

**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

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The **Thursday, October 22, 2015** Representative Assembly meeting will be held in the

**Memorial Union, MU II.** Directions to the building can be found at the following website:

<http://campusmap.ucdavis.edu/?b=104>. The room is located on the second floor of the Memorial Union.

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

**Thursday, October 22, 2015**

**2:10 – 4:00 p.m.**

**Memorial Union, MUII**

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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 – Prof. André Knoesen	
b. Remarks by ASUCD Representative	
c. Remarks by GSA Chair – Ralph Washington Jr.	
d. Annual Report of the Committee on Academic Personnel – Oversight Committee – Prof. David Simpson	48
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t. *Annual Report of the Library Committee	119
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w. *Annual Report of the Committee on Public Service	132
x. *Annual Report of the Committee on Research	134
y. *Annual Report of the Undergraduate Council	139

\*Consent Calendar. Items will be removed from the Consent Calendar on the request of any member of the Representative Assembly.

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ii. Annual Report of the Subcommittee on Special Academic Programs	158
iii. Annual Report of the Subcommittee on Preparatory Education	162
iv. Annual Report of the Subcommittee on Undergraduate Instruction and Program Review	166
z. *Annual Report of the Committee on Undergraduate Scholarships, Honors and Prizes	169
7. Reports of standing committees	
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10. University and Faculty Welfare	
11. New Business	
12. Informational Item	
a. Four Year Degree Completion Initiative	173

G. J. Mattey, Secretary  
Representative Assembly of the  
Davis Division of the Academic Senate

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

*Tuesday, June 2, 2015*  
**2:10 – 4:00 p.m.**

**Student Community Center, Multi-Purpose Room**

Page No.

1. Approval of the February 24, 2015 Meeting Summary 2  
[Motion to accept February 24, 2015 meeting summary](#)  
[Motion seconded](#)  
[Unanimously approved](#)
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  
Remarks by the Academic Federation Chair –
  - a. Remarks by the Academic Federation Chair – Laura Van Winkle  
[Laura Van Winkle gave a brief summary of the year. Points included:](#)
    - [The Academic Federation is somewhat parallel to the Senate, has over 1600 members and represents all titles that are not Senate.](#)
    - [AF & AS working together is an asset, and the AS leadership has provided a good example.](#)
    - [The AF has begun implementation of Step Plus which is complicated due to the fact there are 19 titles and three review committees for the Federation. Clarifying confusion of main research titles is a task, but the AF has been working with the Vice Provost of Academic Affairs to create a three point chart to help clarify appropriate titles for those coming to UC Davis, and guidelines for review were created. Issues with the peer review process have come to light, so that will be something to work on next year. Seven titles went to vote this year. All were approved with transition to Step Plus commencing July 1.](#)
  - b. Remarks by the Academic Senate Chair – André Knoesen
    1. [UC President Napolitano reports that the University has reached an agreement with Governor Brown to increase State support for UC. Below is a summary of the agreement:](#)
      - [The agreement provides UC with significant new revenue and stable funding that allows holding resident tuition at its current level for the next two years. In addition, nonresident supplemental tuition and professional](#)

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degree supplemental tuition would generally be increased in accord with the November budget resolution adopted by The Regents.

- In exchange for State funding provided for the University's pension plan, UC will implement retirement benefit changes for future UC employees who would affect only new employees hired after it is implemented July 1, 2016.
- The agreement expands a number of programmatic innovations underway or under development at UC, such as adopting systemwide transfer pathways, using data to support student success by eliminating course bottlenecks and improving academic advising, expanding three-year degree pathways, and better utilizing summer session and conducting a systemwide curriculum review to decrease students' time-to-degree. It also includes the university's plan to ensure that at least a third of its new students enter as transfers. How the agreed upon initiatives will be implemented on the Davis campus is under discussion.

2. The new Integrated Course Management System will be ready by end of spring quarter.

3. Course Prerequisites – There has been a lack of enforcement. Last year the Registrar proposed a system for implementation, but increased workload on faculty was an issue. A workgroup with representatives from Undergraduate Council & Graduate Council looked at it again and it was determined three things need to be in place:

1. Successful implementation of ICMS so Committee on Courses and Instruction does not have to review if only a prerequisite is changed
2. Accurate prerequisite information on all courses is required
3. A centralized database of pre-requisites completed by a student to simplify registration, and- efficient communication between student and instructor to mitigate any exceptions.

Pilots will be rolled out before full implementation, which is targeted for spring 2016.

4. Health Care Issues – President Napolitano said she does not anticipate any major changes for the next year and future decisions will include the Academic Senate.

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Question: What is going on with summer sessions on the Davis campus?

Answer: Concerns raised by department chairs related to Summer Sessions prompted the Academic Senate to work with the administration to focus on meeting curriculum needs of students. Meetings have been held in all the Colleges during spring, and while some adjustments were made in 2015, the expectation is that more substantive changes will be made for 2016

Question: What is the status of MIV? Answer: MIV will be kept as is and there will be an evaluation to see if it's being used most efficiently. It's extremely costly. We want to assure money is being spent wisely. The Executive Council is concerned about lack of governance concerning the use and collection of data, currently housed in MIV, and expanding the use of MIV as a data source. The Senate formed an Executive Council Special Committee on Academic Personnel Data Collection, Use and Distribution to provide recommendations regarding data governance next year.

7. Unfinished Business

2015 Response to the 2009 Representative Assembly Resolution on Hiring Practices (attached)

David Simpson explained why the Resolution is relevant in 2015. Currently the Academic Senate is not regularly seeing information on searches. It is unclear how many open searches are being conducted. The Academic Senate wants to assure fair search procedures are in place. This morning Provost Hexter indicated that the administration is willing to provide requested information to the Academic Senate for review by members of Affirmative Action & Diversity committee. A procedure will be put in place with a pilot for next year.

8. Reports of standing committees

- Committee on Elections, Rules & Jurisdiction – John Hunt
  - i. Davis Division Bylaw revisions
    - 1. Davis Division Bylaw 121: Committee on Undergraduate Council (attached)  
Motion to approve  
Motion seconded vote  
Unanimously approved

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ii. Davis Division Regulation revisions	15
1. Davis Division Regulation 538: Examinations (attached) Motion to approve Motion seconded Unanimously approved	
2. Davis Division Regulation A540: Grading (attached) Question: What if student withdraws? Regulation withdrawn to investigate answer to this question	17
9. Petitions of Students	
10. University and Faculty Welfare	
11. New Business	
• Faculty Athletic Representative Presentation – Scott Carrell (report attached)	12
The annual UC Davis Athletics: Academic Performance Data report was received yesterday and will be reviewed by Admissions & Enrollment and UGC this year. Question: Is the issue of concussions being considered by UCD athletics? Answer: Yes. This is on the radar nationally from elementary through professional level, and on the Davis campus. Question: Are there academic support systems in place for athletes on the Davis campus? Answer: Yes, but much less than most NCAA Division 1 schools. NCAA provides funding and this is used for tutors. Coaches provide much mentoring, e.g., study halls. Question: What are 4 & 5 year graduation rates? Answer: The four year rate is lower for all students, not just athletes, but the lower numbers for athletes may be due to them taking a red shirt year.	
• UC Davis Joint Senate - Administration Teaching and Research Animal Program Task Force Co-Chair – Sue Bodine (report attached) Question: Will rates of keeping animals be lower by next year? Answer: Uniform rate structure is being determined, the goal is to have rates lower.	

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Question: What about teaching? Will this include centralizing course fees too?

Answer: This will look at rates for research and teaching.

AS chair indicated recommendations emerging from this initiative will be monitored to ensure the Academic Senate is involved as appropriate.

12. Informational Item

- \*2015-2016 Academic Senate standing committee appointments (attached) 21
- UC Davis Joint Senate - Administration Teaching and Research Animal Program Task Force update (attached) 25
- \*Graduate School of Management Bylaws update 35

Meeting adjourned 3:55 P.M.

Secretary

Abigail Thompson,

of the

Representative Assembly

Academic Senate

Davis Division of the

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**UC DAVIS**  
ATHLETICS

# ACADEMIC PROGRESS AND ADMISSIONS OF UCD STUDENT- ATHLETES

**Scott E. Carrell**

**Faculty Athletics Representative  
Associate Professor of Economics**

June 23, 2015



## Faculty Athletics Representative (FAR) Roles

- **Protect the academic integrity of the institution as it pertains to intercollegiate athletics**
- **Oversee student-athlete welfare**
- **Provide oversight on NCAA compliance issues**
- **Advise the chancellor and the academic senate on intercollegiate athletics matters**
- **Participate in NCAA Governance**



## Outline

- **Academic Performance**
  - Current Grades
  - Graduation Rates
  - Graduation GPA
- **Admissions**
  - HS GPA, SAT Scores
  - Admits by Exception
- **Diversity**
- **Funding**



## Recommendations

- **No need to change the current admission process**
  - Admissions has a proven track record of admitting students who succeed at UCD
  - ICA helps diversify the UCD campus (~25% URM)
- **Continue to place emphasis/evaluation of our student-athletes academic success on outputs (i.e., graduation/college GPA)**



## Data Sources

- **UC Davis Athletics: Academic Performance Data 2003-04 to 2012-13**
  - Institutional Analysis
- **Fall 2015 Admissions Data**
- **ICA grade reports**
- **NCAA Reported Data**



# FAR 2014-15 ANNUAL REPORT



## RECENT ACADEMIC PERFORMANCE

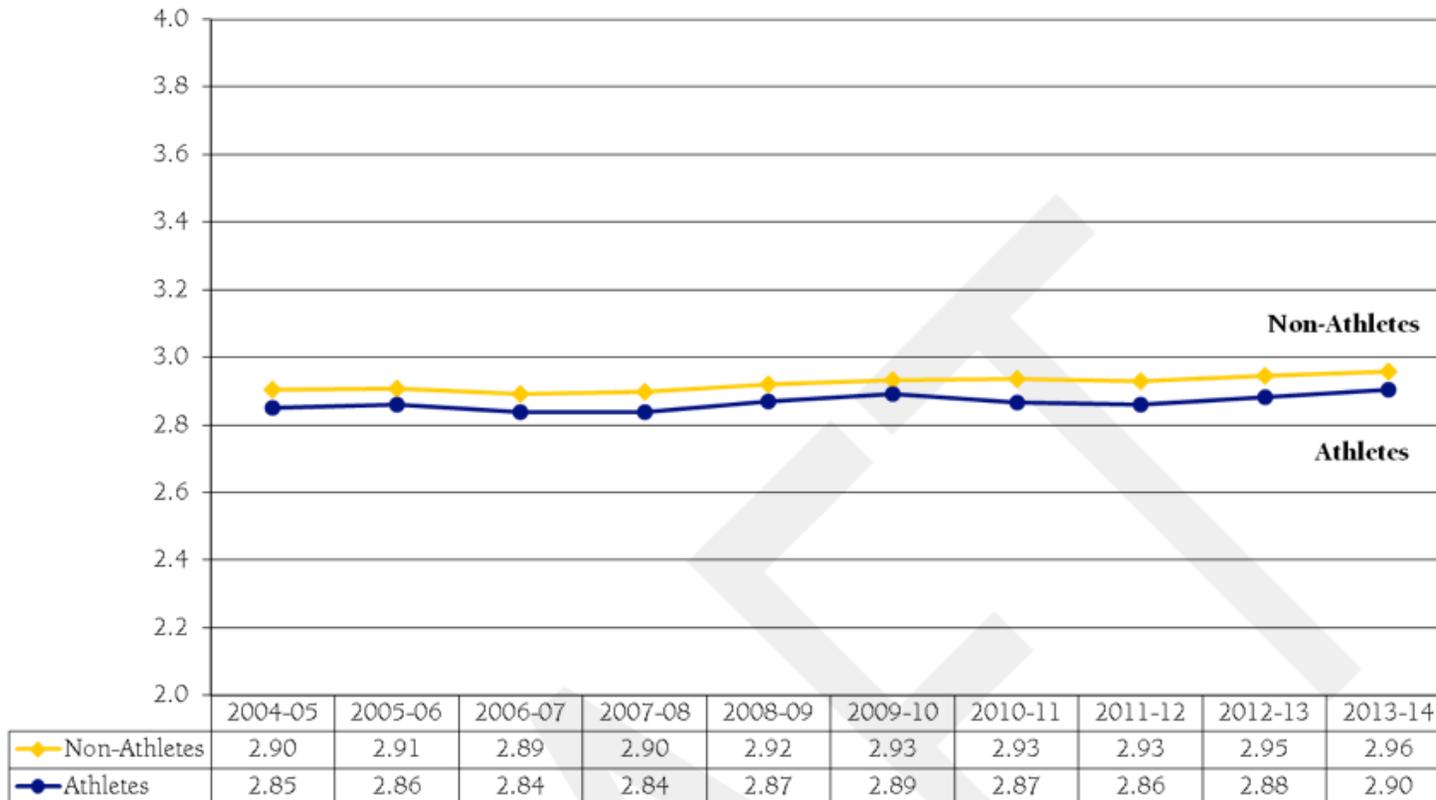
## Recent Academic Performance: Grades and Retention

- **UC Davis student-athletes are performing academically at historically high levels**
  - Winter '15 marks the first time in school history that average quarterly team GPA was 3.00 or higher for three consecutive quarters
- **Athletes less likely than non-athletes to be on probation or subject to dismissal**
- **Student athletes are currently enrolled in 68 different academic majors**

