities." The three principal tasks of the charge are to "Select up to four members of the faculty to receive the Distinguished Scholarly Public Service Award (DSPSA) . . . review new offerings and the approval process for courses carrying University Extension credit . . . [and] establish policies and criteria for admission to University Extension courses."

The committee's charge, Davis Division Bylaw 88, can be found via the following link:
http://academicsenate.ucdavis.edu/cer/manual/dd_bylaws.cfm?CFID=24354&CFTOKEN=67079693#88-

Only one committee meeting needed to be scheduled for the academic year. This was devoted primarily to introducing the committee members to the responsibilities of the committee and to selecting the nominees for the Distinguished Scholarly Public Service Award. The remaining business of the committee was conducted electronically.

The 2012-13 Call for DSPSA Nominations was distributed on October 15, 2011, via the Academic Senate list serve. November 30, 2012, was the deadline for submission of nominations for the award.

The main committee meeting was held on December 12, 2012. At this meeting, Chair Lynn Roller welcomed those attending, initiated introductions, explained the committee's charge, facilitated the selection of the four recipients for the 2013 Distinguished Scholarly Public Service Award, and led a

committee discussion on ways to encourage greater faculty participation in public outreach/service and better publicity for those who do participate. The established procedures for the committee's review of UCD Extension proposals, including the committee's recommendation letter, were presented and accepted by consensus.

The main order of business was the review of the nominations for the Distinguished Scholarly Public Service Award that had been received by the November 30 deadline. Discussion began with a conversation on the criteria to be used in selecting award recipients. The conversation included a summary of what previous committees had considered and deliberated. (The committee's 2009-10 annual report is referenced for this information.) The discussion of the nominations concluded with the selection of four recipients for the 2013 DSPSA: John Eadie (Department of Wildlife, Fish, and Conservation Biology), Scott Fishman (Anesthesiology and Pain Medicine), Jay Lund (Civil and Environmental Engineering), and Joy Melnikow (Family and Community Medicine). A recommendation of each selected recipient was submitted to the Representative Assembly for approval.

The committee also discussed more generally the significance of public service to the University and conferred on ways to encourage greater faculty participation in public outreach/service and to give better publicity to those who do participate. Public Service was stressed as a critical part of University Service, which, along with Teaching and Research, is understood to be one of the key criteria in evaluating academic performance for merit, promotion, and appraisal. The committee would like to see greater prominence given to recipients of the Distinguished Scholarly Public Service Award. Several means of increasing recognition for the contributions of DSPSA Award winners were considered: these include more extensive publicity in campus news and interviews, greater public discussion of the motivations of the award recipients and more emphasis on the personal impact of the award on the lives of past recipients. Former award winners have also stressed the positive returns received from public service and the future achievements that this award made possible. Greater recognition of public service in the academic personnel process will also help raise the visibility and importance of Public Service.

On February 28, 2013, Professor Roller, Committee Chair, presented the committee's recommended recipients for the Distinguished Scholarly Public Service Award to the Representative Assembly. All four nominees were approved unanimously.

On May 14, 2013, at a combined Academic Senate and Academic Federation awards reception, each of the recipients was presented an honorarium and a certificate mounted on a plaque. Each recipient was also publically recognized in a brochure that was distributed at the reception. Each will be added to the DSPSA list of recipients maintained on the Academic Senate, Davis Division website.

In addition to the responsibilities connected with the DSPSA, the committee conducted electronic reviews of three new UCD Extension proposals and changes that would update an existing certificate program.

Respectfully submitted,

Lynn Roller, Chair
Jerold Last
Michael O'Mahony
Joan Rowe
Dean Tantillo
Simon George, Academic Federation Representative
Dian Michelle Harkins, Academic Federation Representative
Lauren Menz, ASUCD Representative
Anton Wang, GSA Representative
William Lacy, Ex-Officio
Dennis Pendleton, Ex-Officio
Marc Schenker, Ex-Officio
Bryan Rodman, Committee Resource Analyst

Annual Report: Academic Year 2012-2013
Davis Division: Academic Senate

Committee on Research

Total Meetings: 8	Meeting frequency Approx. 3 meetings/quarter	Average hours of committee work each week: 4 hours
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<u>Total Grant Proposals Reviewed:</u> Small Grants (2K): 162 Large Grants (10-25K): 87 Travel Grants (\$800): 364 (FY 2012-13) <u>Research Grant Proposals Approved for Funding in 2012-13:</u> Small Grants (2K): 155 Large Grants (10-25K): 15 Travel Grants (\$800): 364 (FY 2012-13)	Total of reviewed grant proposals deferred from the previous year: 0	Total projects deferred to the coming academic year: None.
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Listing of bylaw changes proposed: **None**

Listing of committee policies established or revised: ***Funding cutoffs for all programs will be determined by availability of funds. The committee will examine the policies again during the 2013-2014 academic year and will consider other revisions.***

Issues considered by the committee:

1. Prioritizing and Strengthening Graduate Education at UC Davis Report
2. APM 430 – Visiting Scholars Proposed New Policy
3. Proposed Open Access Publication Policy
4. Carry Forward Balances Working Paper
5. New Systemwide Laboratory Safety Policies
6. Office of Research Initiatives
7. Self-Supporting Graduate Programs Proposed Policy
8. New Composite Benefit Rates and New Indirect Cost Rate
9. Marine and Coastal Sciences Institute

Recommended procedural or policy changes for the coming year: ***Discuss “conflict of interest” with COR members at the first meeting in the fall. Explain that any COR members that plan on applying for a large grant must resign from the committee because it places a huge burden on the rest of the committee when reviewing large grant proposals. In addition, the committee must find and appoint ad hoc reviewers to review the proposals from COR members and this process takes a significant amount of time.***

COR Items Discussed/Reviewed During 2012-13:

The Committee on Research dealt with a number of issues of substantial importance to the campus during the 2012-2013 academic year. The Committee on Research Chair attended Senate Executive Council meetings, Representative Assembly meetings, and Provost Senate Chair’s meetings. The Vice Chancellor for Research (or a representative from his office) attended some of the Committee on Research meetings and provided information and updates on campus and systemwide issues, including the ongoing reorganization and proposed new initiatives in the Office of Research.

2013-14 COR Grant Awards:

The Committee on Research awarded 155 Small Grants in Aid and 15 New Initiative/Collaborative Interdisciplinary Grants to Promote Extramural Funding for the 2013-14 academic year. In addition, the committee awarded 364 Research Travel Grants during the 2012-13 academic year. The relative distribution of monies across campus remained consistent with an approximately 50/50 distribution between the physical and biological sciences and the social sciences and humanities. Travel grants remain the first priority of the grants program. Overall, the Committee on Research was able to award all eligible small grants and all eligible travel grant applications and stay within budget.

Changes in Funding Source for COR Grants:

The 19920 funding source for Academic Senate Committee on Research (COR) grants was changed to 07427 (opportunity funds) effective July 1, 2012. This change was in response to consolidation of general fund and Indirect Cost Return (ICR) fund numbers centrally on campus. ***Therefore, all departments are now required to supply account numbers that will accept 07427 funding for any new grants awarded during the 2013-2014 academic year.***

Benefit Costs for New Initiative and Collaborative Interdisciplinary Grants:

Given the new funding source (07427) for COR grants, benefit costs for hiring any personnel on the grant must now be included as part of the proposal budget.

Composite Benefit Rates and New Indirect Cost Rate

In April 2013, COR sent a letter to the Davis Division Chair expressing concern over the composite benefit rates proposal that was being discussed systemwide. According to UCORP, the administration was going to offer the chancellors on each campus two unfair options: (1) charge faculty summer salary a 0% rate but force the Chancellors to pay the difference out of campus funds, or (2) charge faculty summer salary a benefit rate of 33-36% (same as academic year). The rate of 33-36% is higher than the actual benefits accrued (because summer salary does not count in the retirement benefit calculation). COR agreed that the options are unfair and harmful to the research

mission of the campus. However, in late July the new composite benefit rates were distributed and recent discussions regarding UCPATH (the PPS replacement project) led to a renegotiation of faculty summer salaries. A combined rate has been established for postdoctoral employees and faculty summer salary which reflects a significant reduction from the previously announced rate.

In addition to the new composite benefit rates, the indirect cost rate was also increased to 54.5% for all new federal and non-federal research, instruction, and other sponsored projects effective immediately. Other rates are still being finalized, and the campus will operate under provisional forecasted F&A cost rates until the current F&A rate proposal is fully negotiated and finalized. The final rate agreement is expected to be in place in mid-to-late August 2013. However, some members of COR are concerned as these changes create a lot of work regarding re-budgeting, etc.

Respectfully submitted,

Kathy Olmsted, Chair
Nicole Baumgarth
Sue Bodine
Kent Erickson
Janet Foley
Ting Guo
David Hwang
Judy Jernstedt
Marjorie Longo
Nelson Max
Sally McKee
Dan Ragland
Ed Taylor
Bella Merlin – Catherine Turner
Anne Usrey
Rosemary Cress, Academic Federation Representative
Harris Lewin, Vice Chancellor for Research (Ex-officio)
Kimberly Pulliam, Analyst

Annual Report: Academic Year 2012-13

Davis Division: Academic Senate

Undergraduate Council

Total Meetings: 18	Meeting frequency: Meetings were held every other week during the fall, winter and spring quarters, or as needed.	Average hours of committee work each week: 16
Total Business items Reviewed: 4 policy reviews; 26 reviews; 17 program reviews; 1 agreement; 11 reports; 33 proposals.)	Total proposals deferred from the previous year: 5 (Standardization of Emphases Transcript Notations; Standardization and Consistency of Listings of Majors in General Catalog; Meetings with Dean re: Cluster 3 Undergraduate Program Review; endorsement of centralized testing center; continued discussion of standardization of honors programs)	Total projects deferred/continued to the coming academic year: 2 Student Affairs Research and Information (SARI) Student Athlete Reports for 2010-11 and 2011-12.
Listing of bylaw changes proposed:		
Proposed Revision of Davis Division Bylaw 121 – The charge of the Undergraduate Council. The proposed changes concern 1) council authority to approve or rescind approval of all undergraduate certificate programs and 2) council oversight of all requests by Intercollegiate Athletics for admission by exception.		
Listing of committee policies established or revised:		
The Undergraduate Council Special Academic Programs Committee is to review non-major languages, and in general, languages without majors.		
Hindi/Urdu, Arabic and Hebrew will be reviewed by the Undergraduate Council Special Academic Programs Committee during the time that Cluster 7 programs are reviewed by the Undergraduate Council Committee on Undergraduate Instruction and Program Review, that is when the Classics program is being reviewed.		
Issues reviewed and considered by the committee:		
1. International Advisory Committee Report		
2. STAPP (Streamlining the Academic Personnel Process) Special Committee Report		
3. Report: Prioritizing and Strengthening Graduate Education at UC Davis		

4.	Proposal to Disestablish the Program in International Relations and to Transfer Authority for the Undergraduate Major to the Political Science Department
5.	Expedited Undergraduate Program Review Draft Proposal
6.	APM 430 – Visiting Scholars Proposed New Policy
7.	Student Transfer Agreement between CA&ES and Zhejiang University
8.	Korea University Exchange Agreement
9.	Undergraduate Tuition Allocation – Version 3
10.	Revised Expedited Undergraduate Program Review Draft
11.	Learning Outcomes Assessment Principles Draft
12.	Preparatory Education and Internationalization Handout
13.	Davis Division Academic Senate Chair Letter to Faculty Executive Committee Chairs RE: List of Departments and Programs that have submitted formal Learning Outcomes that have been developed
14.	Researched Background Information on Coordinated Decision Making
15.	Researched Background Information on Online Courses
16.	Proposed Changes to Davis Division Bylaw 121
17.	Proposed Revision to Davis Division Regulation A540
18.	WASC 2013 Handbook of Accreditation Draft
19.	Proposal / Name Change Request: Microbiology to Microbiology & Molecular Genetics
20.	Request from College of Engineering Executive Committee for Approval to Close Admissions and Discontinue Chemical Engineering/Materials Science Major
21.	Proposal to Discontinue Chemical Engineering & Materials Science Dual Major
22.	Request from College of Engineering Executive Committee for Approval to Close Admissions and Discontinue Mechanical Engineering/Materials Science Major
23.	Proposal to Discontinue Mechanical Engineering & Materials Science Dual Major
24.	20/20 Task Force Report (updated as of 11/5/12)
25.	Letter RE: Calculating GPA in a Major
26.	Undergraduate Council Preparatory Education Committee Response to International Advisory Committee Report dated November 2012
27.	Draft of UGC Response to STAPP Committee Report
28.	Addendum to Undergraduate Council Preparatory Education Committee Response to International Advisory Committee Report dated November 2012
29.	UGC Response to International Advisory Committee Report
30.	UGC International Advisory Committee Report Task Force Resolution Draft
31.	Wolf-Dietrich Heyer Response to UGC Inquiry RE: Name Change of Microbiology
32.	Cluster 4 Program Reviews: College of Agricultural and Environmental Sciences: Community and Regional Development, Human Development, and Managerial Economics. College of Letters and Science – Division of