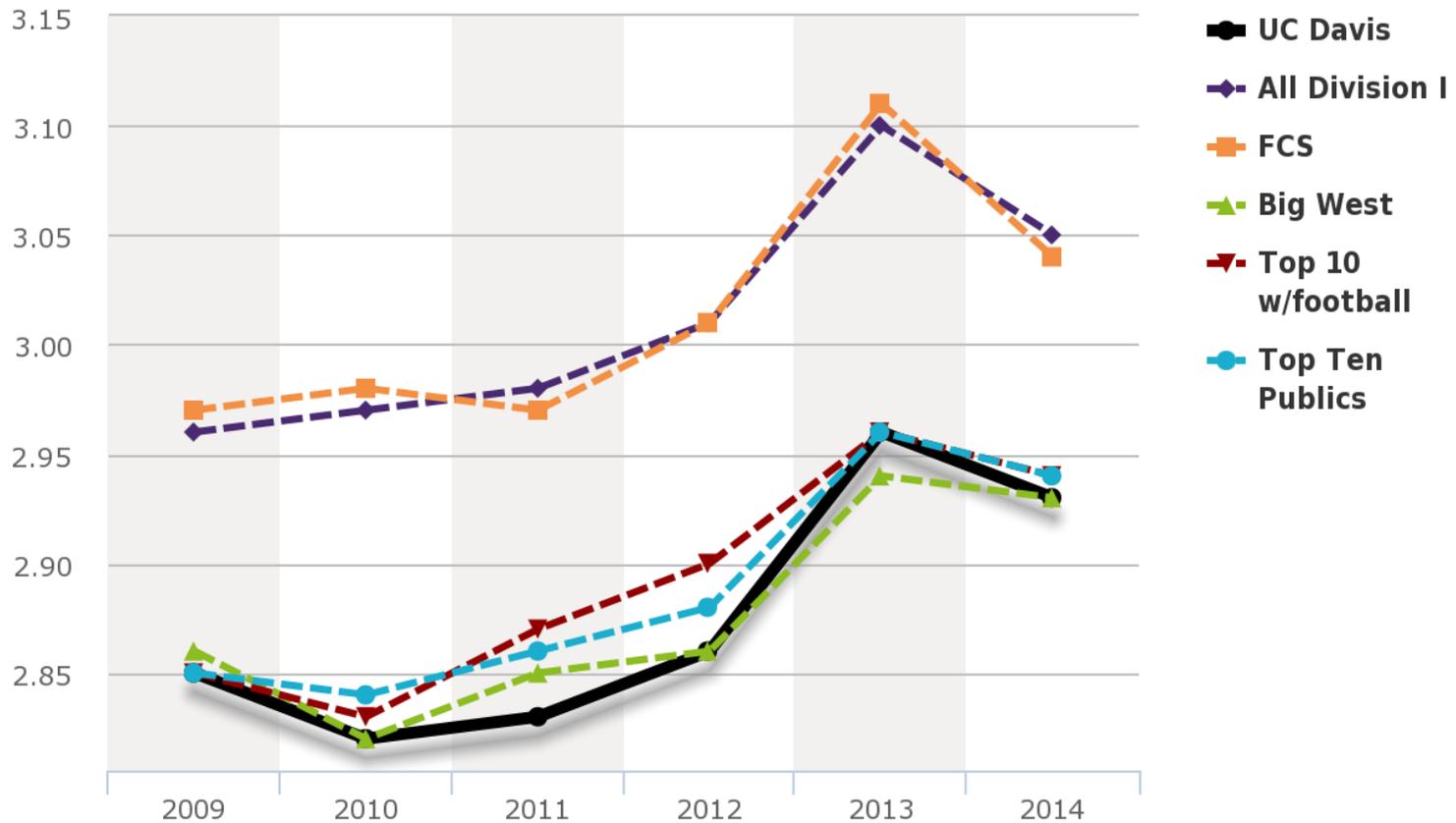


# Cumulative GPA

**Cumulative GPA of Enrolled Athletes and Non-Athletes,  
as of End of Fall Quarter, 2004-05 to 2013-14**



## Current GPA



## Recent Academic Honors

- Men's soccer senior Brian Ford named one of 29 recipients of the NCAA Postgraduate Scholarship
- Men's track & field Marcus Johnson selected as a recipient of the 2014 National Academic Momentum Award
- 88 UC Davis student-athletes from 15 sports earned Big West Academic All-Conference honors
- 20 UC Davis student-athletes representing 12 different sports were selected as 2013-14 Arthur Ashe, Jr. Sports Scholars



## NCAA Academic Progress Rate (APR)

- **NCAA mandated team-based metric that accounts for eligibility & retention**
- **Calculated for each student-athlete on athletic aid each quarter**
  - **Points: eligible?**
  - **Points: retained? (enrolled at UCD even if quit team)**
- **Requirement for post-season play: 930 four-year average**

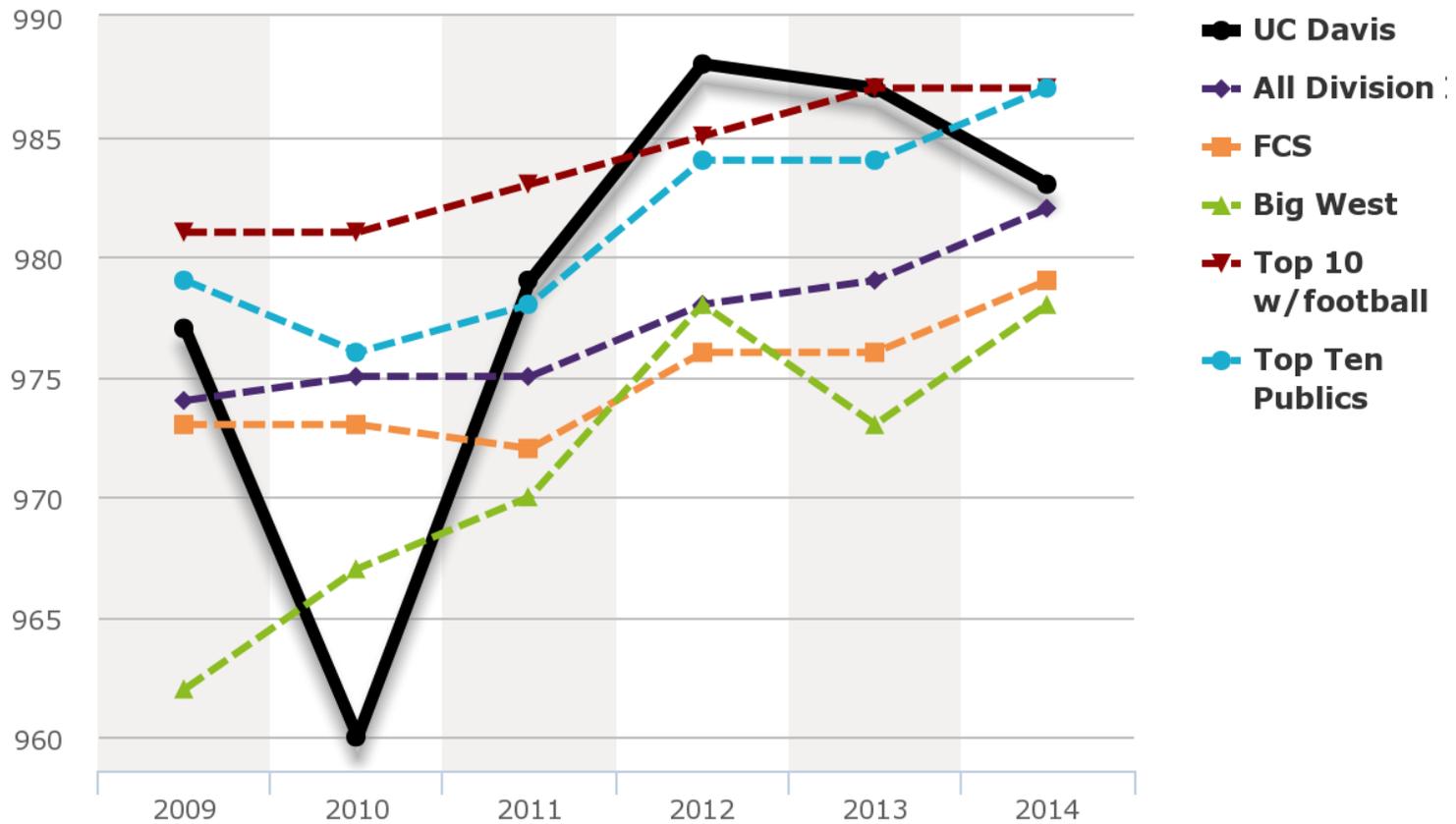


## Latest APR Scores

- “Five UC Davis teams owned or shared the highest APR scores in their respective conferences and eight more ranked in the top three”
- Department Average APR is 985 out of max 1,000
  - #1 in Conference – Women’s Water Polo, Volleyball, Track and Field; Men’s Football and Baseball
  - #2 in Conference – Women’s Basketball and Softball; Men’s Water Polo
  - #3 in Conference – Women’s Field Hockey and Gymnastics; Men’s Basketball and Cross Country



## Single Year Academic Progress Rate (APR)



## APR Scores by Team

	Multiyear	
Women's Sports	Rate	2013-14
Basketball	990	1000
Cross Country	982	938
Field Hockey	993	1000
Golf	969	1000
Gymnastics	987	960
Lacrosse	988	995
Softball	994	1000
Soccer	986	986
Swimming	987	983
Tennis	992	964
Track, Indoor	994	989
Track, Outdoor	996	991
Volleyball	1000	1000
Water Polo	1000	1000

	Multiyear	
Men's Sports	Rate	2013-14
Baseball	986	980
Basketball	973	941
Cross Country	983	972
Football	974	985
Golf	982	1000
Soccer	983	948
Tennis	987	1000
Track, Outdoor	953	967
Water Polo	980	1000



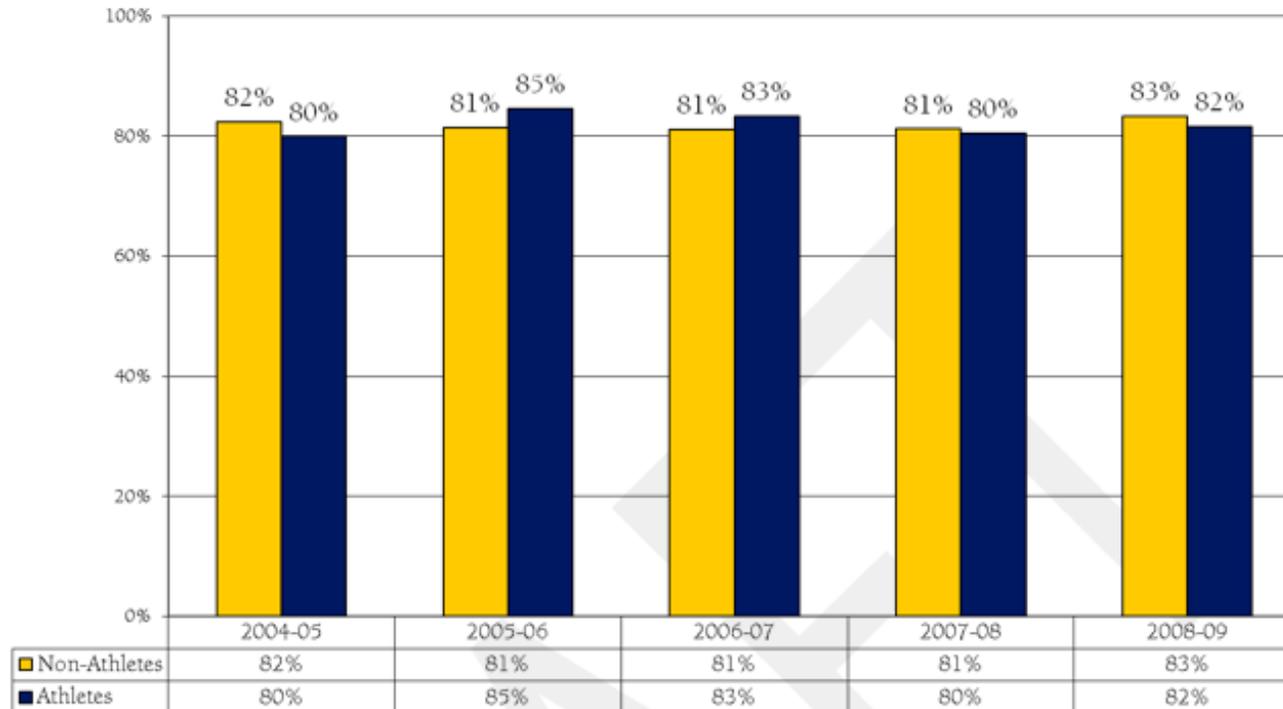
# FAR 2014-15 ANNUAL REPORT



## GRADUATION RATES

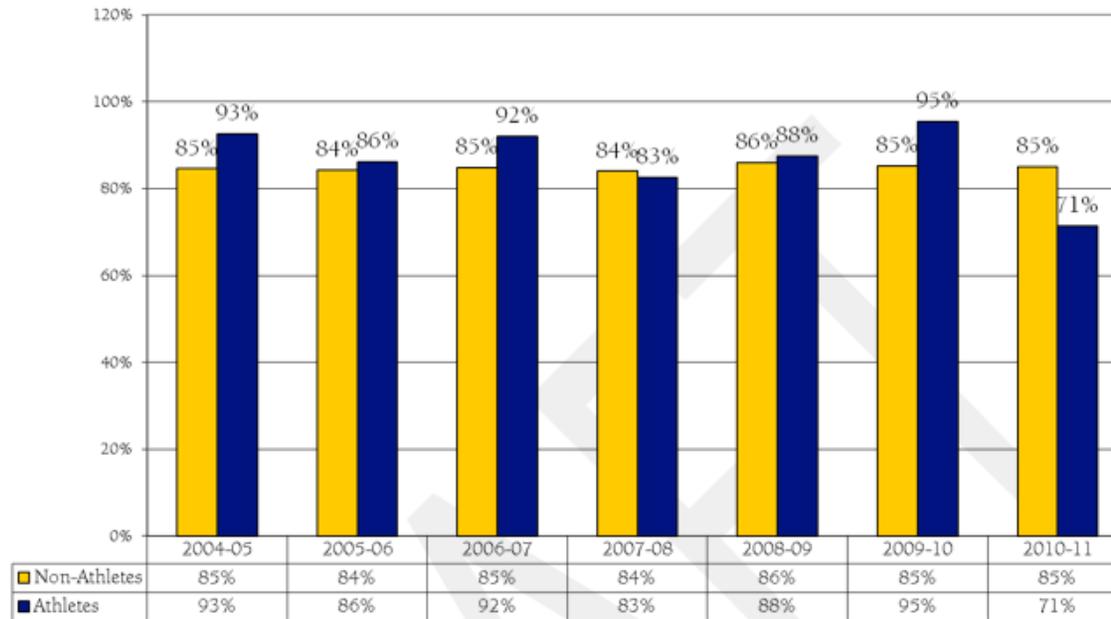
# Graduation Rates: Freshman Admits

**6-Year Graduation Rates of Freshman Athletes and Non-Athletes at UC Davis, 2004-05 to 2008-09 Fall Cohorts**



# Graduation Rates: Transfer Admits

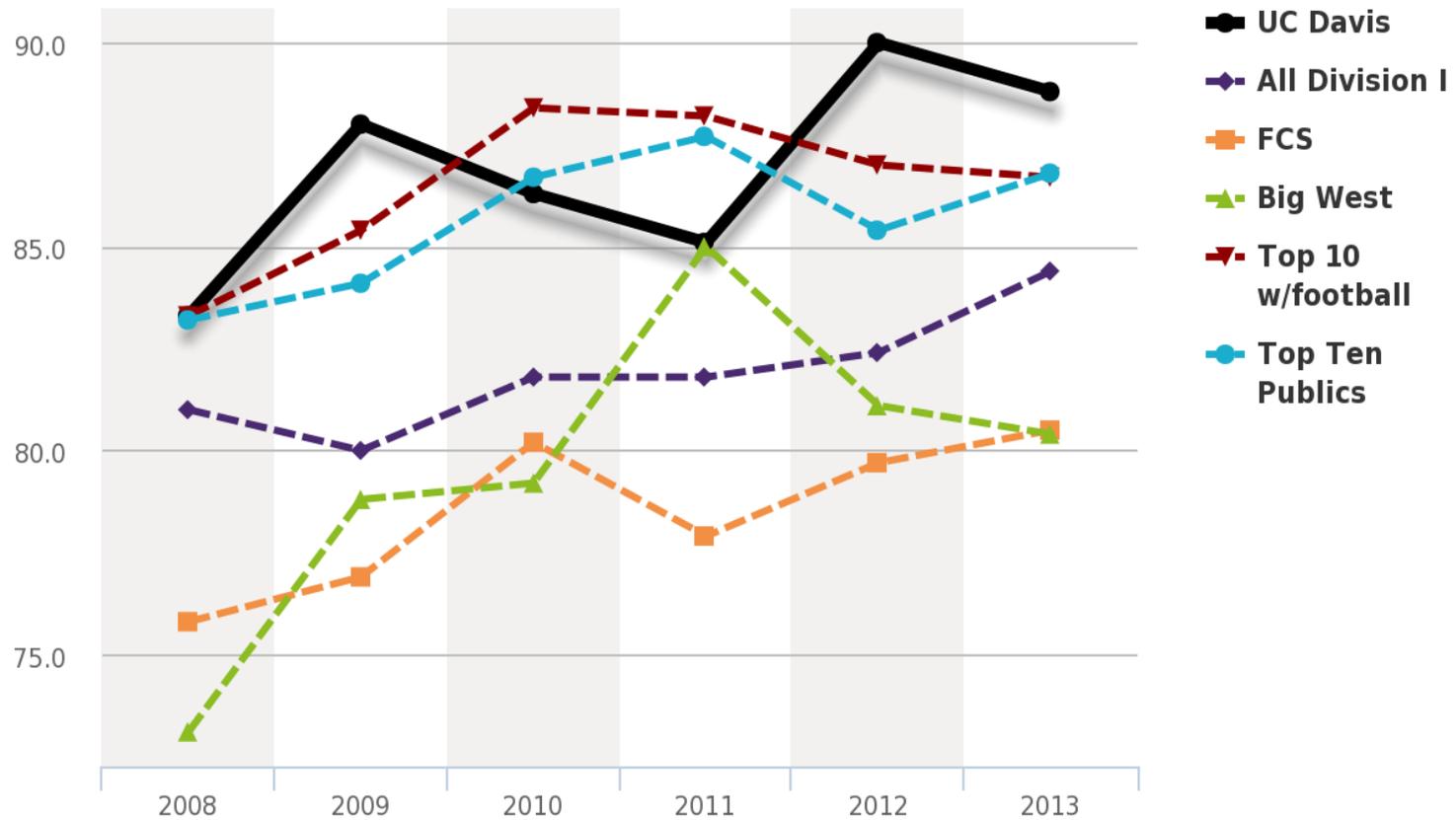
**4-Year Graduation Rates of Transfer Athletes and Non-Athletes at UC Davis, 2004-05 to 2010-11 Fall Cohorts\***



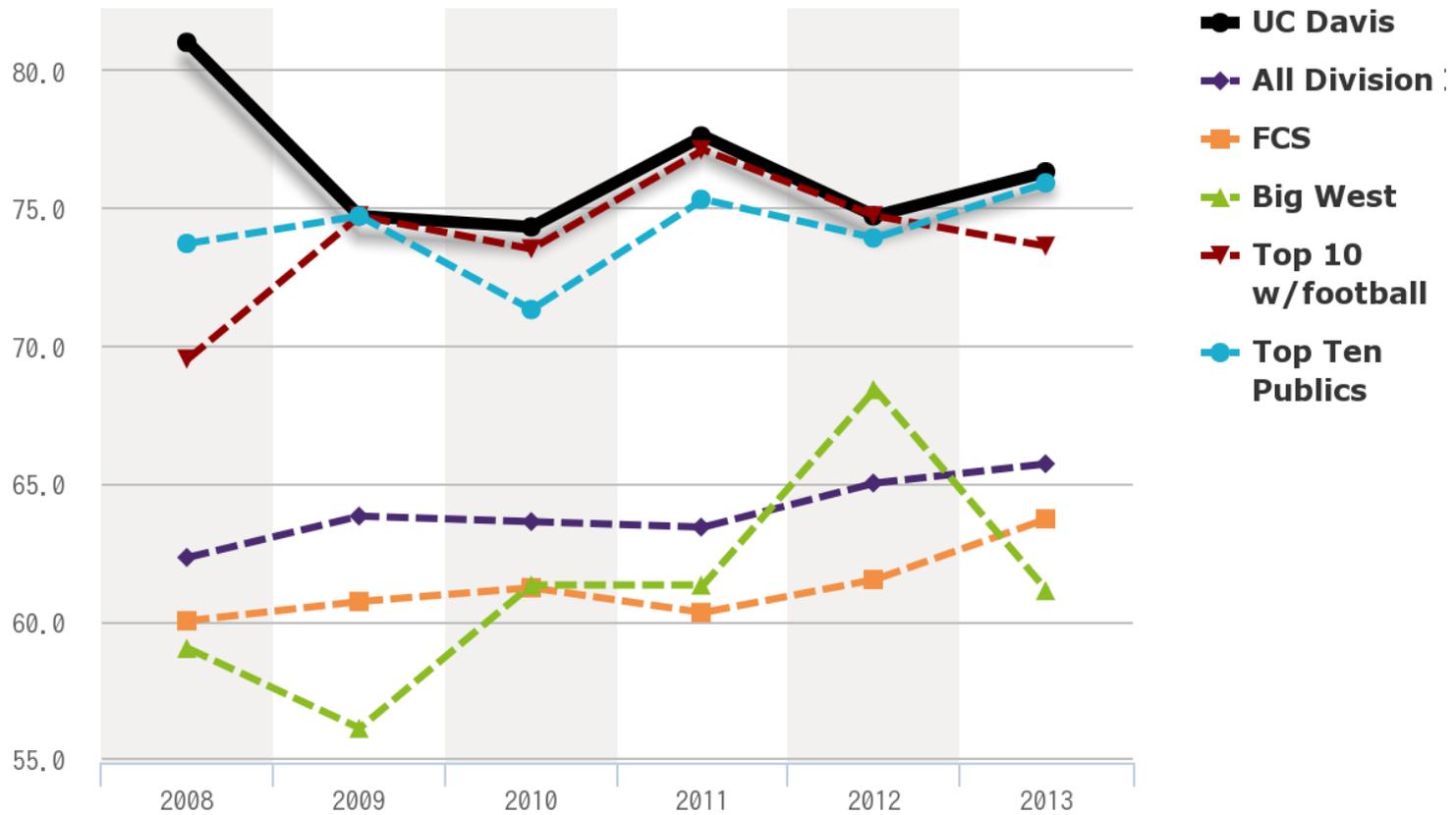
**\*Note: the cohorts of transfer athletes have been small (n < 30) since 2003, contributing to volatility in graduation rates.**