	Social Sciences: Economics, International Relations, Political Science, Psychology, and Sociology
33.	College of Letters and Science Faculty Executive Committee Response to UGC Inquiry
34.	UGC Draft Resolution RE: Learning Outcomes Assessment
35.	Proposed Revision of Davis Division Regulation 528
36.	Department of Sociology Response to UGC Inquiry
37.	Undergraduate Council General Education Committee General Education Assessment Resolution
38.	Association of American Universities (AAU) 2012 Year-End Report
39.	Summary Report on the Program Review of the Asian American Studies Major
40.	Exhibit Binder RE: Program Learning Outcome Analysis
41.	WASC Rubric
42.	Addendum to Community and Development Program Review
43.	Exhibit RE: Closing the Loop through Undergraduate Program Review
44.	College of Letters and Science Faculty Executive Committee Response to UGC Follow-up Inquiry
45.	Proposed Text for ESL Section of WASC Report
46.	Exercise Biology (EXB) Extension of Suspension of Admissions Request
47.	Preliminary Program Learning Outcomes Narrative Contextualization
48.	Program Learning Outcomes Analysis in Terms of the Number of Undergraduate Students
49.	UGC General Education Committee General Education Assessment Resolution
50.	Exercise Biology (EXB) Background Information
51.	College of Agricultural and Environmental Sciences Request to Close Admissions to Textiles and Clothing Major and Fiber and Polymer Science Major
52.	Proposal / Name Change Request: Entomology to Entomology and Nematology
53.	Consolidated Financial Aid Reform Options
54.	Proposed Amendments to Senate Regulation 478
55.	Proposed Revision of Davis Division Regulation 547
56.	Letter in Support of English as a Second Language (ESL) Move to the University Writing Program
57.	Undergraduate Council Committee on Undergraduate Instruction Program Review Revisions of the Program Review Process
58.	Educational Effectiveness Rubric
59.	Proposed Revision of Davis Division Regulation A540
60.	Committee on Planning and Budget Collaboration Letter to Provost Hexter - Draft
61.	Proposed Revision of APM 241 – Faculty Administrator (less than 100%)
62.	Proposal to Adopt Earlier Application Opening
63.	Proposal to Establish Marine and Coastal Science Major

64.	Faculty Guide 2013-14 Galley
65.	Cluster 5 Program Reviews: College of Biological Sciences: Evolution, Ecology and Biodiversity; College of Agricultural and Environmental Sciences: Environmental Policy Analysis and Planning, and Environmental Science and Management; College of Letters and Science – Humanities, Arts, and Cultural Studies Division: African and African American Studies, Asian American Studies, American Studies, Chicana/o Studies, Native American Studies, and Women and Gender Studies
66.	Proposal / Name Change Request: Department of Geology to Department of Earth and Planetary Sciences
67.	Departmental Status Request – Religious Studies Program
68.	International Students and the Entry Level Writing Requirement Time Limit
69.	Assessment of Student Knowledge (ASK) Grant
70.	UC Davis Long Range Enrollment Plan (LREP) Review
71.	Student Affairs Research and Information (SARI) Student Athlete Report for 2010-11
72.	Student Affairs Research and Information (SARI) Student Athlete Report for 2011-12
73.	Exercise Biology (EXB) External Reviewer's Report dated 5/16/13
74.	Power Point Presentation re Proposed Policy Change RE: Quarterly Unit Cap
75.	Proposal to Establish a Minor in Coaching Principles and Methods

Committee's narrative:

Undergraduate Council (UGC) has statutory authority over undergraduate education and programs. This includes establishing policy for undergraduate education on the Davis campus, as well as developing and reviewing campus-wide educational objectives and criteria for evaluating educational effectiveness; establishing policy and exercising authority to approve or not approve establishment and discontinuation of undergraduate programs; authority on academic disqualifications and or/dismissals, and authority over undergraduate transcript notations. Undergraduate Council also considers and reports on matters referred to it by the Chief Campus Officer, the Chair of the Division, the Representative Assembly or any other standing committee of the Davis Division, or by the Faculty of any college or school located wholly or in part on the Davis campus; initiates appropriate studies and makes reports thereon involving undergraduate educational policy; and identifies one of its members for nomination to serve as the divisional representative to the University Committee on Educational Policy and one of its members for nomination to serve as the divisional representative to the University Committee on Preparatory Education.

Four committees report to the UGC. The Committee on General Education was active this year finalizing responses to questions regarding the interpretation and

the application of the new General Education (GE3) requirements that were implemented in Fall 2011 and determining the best course for assessing student learning outcomes that the program learning outcomes goals of campus departments and programs established. The GE Committee, chaired by Craig Warden, put forward a Proposal for General Education Assessment that proposes the establishment of a protocol to study the effectiveness of General Education (GE) instruction in undergraduate courses.

The Committee on Preparatory Education, chaired by Julia Menard-Warwick, focused on English as a Second Language (ESL) issues, particularly the language skills of international students and the need to make sure that the language skills required to succeed at UCD were provided. The committee also focused on the continuing impact that increasing the enrollment of international students would have on entry level writing exams, English as a Second Language courses and funding during the current budget crisis. The committee pointed out that service of non-English proficient students will be increased with the greater international student recruitment that is an integral part of the 20/20 Initiative. The committee also pointed out that the focus is on recruiting international students and not in-state students, that a writing exam is taken after admission, and the differences between international students and immigrant students. Infrastructure support and adaptation support mechanisms were suggested as needing to be set in place. And, a statement from the UGC was sought.

The Committee on Preparatory Education also wrote a letter that endorsed the transfer of ESL freshman writing to the University Writing Program (UWP) and the efforts of the UWP to provide better support to the academic development of ESL students. The UGC endorsed the letter.

The UGC sent forward a response that strongly supports the integration of international students into the fabric of the campus. Committee on Preparatory Education endorsement of the International Advisory Committee Report dated November 2012.

The Special Academic Programs Committee, chaired by Jeffrey Williams, took on the responsibility of reviewing non-major languages and, in general, languages without majors. The committee also presented to the UGC a report on students taking excessive units and a proposed policy change on topic. The proposed policy change would lower the quarterly unit cap, for the purpose of helping students to succeed with more manageable unit loads. Under the proposed policy change, petition to take 20 units or more would still be possible, but the policy change would ensure participation by major advisors and have the petition processed through deans' offices. The proposed policy change is not meant to hinder high achieving students. The student population that the policy targets is those students who are struggling.

The Undergraduate Instruction Program Review Committee (UIPR), chaired by Carl Whithaus, completed the scheduled reviews of the Cluster 4 and Cluster 5 undergraduate teaching programs. The programs in Cluster 4 were Community and Regional Development, Human Development and Managerial Economics in the College of Agricultural and Environmental Sciences; and Economics, International Relations, Political Science, Psychology and Sociology in the College of Letters and Science – Division of Social Sciences. The programs in Cluster 5 were Evolution, Ecology and Biodiversity in the College of Biological Sciences; Environmental Policy Analysis and Planning, and Environmental Science and Management in the College of Agricultural and Environmental Sciences; and African and African American Studies, Asian American Studies, American Studies, Chicana/o Studies, Native American Studies, and Women and Gender Studies in the College of Letters and Science – Humanities, Arts, and Cultural Sciences Division. Each completed review included a UIPR summary of the strengths and weaknesses of the respective program, concerns, and the conclusions reached. The reviews of three of the Cluster 5 programs suggested that each program be re-reviewed in the short-term to address issues raised by the respective department report and the UIPR summary. The UGC forwarded its recommendations regarding each program and its respective UIPR summary report to the Provost. and looks forward in the coming year to reviewing these cluster reports with the relevant deans in order to foster increased dialogue with departments and greater synchronization between program review and resource allocation by administration.