## Single Year Graduation Success Rate



## Single Year Federal Graduation Rate



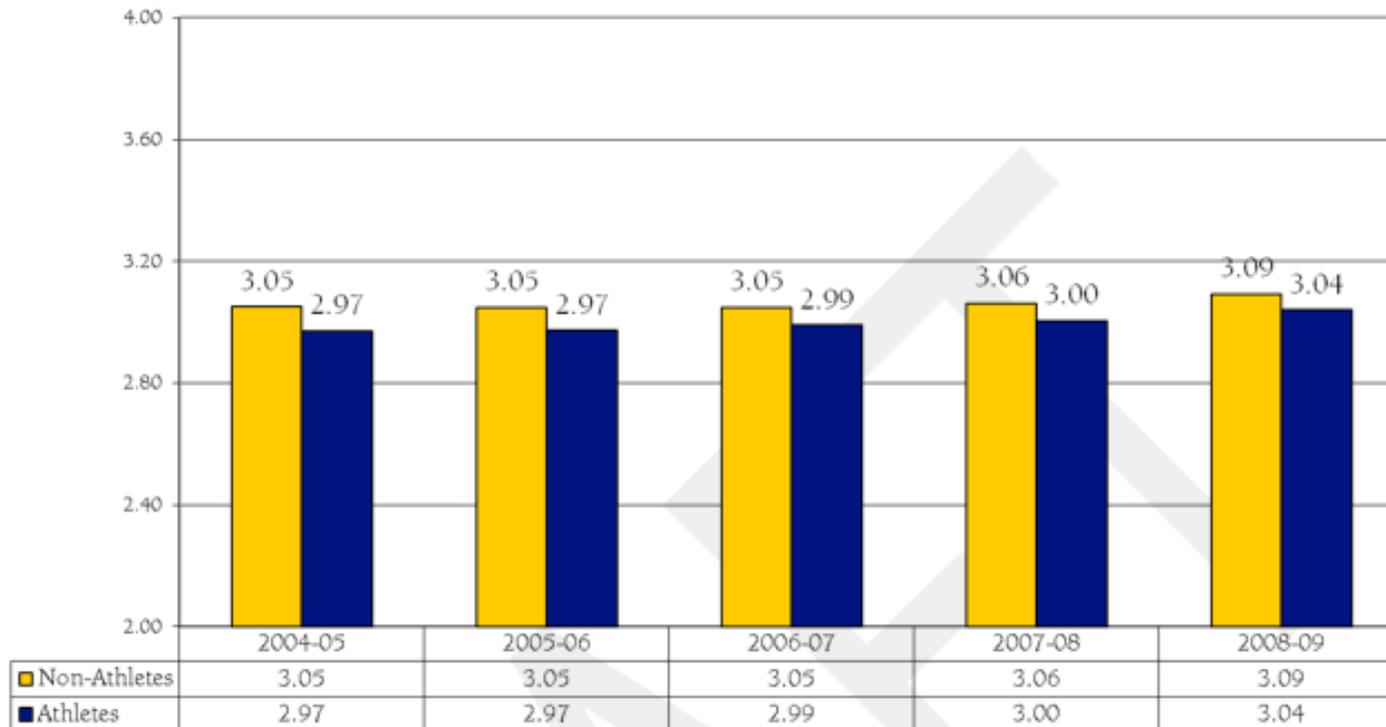
# FAR 2014-15 ANNUAL REPORT



## GRADUATION GPA

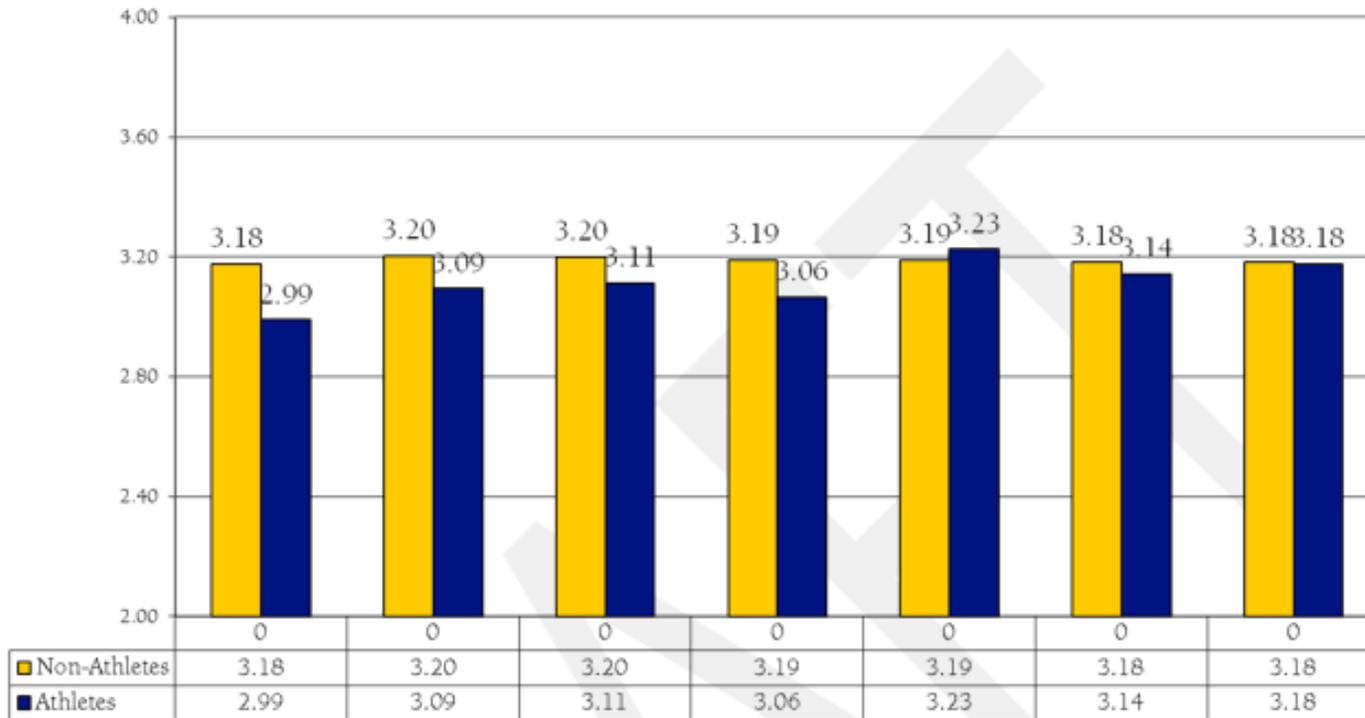
# Graduation GPA: Freshman Admits

**Final GPA of Athlete and Non-Athlete UC Davis Graduates,  
Freshman Admits 2004-05 to 2008-09 Fall Cohorts**



# Graduation GPA: Transfers Admits

**Final GPA of Athlete and Non-Athlete UC Davis Graduates,  
Transfer Admits 2004-05 to 2010-11 Fall Cohorts**



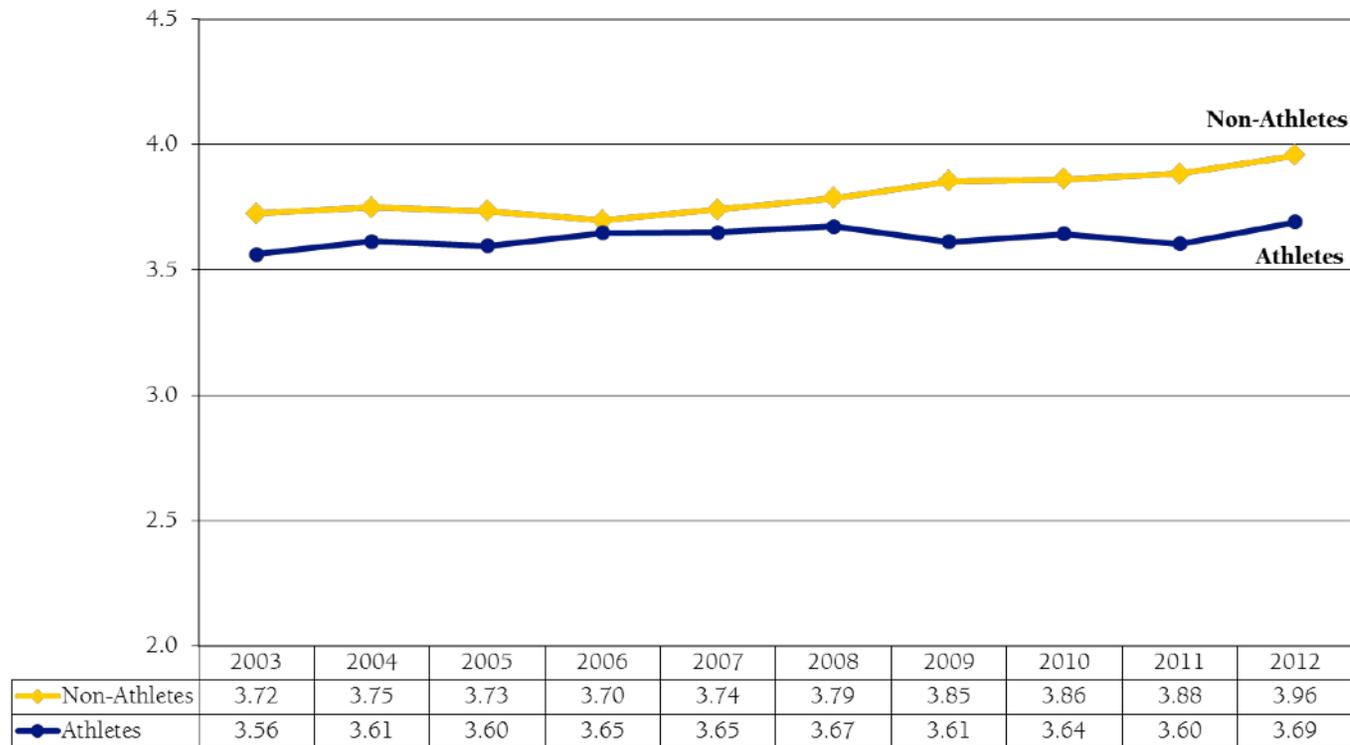
# FAR 2014-15 ANNUAL REPORT



## ADMISSIONS HIGH SCHOOL/TRANSFER GPA

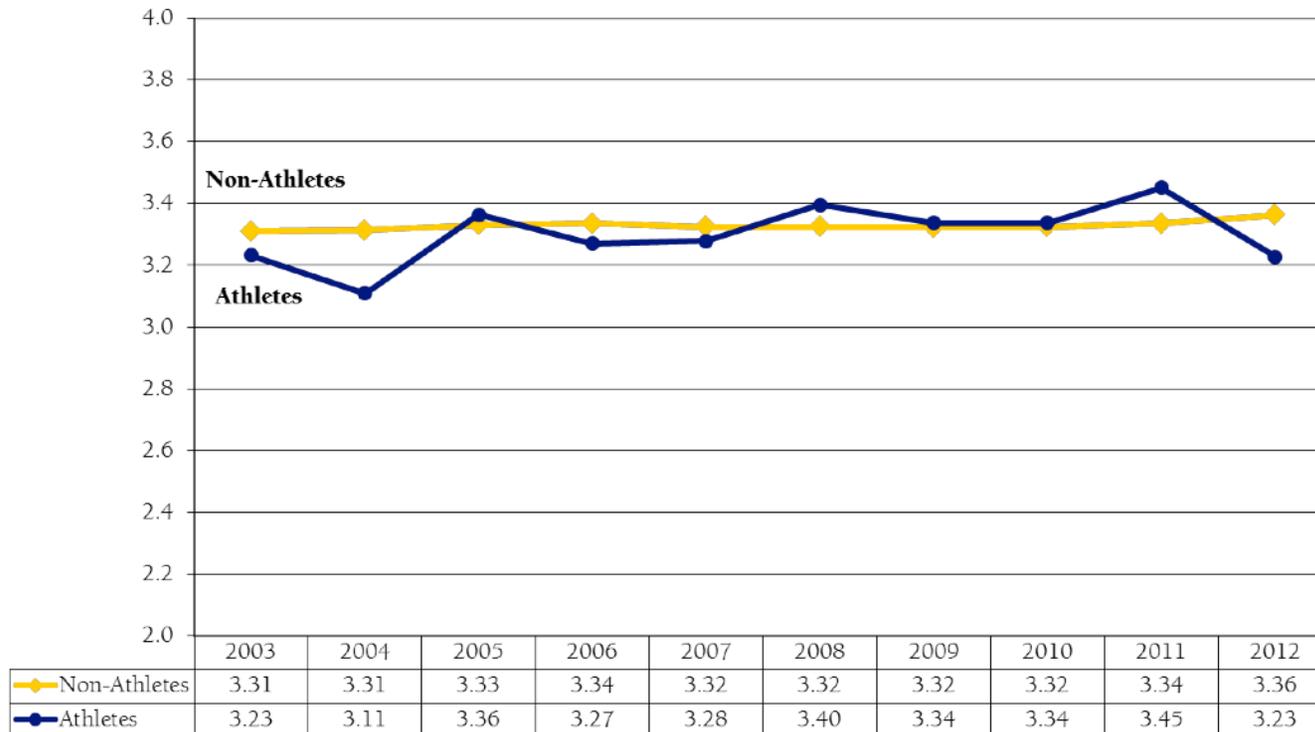
# HS GPA: Freshman Admits

**Mean High School GPA of UCD Entering Freshmen,  
Athletes and Non-Athletes, 2003-04 to 2012-13**



# GPA: Transfer Admits

**Mean Incoming GPA of UCD Entering Transfer Students, Athletes and Non-Athletes, 2003-04 to 2012-13**



# HS GPA: Last Five Entering Cohorts

## Admitted

GPA	Athlete	Non-Athlete
2015*	3.73	4.08
2014	3.70	4.07
2013	3.67	4.08
2012	3.65	4.05
2011	3.63	4.02

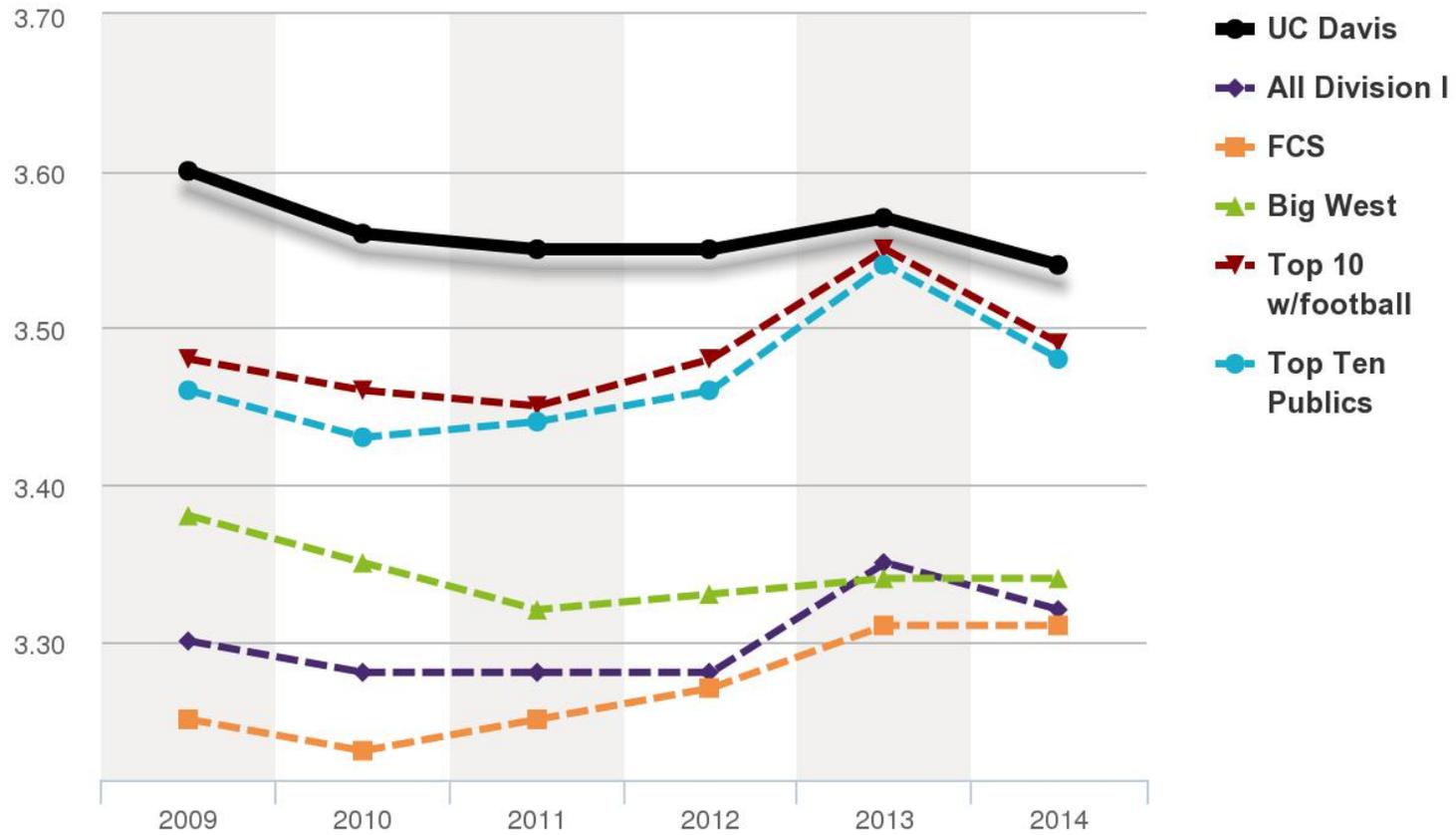
## Enrolled

GPA	Athlete	Non-Athlete
2014	3.64	4.01
2013	3.58	4.00
2012	3.63	3.97
2011	3.58	3.89
2010	3.56	3.87

\*Note: 2015 data is preliminary as the admission cycle is not complete.