The UIPR preformed two expedited reviews for the Textiles and Clothing program in the College of Agricultural and Environmental Sciences and the Exercise Biology program in the College of Biological Sciences. The UIPR also developed a revised timeline for program reviews which the UGC developed into Program Review Principles for Streamlining Program Reviews. The hope of the UGC is that the undergraduate program review process will both become more efficient and also more effective in providing timely and useful information to facilitate better undergraduate learning and efficient and effective deployment of resources.

UGC's counterpart at the System-wide level is the University Committee on Education Policy (UCEP). This committee meets once per month at the University of California Office of the President in Oakland. UGC members Jeannette Natzle and Seeta Chaganti served as the Davis Divisional representative to UCEP, Jeanette during the fall quarter and Seeta during the Winter and Spring quarters. Each provided updates to the UGC about issues relating to undergraduate education on UC campuses system wide. UCEP spent a great deal of time working with issues related to approvals of system-wide courses in relationship to the developing UCOE (UC Online Education) project through the office of the President. Other key issues included providing the Western Association of Schools and Colleges (WASC) with advice and suggestions regarding proposed changes to the accreditation process, funding

for undergraduate aid, time to completion, State Senate and State Assembly bills, and the early opening of Admissions application.

Gregory Dobbins, the UGC representative on the Academic Oversight Special Committee (formally known as the Executive Council Administrative Oversight Special Committee (AOSC)), which was formed to monitor the four reforms that came out of the November 18, 2011, Pepper Spray/Occupy incident on campus, summarized the progress that the committee made over the course of the 2012-13 academic year. The AOSC report (dated May 15, 2013) is available via the following link.

http://academicsenate.ucdavis.edu/documents/AOSC_FINAL%20REPORT_2013.pdf.

The accreditation process was the most pressing matter that came before the UGC. The process and its rigors required many lengthy discussions to resolve issues, address matters of concern, and devise appropriate courses of action all the while respecting the various and diverse multi-tiered campus authorities. The UGC had to put forward resolutions and principles that would provide the campus with thoughtful guidance and successfully engage campus units to endeavor to meet compliance requirements and accreditation process deadlines.

ASUCD and GSA representatives appointed to the UGC by their respective associations attended a few UGC meetings during the first half of the 2012-13 academic year only.

Respectfully submitted,

Matthew Traxler, Chair

Colin Carter

Seeta Chaganti

Shirley Chiang

Jesus De-Loera

Gregory Dobbins

Fidelis Eke

Julia Menard-Warwick

Jeanette Natzle

Craig Warden

Carl Whithaus

Jeffrey Williams

Aliki Dragona (Academic Federation Representative)

James Schaaf (Academic Federation Representative)

Grazian Moreno (ASUCD Representative)

Haley Robinson (ASUCD Representative)

Judith Sangulo (ASUCD Representative)

Brian Riley (GSA Representative)

Barbara Noble (Guest)

Carolyn De La Pena (Ex-Officio – Vice Provost for Undergraduate Studies)
Elias Lopez (Ex-Officio – University Registrar)
Bryan Rodman (Undergraduate Council Analyst)

Annual Report: Academic Year 2012-13
Davis Division: Academic Senate

General Education Committee

Total Meetings: 7	Meeting frequency: Monthly, or as needed	Average hours of committee work each week: 6
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Reviewed the following: (See Committee Narrative.)	1 Question (How best to assess that established department and program learning outcomes are achieving student learning outcomes); 0 reports; and 2 issues (Posting FAQs and responses to the GE web page; the student catalog rights respective to the old GE and their catalog rights respective to the new GE) continued from the previous academic year.	1 Question (How best to assess that established department and program learning outcomes are achieving student learning outcomes); 0 reports; and 2 issues (update of the GE webpage; and composition and addition of faculty and staff FAQs to the updated GE webpage) continue to the coming academic year.
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Listing of bylaw changes proposed: None

Listing of committee policies established or revised: None

Issues considered by the committee that were also considered last year

General Education requirements

Frequently Asked Questions

Development of procedures for ongoing assessment of the new General Education requirements

Coordination of assessment design with the Office of the Vice Provost for Undergraduate Education

Recommended procedural or policy changes for the coming year:

Resolution to Assess Capacity to deliver GE courses to meet student demand

Issues reviewed and considered by the committee:

1. Previous UC Davis Western Association of Schools and Colleges (WASC) Review Documents: WASC Assessment; WASC Interim Report (March

	2010); Interim Report Committee (IRC) Action Letter (2010); Therese Cannon Letter (May 2010); Interim Report Committee (IRC) Action Letter (2008); and WASC Final Report (2003)
2.	Academic Senate Committee on Rules, Elections, and Jurisdiction (CERJ) Review and Comments on Academic Senate Committee on General Education (GEC) Responses to Frequently Asked Questions (FAQs) raised during 2011-12
3.	iAMSTEM Hub Letter from Provost Hexter
4.	Assessment Plans from Various UC Campuses
5.	Presentation and Handout Documents provided by Karen Dunn Haley, Director of the Office of Academic Assessment (OAA): General Education PowerPoint Presentation; General Education PowerPoint Presentation Handout; Rubric for Assessing Campus General Education Assessment Efforts 05 09; UC Davis Institutional and General Education Outcomes; Walvoord General Education Flowchart
6.	General Education Assessment: Roles of Academic Senate Committees and Ideas for Short and Long Term Direct and Indirect Assessment
7.	UCLA Self-Review Report on the General Education Curriculum
8.	Establishment of a Protocol to Study the Effectiveness of General Education Instruction in Undergraduate Courses
9.	General Education Committee Resolution regarding the General Education Assessment Plan (also entitled GEC Proposal for General Education Assessment)
10.	UGC Draft Resolution regarding Learning Outcomes Assessment
11.	Cataloging GE Courses on Campus (also entitled GE Course Adequacy Assessment UC Davis – Actual Practice 2011-13)
12.	Faculty and Staff FAQs about GE Assessment
13.	General Education Course Adequacy Assessment Response from the UC Davis Budget and Institutional Analysis Office (BIA) (June 2013)

Committee's narrative:

The General Education Committee (GEC) is a committee of the Undergraduate Council. The committee is charged with the responsibility of supervising the General Education (GE) program by establishing the criteria that govern certification of courses for the GE program, periodic review of the rosters of courses that are approved for GE credit and the inclusion of these courses in the General Catalog along with other appropriate information regarding General Education, determining the extent to which multidisciplinary individual majors satisfy GE requirements in the components of the GE program, actively promoting the development of new GE courses and clusters, continuous review of the effectiveness of the GE program, and of advising the Representative Assembly on matters relating to the GE program including desirable changes to regulations and bylaws.

The committee met seven times during the 2012-13 academic year. The committee's main focus was the development of a plan to assess student learning outcomes. To reach this goal the committee met with the director of the Office of Academic

Assessment, reviewed assessment plans developed and in use at other institutions of higher education, looked at pilot programs that were in effect on the UC Davis campus, and discussed ways that departments, programs, faculty and staff could measure student learning outcomes that would have the least impact on their respective workloads, maintain faculty control of the plan, be in alignment with established department program learning outcomes, and satisfy accreditation requirements. The committee also reviewed FAQs regarding the new General Education Requirements (GE3) that were implemented the Fall of 2011 and the application of the relevant divisional regulations governing the requirements for undergraduate degrees (Davis Division Regulations 521 and 522). The committee outlined Faculty and Staff FAQs that concerned General Education Assessment in anticipation of faculty and staff questions and for eventual development of an informative General Education webpage. The committee formalized a resolution that proposed the establishment of a protocol to study the effectiveness of general education instruction in undergraduate course. Once the resolution was vetted, the committee submitted a request for data that would enable the committee to begin work on assessing General Education Course Adequacy at UC Davis. The request for data focused on the first project listed in the aforementioned committee resolution: an inventory of General Education courses by a certain date to determine if UC Davis has sufficient capacity to meet student needs for each of the GE requirements. On June 24, 2013, the committee received, in response to its request, a report from the Office and Institutional Analysis (IA) and the Office of the University Registrar (OUR) that addressed the four adequacy assessment needs of the committee: 1) a count of the number of students who need to take GE courses and then the number of GE units needed; 2) a count of the number of GE credits needed; 3) a count of what is available; and 4) a determination of whether the GE offerings would be adequate. By the end of the 2012-13 academic year, the committee had positioned itself to begin work in the 2013 Fall Quarter on how to measure students are achieving the learning outcomes that departments' established their program learning outcomes were intended to deliver.

Respectfully submitted,

Craig Warden, Chair
Rebecca Ambrose
Manuel Calderon De La Barca Sanchez
David Hawkins
Maggie Morgan
Terry Nathan
John Smolenski
Melissa Bender, Academic Federation Representative
Elaine Swiedler, ASUCD Representative
Bryan Rodman, Committee Resource Analyst

Annual Report: Academic Year 2012-13

Davis Division: Academic Senate

Subcommittee on Preparatory Education

Total Meetings 3	Meeting frequency: Once per quarter; but we did a lot of work by email.	Average hours of committee work each week: Less than one
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Total 4 issues discussed.	Total of 1 issue deferred from the previous year	Total 1 issue deferred to the coming academic year
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Listing of bylaw changes proposed:

none

Listing of committee policies established or revised:

none

Issues considered by the committee:

- 1) responding to the International Advisory Committee Report on the general need for more support services for international students (see attached)
- 2) the proposal to switch English as a Second Language (ESL) freshman writing instruction from Linguistics to UWP, which was finally accepted after 3 years of advocacy
- 3) a review of basic math courses (report from committee member Joseph Biello)
- 4) the proposal from Board of Admissions and Relations with Schools (BOARS) to UCOPE that the UC should no longer require transfer students to have completed Algebra 2. This proposal landed in our emails at the very end of the year, and was strongly opposed by the UCD Preparatory Education committee.

Recommended procedural or policy changes for the coming year:

Increased attention to the math, writing, and general academic

preparation of community college transfer students.

Committee's narrative:

The Preparatory Education Committee (PEC) was asked in Fall 2012 to respond to the UCD International Advisory Committee Report. We crafted a detailed response, see attached. At that time we had not been informed of the results of the Call for Proposals on the future of ESL at UCDavis, but we had been told that the proposal we had previously supported, of moving ESL freshman writing instruction to the University Writing Program (UWP), had been rejected by the administration. However, in Winter 2013, we learned that moving ESL freshman writing to the UWP was still a possibility. We requested support for this move from the Undergraduate Council, and the proposal was finally accepted and implemented, with the UWP currently offering these classes in Fall 2013. In Spring 2013, we turned our attention to basic mathematics instruction. Committee member Joseph Biello talked to his math department colleagues and shared with the PEC the sense of the math department that the current system of basic mathematics instruction is working well at UCDavis. However, in early summer we learned of the proposal from BOARS to UCOPE that the UC should no longer require community college transfer students to have passed Algebra 2. Although the academic year was over, we debated this issue over email, passed along our negative assessment of this change to UCOPE, and were told that our comments had affected UCOPE's response (changing it from positive to neutral). However, we feel that the larger issue of the academic preparedness of community college transfer students needs further attention from the PEC.

Respectfully Submitted,

Julia Menard-Warwick, Chair
Joseph Biello
Chris Drake
Richard Levin
Elizabeth Miller
Janet Lane, Federation Representative
Lauren Menz, ASUCD Representative

The Preparatory Education Committee (PEC) strongly endorses the recommendation of the International Advisory Committee Report (IACR) that international students should be integrated into the fabric of the campus. Additionally the PEC strongly endorses the point made in the report that internationalization of the campus through recruitment of international students “will succeed only if a second investment is made in retention services that provide the necessary resources for foreign students to succeed. Merely recruiting international students will not internationalize the campus by itself” (p. 3). As one PEC member commented along the same lines:

We should distinguish between internationalization of the university and the desire to attract more paying foreign students. Those goals are, in my opinion, separate and not even complementary. Attracting more international students will diversify the student body and that is very positive. It does not guarantee or even imply any actions on the part of the university to improve academic success of foreign students at the university. ...It is up to the university to put procedures into place that enable success in terms of social integration and a positive experience for foreign students. ...There needs to be a dedicated pool of money and an infrastructure supported from this money that ensures there are no financial obstacles to delivering the needed services. As one of the [IACR] writers said, in this day and age of high speed internet and instant communication, news of failure travel fast.

The support services whose necessity we would particularly like to highlight are the following: English language instruction, advising and counseling, faculty training and incentives for internationalization initiatives; TA training. We believe that an addition of a credit-bearing summer orientation program for international students would be a step in the right direction, although insufficient in itself. Further areas of concern to the committee are funding for necessary support services; the location of these services so as to maximize student integration; English-language proficiency admissions standards for international students; language testing both before and after arrival; and the transparency of the process by which internationalization decisions are made. Finally we would like to point out that the 2010 data labeled “current context” in the IACR is woefully out of date. International undergraduate student recruitment has proceeded rapidly since 2010 in the *absence* of meaningful new support services for international students, and in the *aftermath* of devastating budget cuts to previously existing services that could have been used to support international students. Before discussing specifics, we would like to endorse the IACR conclusion that “If the administration cannot find the resources to invest, it would be better to acknowledge that our efforts to internationalize the campus should be put on hold rather than proceed without sufficient resources” (p. 4)

Support services:

English language instruction

As the IACR points out, “English language instruction is an important part of ensuring that international students are successful in receiving a university degree” (p. 16); international students (both graduate and undergraduate) can profit from study at our university only if they are adequately prepared as readers, writers, and speakers of English. Moreover, the university community can profit from the presence of international students only if these students have the requisite English language skills. A point not mentioned in the report is that one reason international students come here to study is to reap the side benefit of improving their English skills; they realize that having strong English skills can set them apart in their future careers. Recognition of this benefit could help with recruitment.