## High School Core GPA



# FAR 2014-15 ANNUAL REPORT

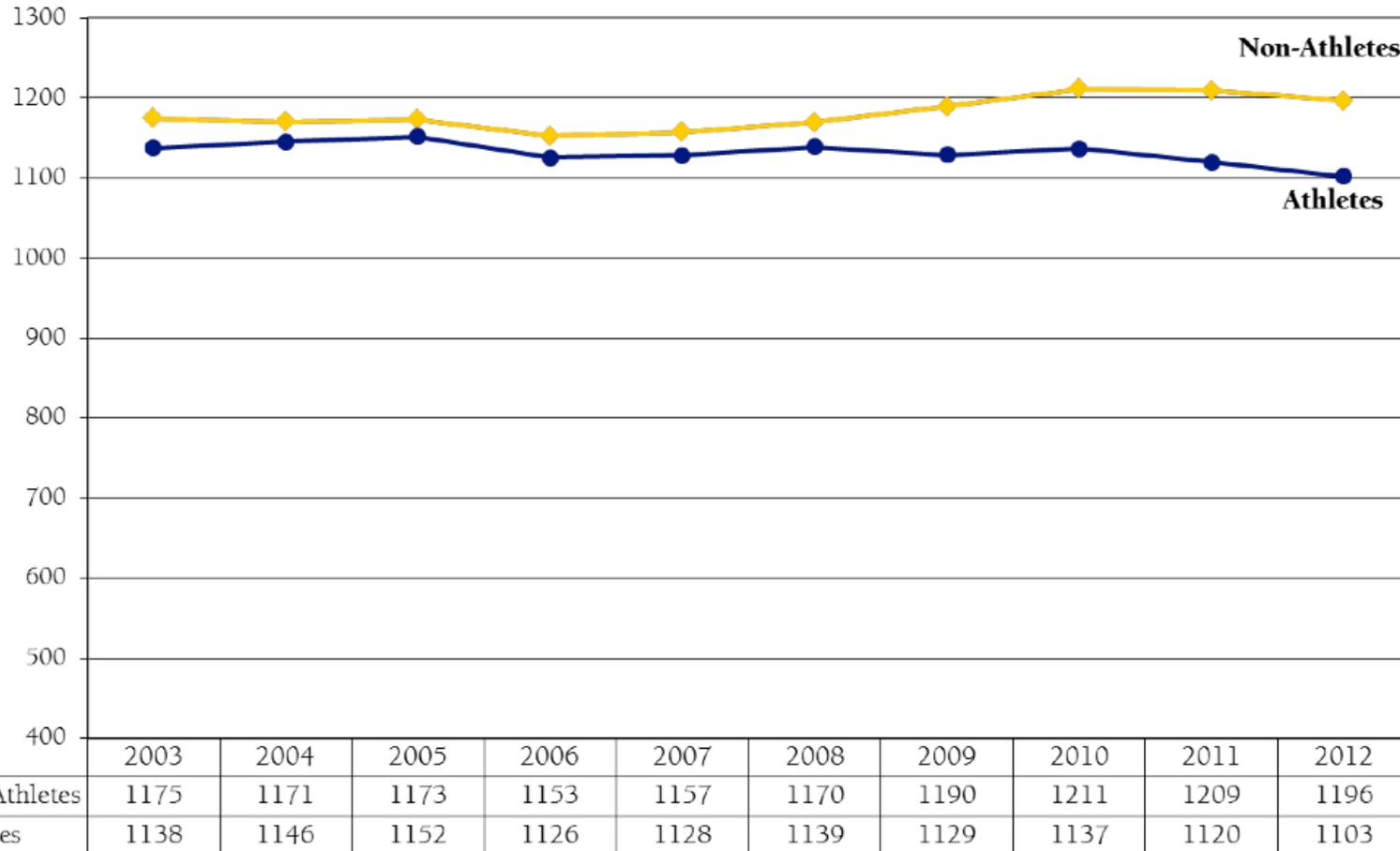


## ADMISSIONS

## INCOMING SAT SCORES

# FAR 2014-15 ANNUAL REPORT

## Mean SAT Composite Score of UCD Entering Freshmen, Athletes and Non-Athletes, 2003-04 to 2012-13



# SAT Scores: Last Five Entering Cohorts

## Admitted

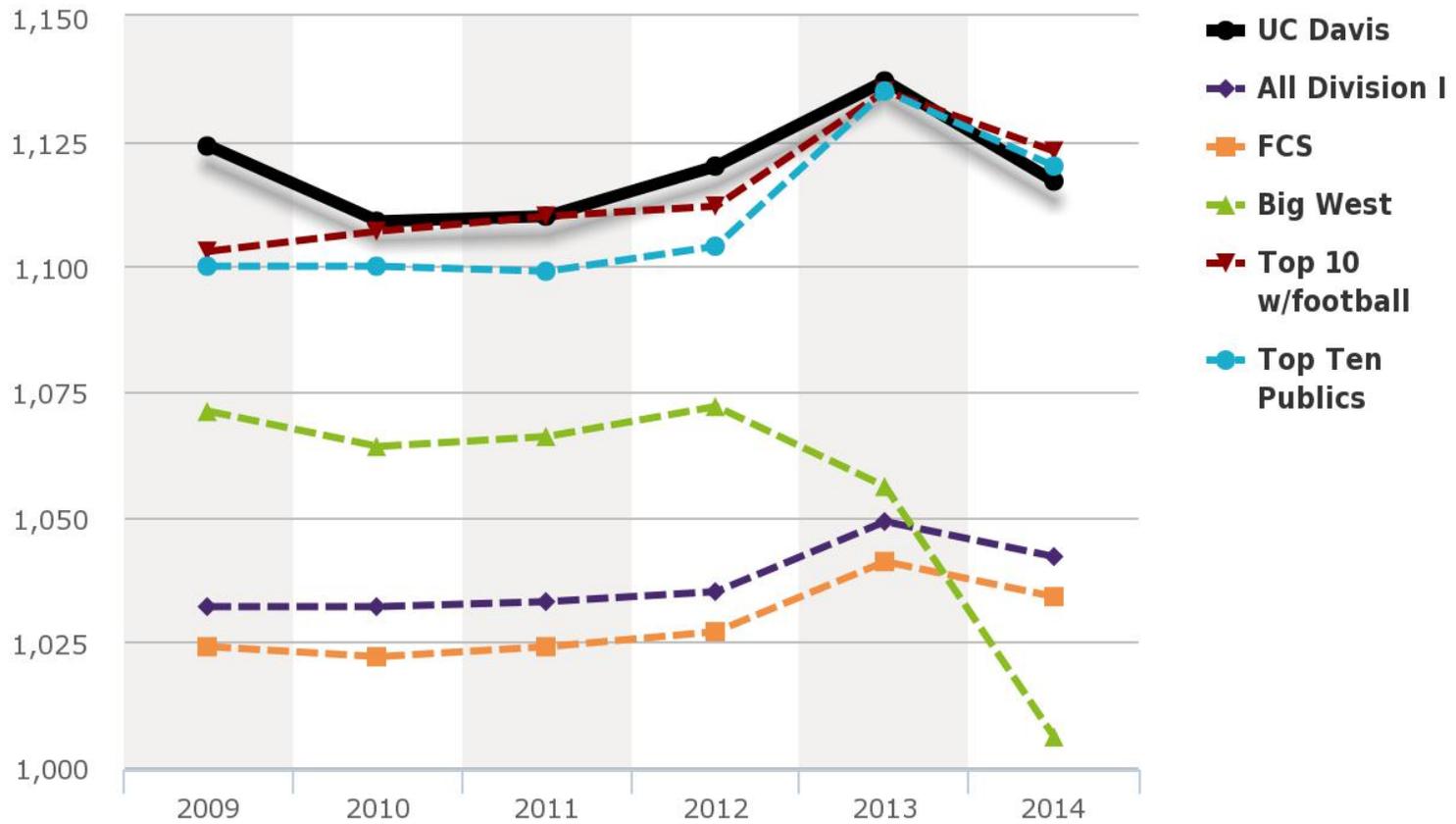
SAT	Athlete	Non-Athlete
2015*	1720	1954
2014	1734	1948
2013	1728	1931
2012	1721	1918
2011	1751	1929

## Enrolled

SAT	Athlete	Non-Athlete
2014	1695	1827
2013	1653	1804
2012	1673	1814
2011	1704	1825
2010	1692	1801



## College Entrance Exam Scores



# FAR 2014-15 ANNUAL REPORT



## ADMISSIONS ADMITS BY EXCEPTION (ABE)

## Admits By Exception (ABE)

- **Athletics does not grant ABE's**
  - Requests for ABEs are approved by FAR and sent to Admissions for approval/disapproval
  - Typical requests: # transfer units, VPA
- **On average, less than 10% of ABEs on campus are for student-athletes**
- **Fewer ABEs for student-athletes in Division I era compared to Division II era**



## Admits By Exception: Historical

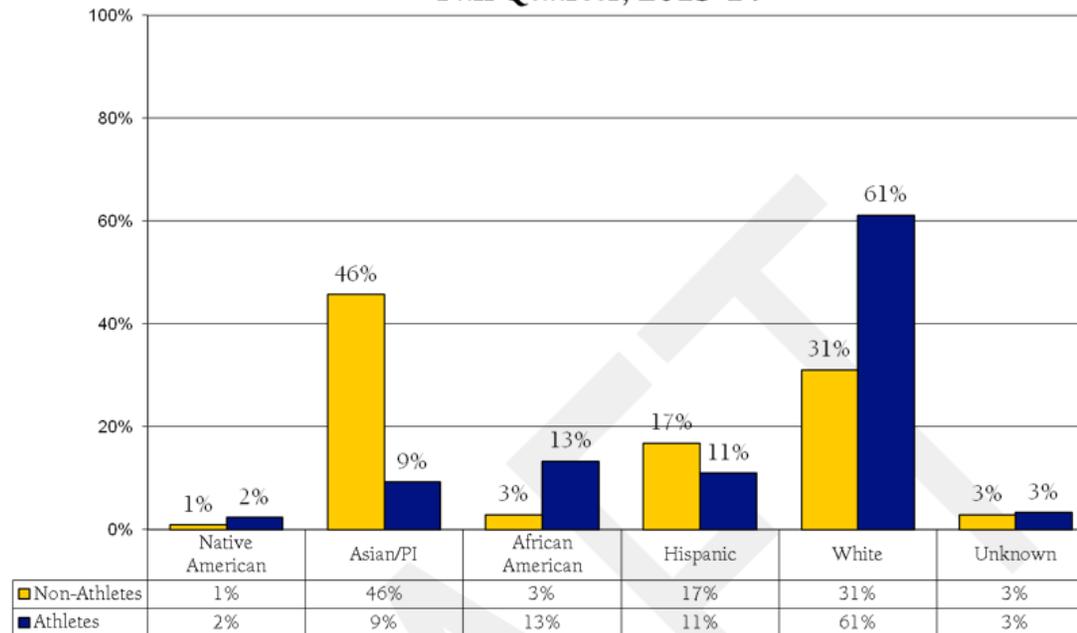
Year	Freshman ABE		Transfer ABE		Total ABE		Percent % of ABEs Athletes
	Athlete	Disadvantage/ Other	Athlete	Disadvantage/ Other	Athlete	Disadvantage/ Other	
1993	35	168	29	63	64	231	27.7%
1994	26	222	19	66	45	288	15.6%
1995	24	202	21	71	45	273	16.5%
1996	25	128	14	45	39	173	22.5%
1997	35	155	22	33	57	188	30.3%
1998	43	151	24	83	67	234	28.6%
1999	25	156	17	57	42	213	19.7%
2000	29	169	9	123	38	292	13.0%
2001	2	163	1	140	3	303	1.0%
2002	1	147	6	95	7	242	2.9%
2003	2	176	2	70	4	246	1.6%
2004	1	91	7	84	8	175	4.6%
2005	17	141	1	43	18	184	9.8%
2006	9	144	1	52	10	196	5.1%
2007	3	134	5	56	8	190	4.2%
2008	6	67	3	77	9	144	6.3%
2009	8	19	6	78	14	97	14.4%
2010	12	25	3	102	15	127	11.8%
2011	13	142	4	64	17	206	8.3%
2012	5	20	6	75	11	95	11.6%
2013	4	14	0	126	4	140	2.9%
2014	6	1	2	83	8	84	9.5%



## Diversity

- ICA adds diversity to the UCD Campus
  - 25-30% of admitted student-athletes URM