A point that the PEC would like to particularly emphasize is that international students have curricular needs for language skills other than writing, especially listening and speaking skills strong enough to follow lectures and communicate their ideas, as well as cultural skills necessary to function comfortably in the UCD academic and social environment. However, the only ESL courses for undergraduates now offered at UCD are freshman writing classes, designed for immigrant students, whose needs for language instruction are overlapping but non-identical to the needs of international students. Thoughtful and thorough curriculum development by ESL specialists is needed to design a program that will meet the range of needs for ESL in an internationalized UCD. A central assumption of this program design should be that providing classes/services attuned to the needs of California resident immigrant students must remain an integral part of the mission of ESL.

As one PEC member argues:

The UC is charged with serving the people of California, first and foremost. Providing ESL to our incoming California residents, if they need it, is obviously part of that mission. Providing ESL to our international students assists in that mission in that it (a) brings more international revenue to the university thereby increasing the overall health of the university (b) creates a diverse community at the university from which California resident students benefit and (c) creates strong connections between our university and state and the people and nationalities that we recruit.

Moreover, the PEC believes that full integration of international students within the campus community requires that ESL classes be held on campus, taught by UCD faculty and graduate students. Providing international undergrad students with good, “in house” ESL is a significant investment in their success at UCD and their satisfaction with UCD; in the long term financial analysis, ESL should be provided all resources necessary since it is an integral part of the campus mission of internationalization.

Advising and counseling

The PEC endorses the need for specialized advising for international undergraduates mentioned in the report. Currently, international undergraduates lack adequate advising, particularly upon first arriving here and selecting courses. Many new international undergraduates this year are taking far more units than they can successfully handle. They are far less likely than domestic students to understand the US academic system and how to function successfully within that system.

The PEC additionally endorses the IACR’s call for “the administration to plan effectively for the provision of counseling services” to international students, who are likely to be under stress given that they are “many thousands of miles from their homes and support networks” and often unfamiliar with US culture. It is not enough to simply send international students to existing counseling services on campus; they need access to professional, experienced counselors trained in cross-cultural issues. It would be a worthwhile investment to hire counselors with this expertise who are also fluent in languages spoken by significant numbers of international students, especially Mandarin Chinese.

Faculty training and incentives

The PEC endorses the call of the IACR to “lift obstacles and create incentives to underpin faculty projects that internationalize the campus,” such as service-learning or intercultural

communication courses that link international and domestic students. The PEC additionally underscores the need for widely available faculty training to help UCD instructors work effectively with international students in their classes who might have weak English skills and/or be fearful of participating actively in the classroom due to cross-cultural differences in classroom behavior/student participation.

TA training Since a significant amount of instruction at UCD is provided by teaching assistants, these instructors as well could benefit from training on how to work effectively with international students. Moreover, it is important to keep in mind that some of the international students admitted will at some point have a TAship and these should never be awarded if the student is not proficient in English. In fact, for many undergraduates, their most significant international contact may come when an international student is his or her TA in a course. We need strong support both within departments and campuswide to help international TAs succeed in their TAships. Providing international grad students with high-quality ESL speaking courses improves their own performance in graduate classes and, even more important to the university, their performance as TAs. This, in turn, increases the satisfaction of all undergraduates, given that a lack of English language skills is a common reason for undergraduate students to complain about international TAs. For this reason, we also need to educate U.S. students about the benefits of having international TAs, for example during orientation programs.

Supplementary programs for international student integration

The PEC agrees with the IACR on the value of “buddy” programs that bring together international and domestic students, and likewise agrees on the importance of providing administrative funding and training for students in such programs. There are several long-standing programs like this on campus, such as the PAL program in Linguistics, and it will be important to support existing programs in this as well as newly-developed initiatives.

The PEC would also like to point out that international students are not used as much as they could be here when events of interest come up that they have particular knowledge or experience on (e.g. the Arab Spring of 2011). Using international students in forums, workshops, and symposia whenever possible would make them more visible and help them be better integrated at UCD.

Summer orientation program

The PEC concurs with the IACR recommendation that international students be provided with a credit-bearing orientation during summer quarter “to allow early entry onto campus and to ensure that the students are not playing catch up when they should be well settled before classes begin” (p. 16). Such an orientation program should cover cultural issues of concern to international students, and provide ESL instruction for those who need it. In fact, the committee believes that summer session ESL courses would solve many (although not all) of the current problems discussed in the report. Students would pay separately for these classes, which would alleviate funding issues, and a summer program would also give students a chance to improve their English *before* the start of fall classes, making for an enhanced educational experience. It could also solve some of the visa issues faced by international students, and make their transition to campus life easier. This program should be at least as long as Summer Session 2. ESL courses provided in the summer program could include speaking/listening as well as writing. Of course, it is not sufficient to stop at these classes, and many international students would need additional

ESL instruction during the academic year, but summer classes should be an integral part of continued ESL learning throughout the first year of college.

Additional concerns:

Funding and location of services

The Prep Ed committee believes that integration of international students within the campus community (one of the primary concerns in the IACR) will be best facilitated if ESL classes are held on campus, taught by UCD faculty and grad students. We are concerned that outsourcing, even to Extension, would have the tendency to isolate rather than to integrate international students, and we would like to emphasize the importance of maintaining high standards for academic English instruction with highly qualified instructors, which we believe would be easier to ensure with an in-house program.

Moreover, while most of the PEC agrees with the IACR report that “a summer program prior to university admission may be fee bearing but that ESL instruction during the academic year should be considered part of the university curriculum covered by current tuition and fees” (p. 16) there is a minority opinion on the PEC that the university should charge international students “more for extra services, if the market will bear that price,” while prioritizing the needs of California resident students, including immigrants who need English language instruction.

Admissions standards

In making admissions determinations, we need to go beyond lip-service to “diversity” and “internationalization” and instead ask ourselves what kind of diversity we are seeking, what optimal international experiences consist of, and what are the academic standards we hope to maintain for both domestic and international UCD students. The PEC is concerned that before admitting students, we need to make a determination about the adequacy of their English language skills—their adequacy at the time of admission and the likelihood (or the lack thereof) that the students can improve their English skills to an adequate level either by the time they enroll or shortly thereafter. Thus, it is important to require TOEFL scores of at least 80 for all international students from countries where English is not the dominant language, even those coming from so-called English-medium high schools, unless these are internationally accredited institutions.

Testing

Although TOEFL scores should be required, the PEC is concerned about widespread reports of TOEFL fraud (especially in China) and also by reports of artificial TOEFL score inflation from intensive test-preparation classes. Therefore, students need to be tested by UCD personnel soon after arrival at UCD to determine what level of English-language instruction will be appropriate for them. Optimally, this testing will be conducted after students have recovered from jet lag but before they have enrolled in fall classes.

Transparency of decision-making

The PEC has not been able to determine the final outcome of the Call for Proposals for the future of ESL from spring 2012, and is concerned that the current ESL program is unable to plan for the future (later than spring 2013). Moreover, the PEC has been unable to determine whether

outsourcing to Extension or even beyond UCD is still on the table. Nor can the PEC determine whether outsourcing would potentially involve immigrant students and graduate international students as well as international undergraduates. The lack of information provided to faculty and staff who work with international students is impeding the creation of a summer program, widely agreed to be desirable and cost-effective. Generally, PEC sees a need for more transparency on the part of administration about international admissions, plans for funding ESL, etc. More transparency would make for better planning and a better educational experience for international students. Moreover, the lack of transparency in these areas has already created a significant disincentive for future faculty involvement in this area; that is, faculty who were initially enthusiastic about the internationalization effort have already become disillusioned and have begun to disengage.

Conclusion: Given the stated commitment of the UCD administration to a process of internationalization, including the recruitment of international students, the PEC recommends renewed administrative commitment to the high-quality language instruction and support services that will make internationalization successful. We argue that improved educational experiences for our international students will create a self-sustaining recruiting mechanism. Satisfied "customers" create better recruiting opportunities internationally and more satisfied and engaged international alumni.

2012/2013

ANNUAL REPORT ON ENTRY LEVEL WRITING/WORKLOAD 57

June 27, 2013

To: Julia Menard-Warwick, Linguistics
Chair, Committee on Preparatory Education

Combined figures for 2012/2013 academic year

(Note: Beginning in Fall 2006, students may satisfy the ELWR by earning a C or higher in WLD 57)

Number of entering freshmen at UC Davis, 2012-13 4774

Number of students who took the Analytical Writing Placement Examination (AWPE) **2387**
(Breakdown: May Universitywide Exam – 2123, Campus Orientation Week Exams – 264)

Number who passed the AWPE and thus satisfied the Entry Level Writing Requirement 1204

Number who failed the AWPE and were held for Workload 57 1183*

Percentage of entering students enrolled in Workload 57 33%
(includes those repeating the course)

Workload 57 enrollment, 2012/13 **1568****

Number of students who passed WLD 57 and thus satisfied
the Entry Level Writing Requirement 1190

Passed after 1 quarter: 1008

Passed after 2 quarters: 162

Passed after 3 quarters: 20

Number of students who were disenrolled or dismissed: 40

Percentage of entering students passing Workload 57 25%
(# of students passing WLD 57 divided by # of entering freshmen)

* Of the 1183 students originally held for WLD 57, 385 did not register in Workload 57 because they either:

- did not attend UCD
- satisfied Entry Level Writing before attending UCD (AP, SAT II Writing or SAT Reasoning Writing Test, IB, transfer credit)
- did not complete the Linguistics series
- were dismissed before taking Workload 57

** This figure includes students who took Workload 57 more than once.

Cynthia Bates
Director, Entry Level Writing

sg

Annual Report: Academic Year 2012-13 Davis Division: Academic Senate

Committee on Undergraduate Instruction and Program Review

Total Meetings 10	Meeting frequency: As needed – Average about 2/month	Average hours of committee work each week: varies
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Total of Undergraduate Programs Reviewed: 9 regularly scheduled and 2 expedited for a total of 11 (courses, proposals, cases, etc.)	Total deferred from the previous year: 0	Total deferred to the coming academic year: 0 However we will complete interim reviews for 2 programs –Asian American Studies next year and Women & Gender Studies in 2014-15
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Listing of bylaw changes proposed:

None.

Listing of committee policies established or revised:

None.

Issues considered by the committee:

- Expedited reviews were conducted on Textiles and Clothing program including the use of external reviewers
- Expedited reviews were conducted on Exercise Biology program including the use of external reviewers
- Asian American Studies will be reviewed again next year
- Women & Gender Studies will have an interim review conducted in 2014-15
- The committee was asked for input and ideas to streamline the process in order to expedite completion of program reviews

Recommended procedural or policy changes for the coming year:

The goal is to create and vote on a more streamlined process for program reviews

Committee's narrative:

BIA (Budget & Institutional Analysis) is the office of record for the appendices (data) and is responsible for sending the data reports to the home departments with a courtesy copy to the Academic Senate office and home department college. In February the committee held a meeting of representatives from (BIA) and Cluster 7 program representatives to discuss the program review process and information that programs would be provided to complete reviews. Program representatives also had the opportunity to request any additional data they may require.

UIPR receives reviews from the colleges upon completion of program, department and college review. For each program, UIPR committee members review the following materials: the self-review

by the home department of the program, the report on the program by the College's Undergraduate Program Review Committee, and the responses from the department chair and/or master adviser, the Dean, and the College Executive Committee.

For each program, UIPR committee members prepare a report providing a summary of the program's major strengths and weaknesses, and recommendations on how to address the weaknesses. The reports are then posted for review by all members of the UIPR committee, finalized and forwarded to Undergraduate Council (UGC) with a summary.

Working throughout the year (Nov. through May), the committee completed and submitted all nine of the Cluster 5 reports to Undergraduate Council.

□ CLAS:

- African American Studies
- American Studies
- Asian American Studies
- Chicana/o Studies
- Native American Studies
- Women & Gender Studies

□ CAES:

- Environmental Policy, Analysis & Planning
- Environmental Science & Management

□ CBS:

- Evolution, Ecology & Biodiversity

The UIPR committee also completed, for the first time, expedited reviews of two programs. These expedited reviews included inviting two external reviewers to campus for each of the programs of Textiles & Clothing and Exercise Biology. The committee completed reports for each of these program reviews and sent recommendations to UGC.

Cluster 6 reviews from CLAS, CBS and CAES are currently in process. It is anticipated that the Cluster 6 program reviews will be submitted to UIPR for review in the upcoming 2013-14 academic year.

Asian American Studies has been asked to complete another full review in 2013-14. This process will require AAS to submit their completed review by the beginning of the Fall Quarter 2013 to the Chair of CLAS's college-level undergraduate program review committee with copy to HArCS Dean and CLAS Associate Dean. The complete review will then be sent to UIPR to be reviewed along with CLAS programs in Cluster 7.

Respectfully submitted,

Carl Whithaus, University Writing Program, UIPR Chair
Susan Ebeler, Viticulture & Enology
Dipak Ghosal, Computer Science Engineering
Michele Igo, Microbiology
Timothy Lewis, Mathematics
John Smolenski, History
Steve Wheeler, Environmental Design
Sandra Vella, AF Representative
Edwina Duenas, ASUCD Representative

Lauren Menz, ASUCD Representative
Valerie Billing, GSA Representative
Christopher Thaiss, Ex-Officio, Director, Center for Excellence in Teaching & Learning
Debbie Stacionis, Academic Senate Analyst

COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES 2012-2013 ANNUAL REPORT

TO: The Representative Assembly of the Davis Division of the Academic Senate

The Committee first met on November 9, 2012 during the Fall Quarter to organize for the year. At this meeting, committee members reviewed the 2011-2012 Annual Report and the calendar for 2012-2013. They were also discussed committee expectations and workload. In addition, Committee members signed up to participate on the University Medallist Sub-Committee and volunteered to host a Bonnheim Scholar event.

For the 2013-2014 academic year, 69,682 students applied for undergraduate admission: 13,796 new transfers and 55,886 new freshmen. The Committee does not evaluate all freshmen and transfer applicants to the University. Only eligible EOP freshmen are read by the Committee; those not read by the Committee were evaluated on the basis of their grades and test scores alone. Transfer applicants must have submitted a letter of recommendation in order to be evaluated by the Committee; those who did not submit the letter of recommendation are considered for undergraduate scholarships, but are not eligible for bonus points through the review.