**Race/Ethnicity of Enrolled Athletes and Non-Athletes,  
Fall Quarter, 2013-14**



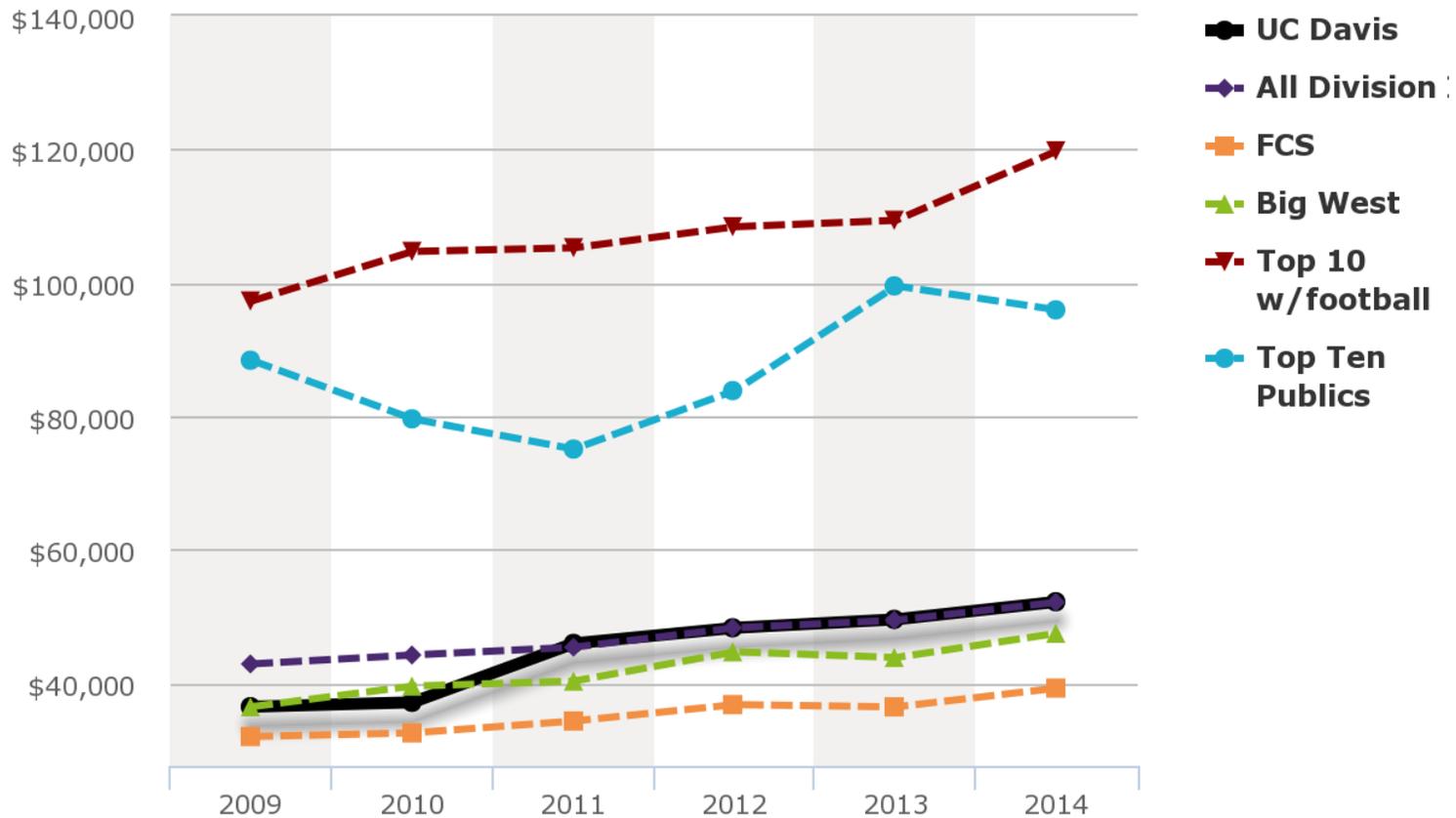
# FAR 2014-15 ANNUAL REPORT



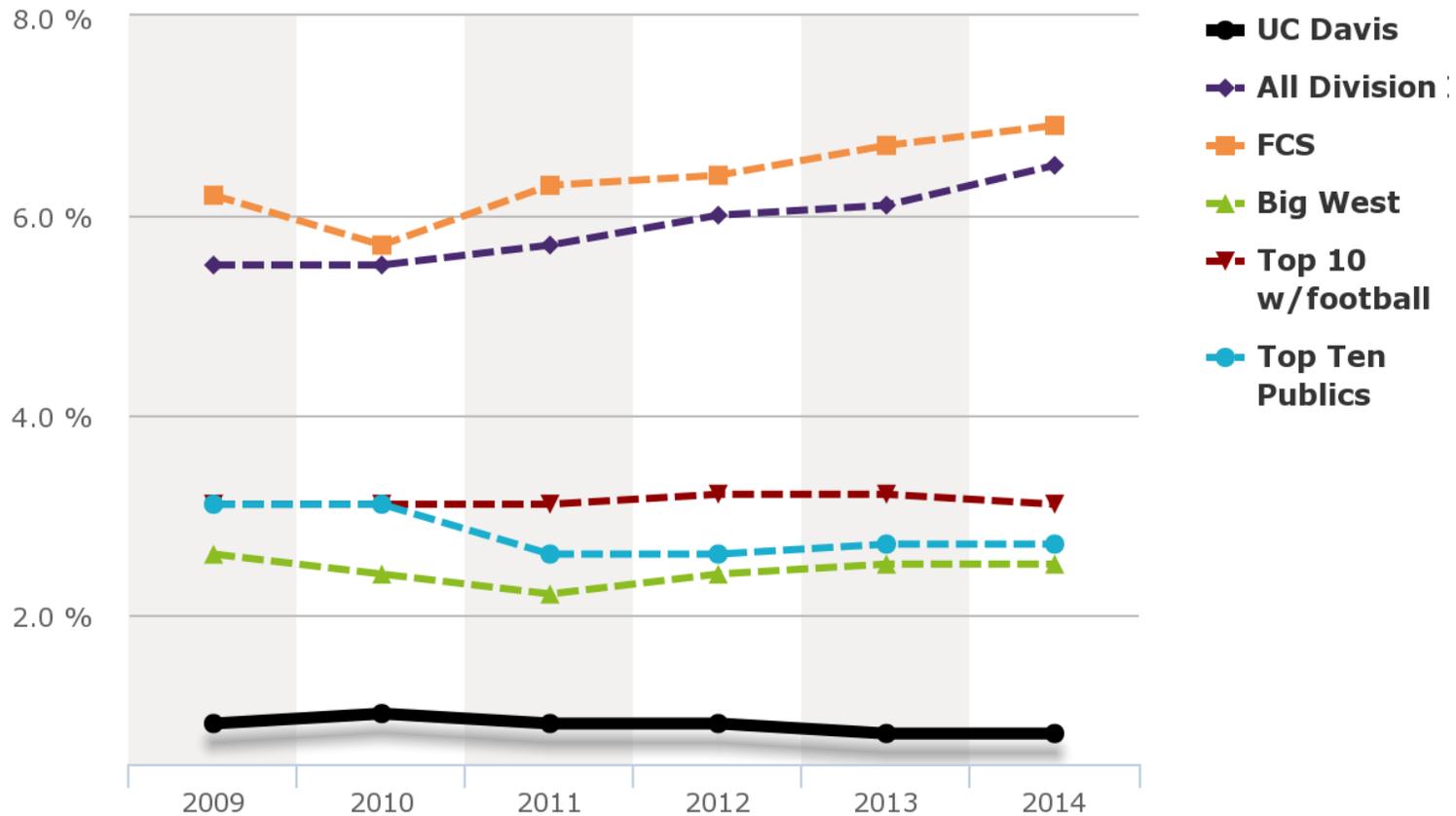
## ATHLETICS FUNDING/EXPENDITURES



## Athletics Expenses per Student-Athlete



## Athletics as a % of Institutional Expenditures



## Conclusion

- **Our coaches and athletic administrators are recruiting highly qualified student athletes**
- **The current admission process is working well**
  - **Admissions is admitting student athletes at UCD who are succeeding at a high level**
- **Student-athletes bring benefits to the UCD campus**
  - **Diversity**
  - **Representation of UCD at the national level**
- **Athletics expenditures at UC Davis are relatively modest**



**ANNUAL REPORT**  
COMMITTEE ON ACADEMIC PERSONNEL – OVERSIGHT COMMITTEE  
2014-15

The Committee on Academic Personnel – Oversight Committee (CAP) advises the Vice Provost for Academic Affairs on matters that affect the personnel process. These include appointments, promotions, merits, high-level merit actions, third-year deferrals, five year reviews, and appraisals. CAP also recommends membership on ad hoc committees when necessary, with these appointments made by the Vice Provost. The agenda for CAP actions is determined by a priority list that treats appointments and tenure cases as the highest priorities. Appendix A provides a summary of CAP's deliberations by category for the past academic year.

**Academic Personnel Actions:** During the 2014-15 academic year, CAP met 41 times and considered over 450 agenda items. The committee provided advice on numerous issues related to academic personnel. These include 8 'Change-of-Title' actions, 13 Endowed Chair actions, 6 Third-Year Deferrals, 12 Five-Year Reviews, 2 Emeritus Status actions, and 8 appointments or reappointments as Department Chair. CAP also evaluated 8 Initial Continuing Appointments for Lecturers. Of the 423 academic personnel actions, the Vice Provost—Academic Affairs disagreed with CAP 31 times (about 7.3%). In most of these cases, CAP's recommendation included majority and minority votes.

Overall, both CAP and the FPCs made negative recommendations in fewer than 15% of the cases. This reflects the high-quality research and teaching done by the vast majority of the faculty at UC Davis.

**Step Plus Implementation:** During the 2014-15 academic year, the new Step Plus program was implemented for all Academic Senate titles. The Step Plus system was designed to allow evaluations to be done based on a more complete and consistent timeline, and the system increases the likelihood that deserving faculty who have not historically put forward their dossiers for accelerated review will benefit from their excellent performance because their department colleagues can recommend additional steps. Appendix D provides a summary of CAP's recommendations on non-redelegated Step Plus promotion cases. CAP reviewed a total of 100 Step Plus promotions during the 2014-15 academic year. In 58% of these cases, CAP recommended an additional 0.5 step or an additional 1.0 step promotion above and beyond FPC and department recommendations. In only 5% (5 cases) of the cases CAP did not recommend an additional 0.5 step or an additional 1.0 step promotion. Appendix E provides a summary of CAP's recommendations on non-redelegated Step Plus merit cases. CAP reviewed a total of 77 Step Plus merits during the 2014-15 academic year. In 47% of these cases, CAP recommended an additional 0.5 step or an additional 1.0 step merit. In only 9% (7 cases) of the cases CAP did not recommend an additional 0.5 step or an additional 1.0 step merit.

**Step 6 Merit Actions:** CAP continues to experience difficulties with cases for advancement to Professor, Step 6. The requirement for outside letters was discontinued for the 2014-15 academic year. However, Step 6 remains a barrier step subject to the criteria set forth in APM 220-18.b.4 and UCD-APM 220.IV.C.4a. In the absence of outside letters, department letters should be **very** clear in specifically addressing the Step 6 criteria, and should provide the kind of information that was previously gathered from outside letters, while making specific reference to the standards applied to research, teaching and service as described in the APM. CAP notes that very commonly this year such reference is absent from the department chair and Deans' letters, suggesting that Step 6 is being regarded as merely a longer-duration version of a standard merit advancement.

***CAP will continue to return dossiers that do not provide sufficient justification for advancement to Professor, Step 6 consistent with the requirements in criteria in the APM.***

**Late Appointment Actions:** Over the last several years, CAP has had a continuous problem with receiving late appointment actions. CAP continues to receive appointment actions in late summer/early fall that are effective July 1. This means that CAP is being asked to review and rubber-stamp an

appointment action that is retroactive to July 1; in many cases tentative offer letters have already been given to the candidate and in some cases candidates have already moved to Davis and purchased a home. This clearly makes nonsense of any meaningful CAP participation in the appointment process.

During the 2014-15 academic year, this problem was exacerbated with all actions coming late from the School of Medicine (**see attached letter**). This included appointments, promotions, merits, and more importantly appraisals where timeliness is critical if candidates are to benefit from advice about how to prepare for tenure. While some of this may be explained by difficulties in transitioning to the Step Plus system, it should be noted that almost all other units managed to stay very close to the standard timetables for promotion, tenure and merit actions.

**Dossier Accuracy:** Under Step Plus the campus is now consistently awarding more than one-step advancement for outstanding teaching and service. Therefore it is extremely important that dossiers accurately document both the extent and the quality of teaching and service. To prevent the return of dossiers to departments for correction, CAP requests that departments and Deans' offices clearly document period of review for service activities, provide sufficient detail for teaching records including evaluations and details of graduate student mentoring, provide publications that are readily accessible if not provided in hard copy, and provide verbatim faculty comments in department letters.

***CAP will routinely return improperly prepared dossiers to departments/candidates, which will result in significant delays in processing merit cases, and will likely require the department to revote.***

**Faculty Personnel Committees (FPCs):** During the 2014-15 academic year CAP implemented a new process for soliciting nominations for FPCs. CAP has routinely had difficulty filling FPC vacancies in a timely and procedurally clear manner and therefore implemented a call for nominations that includes a clear and consistent process for all colleges and schools. The call for FPC nominations is distributed to Faculty Executive Committee (FEC) Chairs in March and nominations are due mid-April. The new call outlines the nomination process and provides the general criteria for selecting nominees. Implementation of this new process resulted in CAP being able to fill all vacancies, with the exception of the School of Law, for the 2015-16 academic year before September which was not previously the case.

CAP will conduct a review of all FPCs during the 2015-16 academic year. With the implementation of Step Plus, it appears that FPCs are seeing fewer cases than in previous years. This is a problem for the smaller professional school FPCs because they may only review a few cases per year. CAP will review the FPC structures and provide a recommendation to the Academic Senate Chair by the end of the year.

**NEW Delegation Process for Step Plus Actions:** After consultation with the Academic Senate leadership and the Vice Provost's office, we have identified necessary and important changes in the completion of the Action Form (in MIV) and the selection of the Delegation of Authority for all actions. These changes are designed to improve alignment between the review process and the goals underlying the Step Plus system. The Action Form should now reflect, as the default action type, a 1.0 step advancement for *all* actions during the initial department review and vote. The Delegation of Authority for the action should be updated by the primary department after the recommendation of the department is received. The Delegation of Authority may also be changed after receipt of the recommendation from the Faculty Personnel Committee (FPC) and/or the Dean. ***This new process is effective for the 2015-2016 review cycle.***

**Discussion Items/Requests for Consultation:** Other items that were discussed this year by CAP were: ADVANCE PPRI Recruitment Recommendations, revisions to Step Plus Guidelines for Above Scale Advancements, LSOE/SLSOE Step Plus Advancement Guidelines, APM revisions, Use of the "Teaching Professor" Working Title, Endowed Chair Payout Guidelines, Department Reconstitution

Proposal for the Department of Chemical Engineering and Materials Science, and Academic Federation Step Plus Guidelines.

**Promotions:** For promotions to Associate Professor (67) and Professor (63), CAP recommended promotion in 106 of 130 cases. For 91 of these CAP recommended the promotion proposed by the department and recommended by the Dean. Overall, 15 cases were modified recommendations from what had been requested by the candidate and department. Of the 15 modifications, CAP recommended as follows:

- In 5 cases in which 2.0 step promotions were recommended, CAP recommended a 1.5 step or 1.0 step promotion instead;
- In 5 cases in which 1.5 step promotions were recommended, CAP recommended a 1.0 step promotion instead;
- In 3 cases in which a 1.0 step promotion was recommended, CAP recommended a normal 1.0 step merit to an overlapping step instead; and
- In 2 cases in which a 1.0 step promotion was recommended, CAP recommended a lateral promotion instead.

CAP recommended no advancement in 10 cases.

**Accelerated Actions in Time:** Appendix B lists the cases for accelerations that came to CAP (accelerations involving a promotion, a merit increase to Professor, Step 6, and to Above Scale or within Above Scale, or for an FPC member, department chair or administrator, as well as all accelerations that entailed skipping a step at any level). Faculty who received favorable recommendations for a multi-year acceleration generally had received some major recognition nationally or internationally, had superior scholarly achievements, and were excellent teachers and had meritorious service. At the upper levels of the professoriate the expectation of excellence in all areas grows with each step.

**Retroactive Merit Actions:** Retroactive merit actions may be requested by Deans and/or Faculty Personnel Committees. 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, 2011, the creative work/research publications are counted to December 31, 2010, and teaching/service until June 30, 2010). Thus, retroactive recommendations should specifically discuss the record for this review period, and detail why it supports the retroactive merit. CAP reviewed 5 retroactive requests and made favorable recommendations in 4 of the cases.

**Career Equity Reviews:** *Career Equity Reviews* occur coincident with a merit or promotion action and only faculty who (1) have held an eligible title, and (2) have not been reviewed by CAP during the previous four academic years, can be considered for a career equity review. The purpose of career equity reviews is to address potential inequities at the point of hire and/or during a faculty member's advancement. Career equity reviews consider the entire career record of the individual to determine if the current placement on the academic ladder is consistent with faculty at equal and higher rank and step. In 2014-15 CAP conducted 3 career equity reviews that were initiated at a lower level of review and supported one of them. CAP also conducts a career review for every major advancement.

**Five-Year Reviews:** CAP conducted 12 five-year reviews, recommending "advancement, performance satisfactory" in 0 cases, recommending "no advancement, performance satisfactory" in 4 cases and recommending "no advancement, performance unsatisfactory" in 8 cases.

**Initial Continuing Appointments for Lecturers:** CAP reviewed and made recommendations on 8 initial continuing non-Senate appointments in 2014-15. All but one case received favorable recommendations. Teaching excellence is the overriding requirement for a continuing appointment.

**Accelerated Merits for Continuing Lecturers:** CAP considers accelerated merit requests for Continuing Lecturers, whereas normal merit advancements are redelegated to the deans. In recommending 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 2014-15, CAP considered 4 such requests and made a positive recommendation in 1 case.

**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 6 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 the committee looks to campus ad hoc committees for highly specialized expertise. During the 2014-15 academic year CAP recommended 1 ad hoc committee for a barrier step advancement to Professor, Step 6.

**University Committee on Academic Personnel (UCAP):**

James Jones served as CAP's representative to the University Committee on Academic Personnel, which held several meetings throughout 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.

Respectfully submitted,



David Simpson, Chair

**CAP's Membership 2014-2015**

David Simpson, Chair  
Rida Farouki  
Andrew Ishida  
James Jones  
Debra Long  
Peter Mundy  
Patricia Oteiza  
Susanna Park  
Xiangdong Zhu  
Kimberly Pulliam, Analyst

APPENDIX A: SUMMARY OF CAP ACTIONS

	<b>Recommended Positive</b>	<b>Modified Actions@</b>	<b>Recommended Negative</b>
<b>Appointments (89)</b>			
Assistant Professor (15)	13	2	0
Associate Professor (18)	14	4	0
Professor (17)	10	7	0
Lecturer SOE (1)	1	0	0
Lecturer PSOE (1)	1	0	0
Via Change in Title (8)	8	0	0
Initial Continuing Non-Senate (8)	7	0	1
Endowed Chair Appointment/Reappointment (13)	13	0	0
Department Chair Review (8)	7	0	1
<b>Promotions (130)</b>			
Associate Professor (67)	53	7	7
Professor (63)	52	8	3
<b>Merit Increases (146)</b>			
Assistant Professor (5)	1	4	0
Associate Professor (18)	7	8	3
Professor, Step 5 to 6 (28)	12	10	6
Professor, Step 8 to Above Scale (1)	0	1	0
Professor, Step 9 to Above Scale (16)	9	3	4
Professor, Above Scale to Further Above Scale (25)	6	8	11
Other Merit Increases (48)	23	22	3
Proposed Retroactive Actions (5)	4	0	1
<b>Miscellaneous Actions (58)</b>			
Career Equity Reviews (3)	1	0	2
Emeritus (2)	2	0	0
TOE Screenings (2)	2	0	0
POP Screenings (11)	11	0	0
Appraisals (19)	13 <sup>+</sup>	5 <sup>^</sup>	1 <sup>-</sup>
Five-Year Reviews (12)	4	N/A	8
Third-Year Deferrals (6)	2	0	4
Preliminary Assessments (3)	0	0	3
<b>Grand Total = 423</b>	<b>276</b>	<b>89</b>	<b>58</b>

+positive; ^Guarded; -Negative; @modified actions are those CAP recommendations that differed from what was proposed, i.e., instead of a promotion a merit increase was recommended or instead of a normal merit, retroactive, or a Step Plus merit or promotion might have been recommended (i.e., extra half step, or 1.0 step instead of 1.5 step or 2.0 step)

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

Acceleration Proposed	Yes	No	Other
1-yr	15	3	0
2-yr	2	0	0
3-yr	0	0	0
4-yr	1	0	0
5-yr	0	0	0
6-yr	0	0	0

APPENDIX C: SUMMARY OF REDELEGATED MERIT ACTIONS (reviewed by FPC)

College/Division/ School	FPC Recommendation			Dean's Decision		Actions w/o FPC Input		Accelerations in Time	Step Plus Actions
	Yes	No	Split/Other	Yes	No	Yes	No		
CAES	47	3	0	47	3	0	0	8	20
CBS	14	2		17	2	3	0	1	9
EDU	2	0		6	0	4	0	3	2
ENG	34	2	0	45	1	10	0	10	8
GSM	8	2		10	1	1	0	0	1
HArCS	13	0		45	0	32	0	0	12
MPS	21	4		38	2	15	0	9	6
DSS	25	2		40	1	14	0	3	16
LAW	10	0		12	0	2	0	0	3
SOM	48	6		75	6	27	0	4	24
SVM	16	2	4	25	3	6	0	7	13
<b>Total</b>	<b>238</b>	<b>23</b>	<b>4</b>	<b>360</b>	<b>19</b>	<b>114</b>	<b>0</b>	<b>45</b>	<b>114</b>

**APPENDIX D: SUMMARY OF NON-REDELGATED STEP PLUS ACTIONS  
(PROMOTIONS)**

College/Division/ School	Proposed Action (1.0 step)	CAP Recommendation	Proposed Action (1.5 step)	CAP Recommendation	Proposed Action (2.0 step)	CAP Recommendation
<b>CAES</b>						
Assistant to Associate	6	<ul style="list-style-type: none"> <li>• 4 cases – (agree with proposed)</li> <li>• 2 cases – (recommend 1.5 step)</li> </ul>	3	<ul style="list-style-type: none"> <li>• 2 cases – (agree with proposed)</li> <li>• 1 case – (recommend 2.0 step)</li> </ul>	3	<ul style="list-style-type: none"> <li>• 3 cases – (agree with proposed)</li> </ul>
Associate to Full	3	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 2 cases – (recommend 1.5 step)</li> </ul>	0	N/A	1	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> </ul>
<b>CBS</b>						
Assistant to Associate	2	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 1 case (recommend 1.5 step)</li> </ul>	0	N/A	0	N/A
Associate to Full	1	<ul style="list-style-type: none"> <li>• 1 case - (recommend 1.5 step)</li> </ul>	2	<ul style="list-style-type: none"> <li>• 2 cases - (agree with proposed)</li> </ul>	0	N/A
<b>EDU</b>						
Assistant to Associate	0	N/A	1	<ul style="list-style-type: none"> <li>• 1 case - (agree with proposed)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case - (recommend 1.0 step)</li> </ul>
Associate to Full	1	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case - (recommend 1.0 step)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case – (recommend 1.5 step)</li> </ul>
<b>ENG</b>						
Assistant to Associate	1	<ul style="list-style-type: none"> <li>• 1 case - (agree with proposed)</li> </ul>	2	<ul style="list-style-type: none"> <li>• 2 cases – (agree with proposed)</li> </ul>	0	N/A
Associate to Full	1	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> </ul>	2	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 1 case (recommend 2.0 step)</li> </ul>	0	N/A
<b>GSM</b>						
Assistant to Associate	1	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> </ul>	0	N/A	0	N/A

Associate to Full	0	N/A	0	N/A	0	N/A
<b>HArCS</b>						
Assistant to Associate	3	<ul style="list-style-type: none"> <li>• 2 cases – (agree with proposed)</li> <li>• 1 case (recommend 1.5 step)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> </ul>	0	N/A
Associate to Full	4	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 2 cases - (recommend 1.5 step)</li> <li>• 1 case – (recommend 2.0 step)</li> </ul>	3	<ul style="list-style-type: none"> <li>• 2 cases – (agree with proposed)</li> <li>• 1 case – (recommend 2.0 step)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> </ul>
<b>MPS</b>						
Assistant to Associate	1	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case – (recommend 1.0 step)</li> </ul>	0	N/A
Associate to Full	2	<ul style="list-style-type: none"> <li>• 2 cases – (agree with proposed)</li> </ul>	3	<ul style="list-style-type: none"> <li>• 3 cases – (agree with proposed)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case – (recommend 1.5 step)</li> </ul>
<b>DSS</b>						
Assistant to Associate	3	<ul style="list-style-type: none"> <li>• 2 cases – (agree with proposed)</li> <li>• 1 case – (recommend 1.5 step)</li> </ul>	2	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 1 case – (recommend 1.0 step)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case – (recommend 1.5 step)</li> </ul>
Associate to Full	3	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 2 cases – (recommend 1.5 step)</li> </ul>	2	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 1 case – (recommend 1.0 step)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case – (recommend 1.5 step)</li> </ul>
<b>LAW</b>						
Assistant to Associate	N/A	N/A	N/A	N/A	N/A	N/A
Associate to Full	N/A	N/A	N/A	N/A	N/A	N/A
<b>SOM</b>						
Assistant to Associate	12	<ul style="list-style-type: none"> <li>• 7 cases – (agree with proposed)</li> <li>• 4 cases – (recommend 1.5 step)</li> </ul>	1	<ul style="list-style-type: none"> <li>• 1 case – (recommend 2.0 step)</li> </ul>	3	<ul style="list-style-type: none"> <li>• 2 cases – (agree with proposed)</li> <li>• 1 case – (recommend 1.5 step)</li> </ul>

		<ul style="list-style-type: none"> <li>• 1 case – (recommend 2.0 step)</li> </ul>				
Associate to Full	8	<ul style="list-style-type: none"> <li>• 3 cases – (agree with proposed)</li> <li>• 2 cases – (recommend 1.5 step)</li> <li>• 3 cases – (recommend 2.0 step)</li> </ul>	2	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 1 case – (recommend 2.0 step)</li> </ul>	0	N/A
<b>SVM</b>						
Assistant to Associate	4	<ul style="list-style-type: none"> <li>• 3 cases – (agree with proposed)</li> <li>• 1 case – (recommend 1.5 step)</li> </ul>	0	N/A	1	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> </ul>
Associate to Full	3	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 2 cases – (recommend 2.0 step)</li> </ul>	2	<ul style="list-style-type: none"> <li>• 2 cases – (recommend 2.0 step)</li> </ul>	0	N/A
<b>TOTAL</b>	<b>59</b>	<ul style="list-style-type: none"> <li>• 33 cases: CAP agreed with proposed 1.0 step promotion;</li> <li>• 26 cases: CAP recommended extra 0.5 step or extra 1.0 step promotion</li> </ul>	<b>27</b>	<ul style="list-style-type: none"> <li>• 17 cases: CAP agreed with proposed 1.5 step promotion;</li> <li>• 7 cases: CAP recommended extra 0.5 step promotion;</li> <li>• 3 cases: CAP recommended a lower step promotion</li> </ul>	<b>14</b>	<ul style="list-style-type: none"> <li>• 8 cases: CAP agreed with proposed 2.0 step promotion;</li> <li>• 6 cases: CAP recommended a lower step promotion</li> </ul>

**APPENDIX E: SUMMARY OF NON-REDELEGATED STEP PLUS ACTIONS  
(MERITS)**

College/Division/ School	Proposed Action (1.0 step)	CAP Recommendation	Proposed Action (1.5 step)	CAP Recommendation	Proposed Action (2.0 step)	CAP Recommendation
<b>CAES</b>						
Assistant Professor	N/A	N/A	N/A	N/A	N/A	N/A
Associate Professor	N/A	N/A	N/A	N/A	2	<ul style="list-style-type: none"> <li>• 2 cases – (recommend 1.5 step)</li> </ul>
Professor, Step 5 to Step 6	N/A	N/A	N/A	N/A	3	<ul style="list-style-type: none"> <li>• 1 case – (recommend 3.0 step)</li> <li>• 2 cases – (recommend 1.5 step)</li> </ul>
Professor, Step 9 to Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Above Scale to Further Above Scale	N/A	N/A	2	<ul style="list-style-type: none"> <li>• 2 cases – (recommend 1.0 step)</li> </ul>	N/A	N/A
Other Merits	N/A	N/A	N/A	N/A	4	<ul style="list-style-type: none"> <li>• 2 cases – (agree with proposed)</li> <li>• 2 cases – (recommend 1.5 step)</li> </ul>
<b>CBS</b>						
Assistant Professor	N/A	N/A	N/A	N/A	N/A	N/A
Associate Professor	N/A	N/A	N/A	N/A	1	<ul style="list-style-type: none"> <li>• 1 case - (recommend 1.5 step)</li> </ul>
Professor, Step 5 to Step 6	1	<ul style="list-style-type: none"> <li>• 1 case – (recommend 2.0 step)</li> </ul>	N/A	N/A	N/A	N/A
Professor, Step 9 to Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Above Scale to Further Above Scale	N/A	N/A	2	<ul style="list-style-type: none"> <li>• 1 case – (agree with proposed)</li> <li>• 1 case – (recommend 1.0 step)</li> </ul>	NA	N/A

Other Merits	N/A	N/A	1	• 1 case – (agree with proposed)	2	• 2 cases – (recommend 1.5 step)
<b>EDU</b>						
Assistant Professor	N/A	N/A	N/A	N/A	N/A	N/A
Associate Professor	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 5 to Step 6	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 9 to Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Above Scale to Further Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Other Merits	N/A	N/A	N/A	N/A	N/A	N/A
<b>ENG</b>						
Assistant Professor	N/A	N/A	N/A	N/A	N/A	N/A
Associate Professor	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 5 to Step 6	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 9 to Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Above Scale to Further Above Scale	1	• 1 case – (recommend 1.5 step)	N/A	N/A	1	• 1 case – (recommend 1.5 step)
Other Merits	N/A	N/A	1	• 1 case – (agree with proposed)	1	• 1 case – (recommend 1.5 step)
<b>GSM</b>						
Assistant Professor	N/A	N/A	N/A	N/A	N/A	N/A
Associate Professor	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 5 to Step 6	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 9 to Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Above Scale to Further Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Other Merits	N/A	N/A	N/A	N/A	1	• 1 case – (recommend 1.0 step)
<b>HArCS</b>						

Assistant Professor	N/A	N/A	N/A	N/A	1	• 1 case – (recommend 1.5 step)
Associate Professor	N/A	N/A	3	• 2 cases – (agree with proposed) • 1 case – (recommend 1.0 step)	2	• 2 cases – (recommend 1.5 step)
Professor, Step 5 to Step 6	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 9 to Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Above Scale to Further Above Scale	N/A	N/A	N/A	N/A	1	• 1 case – (agree with proposed)
Other Merits	N/A	N/A	N/A	N/A	4	• 2 cases – (agree with proposed) • 2 cases – (recommend 1.5 step)
<b>MPS</b>						
Assistant Professor	N/A	N/A	N/A	N/A	N/A	N/A
Associate Professor	N/A	N/A	N/A	N/A	3	• 2 cases – (agree with proposed) • 1 case – (recommend 1.5 step)
Professor, Step 5 to Step 6	1	• 1 case – (recommend 1.5 step)	N/A	N/A	N/A	N/A
Professor, Step 9 to Above Scale	1	• 1 case - (recommend 1.5 step)	N/A	N/A	N/A	N/A
Professor, Above Scale to Further Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Other Merits	N/A	N/A	N/A	N/A	6	• 1 case – (agree with proposed) • 5 cases – (recommend 1.5 step)
<b>DSS</b>						