A Winter Quarter meeting was held on January 22, 2013 to discuss the reading procedures for application evaluation. Shortly thereafter, the Committee began receiving and reviewing 2013-2014 scholarship applications. In order to be considered, all applicants had to have a minimum 3.25 GPA. The Committee evaluated all complete continuing student applications (852); they evaluated the eligible transfer student applications from those who submitted a letter of recommendation (154) and eligible freshmen EOP applications (704). All applications were read twice, and scores were entered by mid-March, 2013.

A total of 1701 applications needed to be evaluated for the 2013-2014 scholarship award year. Because each application is to be reviewed by at least two Committee members, 3420 reads needed to be completed within a five week period. This year we had 20 members, not including the Chair. If all 20 members read equal amounts of applications, they would each need to review about 171 files; this equates to about 24.2 hours of work, given a 7 – 10 minute/file reading rate. Unfortunately, not all 20 members read their quota, leaving an undue burden on others. This cycle, all members were active; however, there were three members who only read 25 applications. Most members read over 100 applications while half of the members read over 170 applications or more this cycle. Of those, one read 477 and the other 600. More participation will be needed as application numbers increase.

The committee was comprised of members representing all of the colleges. Yet, we still only had very few representatives from the Colleges of Biological Sciences, Agricultural and Environmental Sciences, and Engineering on the Committee. CUSHP could use a more diverse make up in those areas, if possible. This year two ASUCD representatives were added to the committee. However, given that most of the committee work revolves around reading applications it seems like a bad fit. This may be the reasons the students did not attend any meetings.

The University Medalist Sub-Committee reviewed the nomination packets of and interviewed four finalists on May 6, 2013. The group decided upon, Nicole Sitkin, a Neurobiology, Physiology and Behavior major from the College of Biological Sciences as the 2012-2013 University Medal recipient.

The Committee did not meet again to review the year's activities and make recommendations for any needed changes.

The attached table outlines the distribution of recipients and funds allocated to undergraduate scholarships through the CUSHP process for the previous academic year, 2012-2013; these figures do not include the Regents, National Merit or NCAA Scholarships.

Respectfully submitted,

Carlos F. Jackson, Chair

Paul Bergin

Matt A. Bishop

Fidelis O. Eke

Ian C. Faloon

Lorena Garcia

Simona Ghetti

Ellen L. Hartigan-

O'Connor

Kyu Hyun Kim

Kee D. Kim

Matthias Koeppe

Kristin H Lagattuta

Kenneth Jan-Hwang Loh

Markus A. Luty

Kent E. Pinkerton

Naileshni S. Singh

Teresa E. Steele

Qinglan Xia

Academic Federation Members

Ana Maria Ibanez

Kenneth L. Hilt

**COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES
2012-2013 ANNUAL REPORT**

	CA&ES	CBS	ENG	L&S	TOTAL
<u>2012-2013 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>GENDER</u>					
Female	2767	3927	1445	8148	16287
Male	1271	2314	3508	5647	12740
Not indicated	3	0	0	0	3
Total	4041	6241	4953	13795	29030
<u>2013-2014 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>GENDER</u>					
Female	2918	4397	1339	8615	17269
Male	1268	2285	3335	5866	12754
Not indicated	0	0	0	0	0
Total	4186	6682	4674	14481	30023
<u>2012-2013 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>ETHNICITY</u>					
Latin American	184	258	179	554	1175
Mexican American	490	671	551	1505	3217
African American	111	161	109	390	771
Native American	38	44	35	113	230
All Others	3218	5109	4088	11245	23660
Total	4041	6243	4962	13807	29053
<u>2013-2014 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>ETHNICITY</u>					
Latin American	209	265	160	597	1231
Mexican American	597	811	416	1605	3429
African American	118	214	75	406	813
Native American	58	60	26	99	243
All Others	3204	5335	4005	11783	24327
Total	4186	6685	4682	14490	30043
<u>2012-2013 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>STUDENT STATUS</u>					
Entering Freshmen	3027	5326	4459	9604	22416
Transfer	865	768	423	3964	6020
Continuing	149	149	80	239	617
Total	4041	6243	4962	13807	29053
<u>2013-2014 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>STUDENT STATUS</u>					
Entering Freshmen	3092	5818	4101	9981	22992
Transfer	916	682	485	4244	6327
Continuing	178	185	96	265	724
Total	4186	6685	4682	14490	30043

**COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES
2012-2013 ANNUAL REPORT**

<u>2012-2013 SCHOLARSHIP RECIPIENTS</u>					
<u>GENDER</u>					
Female	476	148	81	267	972
Male	198	102	132	151	583
Total	674	250	213	418	1555
<u>2012-2013 SCHOLARSHIP RECIPIENTS</u>					
<u>STUDENT STATUS</u>					
Entering Freshmen	282	89	102	92	565
Transfer	219	88	42	172	521
Continuing	173	73	115	154	515
Total	674	250	259	418	1601
<u>NEED-BASED ACCEPTED & PAID* (Students must show financial need)</u>					
No. of Awards	109	127	104	218	558
Award \$	\$170,485	\$254,962	\$108,107	\$379,356	\$912,910
<u>NON-NEED BASED ACCEPTED & PAID* (Financial need not required)</u>					
No. of Awards	565	123	109	200	997
Award \$	\$991,249	\$227,429	\$142,666	\$491,428	\$1,852,772
<u>AWARD TOTALS PAID*</u>					
No. of Awards Accepted	674	250	213	418	1555
Award \$	\$1,161,734	\$482,391	\$250,773	\$870,784	\$2,765,682
<u>ELIGIBLE APPLICANTS</u>					
<u>FALL 2012**</u>	4,041	6,241	4,953	13,795	29030
<u>TOTAL \$ PER CAPITA</u>	\$287.49	\$77.29	\$50.63	\$63.12	\$95.27

* Totals may represent multiple awards to individual student recipients

** Number of scholarship eligible students, from 2012-2013 annual report

**Committee on Courses of Instruction (COCI)
Course Evaluation Policy**

1. Registered students must be given an opportunity to evaluate courses offered for academic credit, but course evaluations are optional for Guest Lecture Seminar, Research, and Internship Courses where the course does not include a substantial project, term paper or exam.
2. In view of the concerns regarding maintenance of anonymity, courses with 5 or fewer students will not require evaluation.

Delegation of Authority

1. MOUs that delegate oversight of course contents to a school or college also delegate the evaluation process to the respective school or college for those courses.

Minimum Elements of the Course Evaluation

(Every course evaluation must contain the following two questions as written in addition to an opportunity for comments.)

1. Please indicate the overall teaching effectiveness of the instructor. (5 = excellent; 4 = good; 3 = average; 2 = poor; 1 = very poor).
2. Please indicate the overall educational value of the course. (5 = excellent; 4 = good; 3 = average; 2 = poor; 1 = very poor).