Assistant Professor	N/A	N/A	N/A	N/A	1	• 1 case – (recommend 1.5 step)
Associate Professor	N/A	N/A	N/A	N/A	1	• 1 case – (recommend 1.5 step)
Professor, Step 5 to Step 6	N/A	N/A	N/A	N/A	1	• 1 case – (recommend 1.5 step)
Professor, Step 9 to Above Scale	N/A	N/A	1	• 1 case – (recommend 1.0 step)	N/A	N/A
Professor, Above Scale to Further Above Scale	1	• 1 case – (recommend 1.5 step)	1	• 1 case – (recommend 1.0 step)	1	• 1 case – (agree with proposed)
Other Merits	N/A	N/A	N/A	N/A	3	• 2 cases – (agree with proposed) • 1 case – (recommend 1.5 step)

**LAW**

Assistant Professor	N/A	N/A	N/A	N/A	N/A	N/A
Associate Professor	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 5 to Step 6	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 9 to Above Scale	1	• 1 case – (recommend 1.5 step)	N/A	N/A	N/A	N/A
Professor, Above Scale to Further Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Other Merits	N/A	N/A	N/A	N/A	N/A	N/A

**SOM**

Assistant Professor	N/A	N/A	N/A	N/A	2	• 1 case – (agree with proposed) • 1 case – (recommend 1.5 step)
Associate Professor	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Step 5 to Step 6	1	• 1 case – (recommend 1.5 step)	N/A	N/A	N/A	N/A
Professor, Step 9 to Above Scale	N/A	N/A	N/A	N/A	N/A	N/A

Professor, Above Scale to Further Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Other Merits	1	<ul style="list-style-type: none"> <li>1 case – (recommend 1.5 step)</li> </ul>	1	<ul style="list-style-type: none"> <li>1 case – (agree with proposed)</li> </ul>	6	<ul style="list-style-type: none"> <li>2 cases – (agree with proposed)</li> <li>4 cases – (recommend 1.5 step)</li> </ul>
<b>SVM</b>						
Assistant Professor	N/A	N/A	N/A	N/A	1	<ul style="list-style-type: none"> <li>1 case – (recommend 1.5 step)</li> </ul>
Associate Professor	N/A	N/A	N/A	N/A	1	<ul style="list-style-type: none"> <li>1 case – (agree with proposed)</li> </ul>
Professor, Step 5 to Step 6	1	<ul style="list-style-type: none"> <li>1 case – (recommend 1.5 step)</li> </ul>	2	<ul style="list-style-type: none"> <li>1 case – (agree with proposed)</li> <li>1 case – (recommend 2.0 step)</li> </ul>	1	<ul style="list-style-type: none"> <li>1 case – (agree with proposed)</li> </ul>
Professor, Step 9 to Above Scale	N/A	N/A	N/A	N/A	N/A	N/A
Professor, Above Scale to Further Above Scale	N/A	N/A	1	<ul style="list-style-type: none"> <li>1 case – (recommend 1.0 step)</li> </ul>	N/A	N/A
Other Merits	N/A	N/A	N/A	N/A	3	<ul style="list-style-type: none"> <li>2 cases – (agree with proposed)</li> <li>1 case (recommend 1.5 step)</li> </ul>
<b>TOTAL</b>	<b>9</b>	<ul style="list-style-type: none"> <li>In all 9 cases CAP agreed with an extra 0.5 step merit or an extra 1.0 step merit</li> </ul>	<b>15</b>	<ul style="list-style-type: none"> <li>7 cases: CAP agreed with proposed 1.5 step merit</li> <li>1 case: CAP recommended an extra 0.5 step merit</li> <li>7 cases: CAP recommended a lower step merit</li> </ul>	<b>53</b>	<ul style="list-style-type: none"> <li>18 cases: CAP agreed with proposed 2.0 step merit</li> <li>1 case: CAP recommended a higher step merit (3.0 step)</li> <li>34 cases: CAP recommended a lower step merit</li> </ul>

September 11, 2015

**JULIE FREISCHLAG**, Vice Chancellor and Dean  
UC Davis Health System  
School of Medicine

Re: School of Medicine Academic Personnel Actions

Dear Dean Freischlag,

We write to bring to your attention an ongoing concern of the Academic Senate Committee on Academic Personnel (CAP) about the timeliness of dossiers forwarded to us from the School of Medicine (SOM). In the Fall of 2012 we spent the first weeks reviewing late actions from SOM, those effective July 1 of that year. Some of these were appointments, and in these cases it was clear that the person being reviewed was already here and working. This clearly makes nonsense of any meaningful CAP participation in the appointment process.

Last year (2013-14) it seemed that the problem had been largely addressed, and the number of late actions dropped considerably. However, we are once again seeing a crop of late actions coming to CAP from the SOM, and some of these are, again, appointments, with a starting date of July 1. These even include fourth-year appraisals, where timeliness is critical if candidates are to benefit from advice about how to prepare for the tenure decision. In fact, the flow of SOM cases this year has been notably irregular, with almost none coming through in the Fall, when we reviewed tenure and promotion cases from most other units. This has posed real problems of workload for our SOM presenters, who are underused for long periods and then overburdened with cases coming through all at once and often late. While some of this may be explained by difficulties in transitioning to the Step Plus system, it should be noted that almost all other units managed to stay very close to the standard timetables for promotion, tenure and merit actions.

The problem is not made easier by the difficulties that SOM cases often present. This year we will be asking for increased attention by all departments and Deans to items in the service and teaching records, which are now more carefully scrutinized because of Step Plus guidelines. The guidelines have been especially difficult to implement with SOM cases because the School does not use the DESII system of reporting teaching records; includes a variety of teaching contributions other than podium classes; involves a mix of clinical and research duties without specifying the expected balance for the faculty candidate; and mostly does not make clear which service tasks routinely go with the job (directing a center or unit) and which are genuinely over and above assigned duties. CAP is concerned that some SOM faculty who are making outstanding contributions in teaching and service will not be sufficiently rewarded because the committee lacks the information that is necessary to recognize their accomplishments.

We are therefore writing to request your assistance in improving both the timing and the quality of SOM personnel dossiers, which we believe to be important in assuring the proper evaluation of faculty merit actions. The incoming chair of CAP, Debra Long, will be happy to meet with you and/or your designees to discuss these issues, if that would be helpful.

Yours Sincerely,



David Simpson, Chair (outgoing)  
Committee on Academic Personnel



Debra Long, Chair (current)  
Committee on Academic Personnel

Cc: Chancellor Linda Katehi  
Ralph Hexter, Provost and Executive Vice Chancellor  
Ed Callahan, Associate Dean, School of Medicine  
Martha O'Donnell, Chair, School of Medicine Faculty Executive Committee  
André Knoesen, Chair, Davis Division of the Academic Senate  
Gina Anderson, Executive Director, Davis Division of the Academic Senate

## Annual Report: Academic Year 2014-15 Davis Division: Academic Senate

<b>Committee on Academic Personnel, Appellate Subcommittee (CAPAC)</b>
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Total Meetings: 5	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: 28	Total of reviewed appeals deferred from the previous year: 6	Total appeals deferred to the coming academic year: (not included in this report) 3
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**Listing of bylaw changes proposed:** None.

**Listing of committee policies established or revised:**

Continued to not use the Electronic Document Management System (EDMS).

**Issues considered by the committee:**

Use of the committee to correct a departmental oversight in a candidate's merit action dossier.

Clarification of a candidate's record of creative work.

Transition to the new Step Plus System.

Switch from use of Roman Numerals as step designators to use of Arabic Numbers.

Department request for committee to provide clarification of Step Plus System.

Department voting procedures.

Non-observance of the appropriate review period for a specific advancement stipulated by the Academic Personnel Manual.

New information being presented after committee review of an appeal.

### **Committee's narrative:**

The 2014-15 Committee on Academic Personnel - Appellate Committee (CAPAC) received 32 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 of these actions were not reviewed by CAPAC. Two were returned to the previous review committee and two were carried over to 2015-16. A fifth action was reviewed by the committee and then designated for carry over to 2015-16.

CAPAC recommended granting 6 of 28 appeals reviewed. One reviewed appeal had to be carried over without recommendation. Table 4 shows the Vice-Provost's or Dean's decisions on these appeals, in relation to CAPAC's recommendations.

<b>Table 1: Origin of Appeals Reviewed</b>	
<b>College/School</b>	<b># Appeals</b>
College of Agricultural & Environmental Sciences	6
College of Engineering	4
College of Letters and Science	7*
School of Law	0
School of Medicine	5
School of Veterinary Medicine	1
College of Biological Sciences	2
Graduate School of Management	3
School of Education	0
<b>Grand Total</b>	<b>28*</b>

\* One non-redelegated merit was reviewed but was carried over to 2015-16 for further review when new information was added to the appeal.

<b>Table 2: CAPAC Recommendations to the Vice Provost – Academic Personnel</b>						
		<b>GRANT APPEAL</b>		<b>RETURNED APPEAL<sup>1</sup></b>		<b>DENY APPEAL</b>
<b>Action</b>	<b># Cases</b>	<b>Grounds of Procedure</b>	<b>Grounds of Merit</b>	<b>Reconsideration</b>	<b>Incomplete</b>	<b>Grounds of Merit</b>
Decelerated Merit Advancement (1, 2, 3, 4 Yr)	2	0	0	0	0	2
Accelerated Merit (1, 2, 3, 4 Yr)	5	0	1	0	0	4
Accelerated Promotion (1, 2, 3, 4 Yr)	0	0	0	0	0	0
Merit	7*	0	2	0	0	4
Regular Merit, Above Scale	2	0	0	0	0	2
Accelerated Merit, Above Scale	2	0	1	0	0	1
Promotion	3	0	1	0	0	2
CER Appeals	0	0	0	0	0	0
Appointment by Change in Series	1	0	0	0	0	1
5 Year Review	0	0	0	0	0	0
1.0 Step Advancement	0	0	0	0	0	0
1.5 Step Advancement	0	0	0	0	0	0
2.0 Step Advancement	1	0	0	0	0	1
<b>TOTALS</b>	<b>23*</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>17</b>

<sup>1</sup> A return occurs for one of two reasons: 1) new information has been added to the appeal packet that the previous review committee has 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.

\* One non-redelegated merit was reviewed but was carried over to 2015-16 for further review when new information was added to the appeal.

<b>Table 3: CAPAC Recommendations to the Individual Deans (Redelegated Appeals)</b>						
		<b>GRANT APPEAL</b>		<b>RETURNED APPEAL<sup>1</sup></b>		<b>DENY APPEAL</b>
<b>Action</b>	<b># Cases</b>	<b>Grounds of Procedure</b>	<b>Grounds of Merit</b>	<b>Reconsideration</b>	<b>Incomplete</b>	<b>Grounds of Merit</b>
Decelerated Merit Advancement (1, 2, 3 Yr)	0	0	0	0	0	0
Accelerated Merit (1, 2, 3 Yr)	2	0	0	0	0	2
Accelerated Promotion (1, 2, 3 Yr)	0	0	0	0	0	0
Merit	3†	0	0	2†	0	1
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
Appointment by Change in Series	1	0	0	0	0	1
1.0 Step Advancement	0	0	0	0	0	0
1.5 Step Advancement	1	0	1	0	0	0
2.0 Step Advancement	0	0	0	0	0	0
<b>TOTALS</b>	<b>7†</b>	<b>0</b>	<b>1</b>	<b>2†</b>	<b>0</b>	<b>4</b>

<sup>1</sup> A return occurs for one of two reasons: 1) new information has been added to the appeal packet that the previous review committee has 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.

† Two redelegated merit appeals were returned, each to its respective previous review committee. Both were returned for reconsideration because both concerned the addition of new information that the previous review committee had not had the opportunity to review. Neither appeal was sent back to CAPAC for review.

<b>Table 4: CAPAC Recommendation vs. Final Decision</b>								
	<b>Non-Redel &amp; Redel</b>	<b>CAPAC Recommendation</b>		<b>RETURNED APPEAL<sup>1</sup></b>	<b>FINAL DECISION</b>			
<b>ACTION</b>	<b># Cases</b>	<b>Grant</b>	<b>Deny</b>		<b>Grant</b>	<b>Deny</b>	<b>Pending</b>	<b>Other<sup>2</sup></b>
Decelerated Merit Advancement (1, 2, 3, 4 Yr)	2	0	2	0	0	1	1	0
Accelerated Merit (1, 2, 3, 4 Yr)	7	1	6	0	2	3	0	2
Accelerated Promotion (1, 2, 3, 4 Yr)	0	0	0	0	0	0	0	0
Merit	10*†	2	5	2†	2	2	3	0
Promotion	3	1	2	0	2	1	0	0
Regular Merit, Above Scale	2	0	2	0	1	0	1	0
Accelerated Merit, Above Scale	2	1	1	0	1	1	0	0
CER Appeals	0	0	0	0	0	0	0	0
Appointment by Change in Series	2	0	2	0	1	0	0	1
5 Year Review	0	0	0	0	0	0	0	0
Continuing Non-Senate Faculty	0	0	0	0	0	0	0	0
1.0 Step Advancement	0	0	0	0	0	0	0	0
1.5 Step Advancement	1	1	0	0	0	0	0	1
2.0 Step Advancement	1	0	1	0	0	0	0	1
<b>TOTAL</b>	<b>30*†</b>	<b>6</b>	<b>21</b>	<b>2†</b>	<b>9</b>	<b>8</b>	<b>5</b>	<b>5</b>

<sup>1</sup> A return occurs for one of two reasons: 1) new information has been added to the appeal packet that the previous review committee has 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.

<sup>2</sup> This category means that the final decision was either other than what CAPAC recommended or was a final decision on an action CAPAC returned to the previous review committee and which CAPAC did not provide a recommendation.

\* One non-redelegated merit was reviewed but was carried over to 2015-16 for further review when new information was added to the appeal.

† Two redelegated merit appeals were returned, each to its respective previous review committee. Both were returned for reconsideration because both concerned the addition of new information that the previous review committee had not had the opportunity to review. Neither appeal was sent back to CAPAC for review.

Two redelegated actions were returned to their respective previous review committee for reconsideration. Neither action was returned on appeal for CAPAC review.

Two actions were received late in the academic year and were carried over to the 2015-16 academic year. A third action was reviewed towards the end of the 2014-15 academic year of service, but during deliberations was augmented with new information. This third action had to be carried over to the 2015-16 committee.

CAPAC therefore reviewed 28 of the 32 actions that it received for review, but only submitted recommendations on 27.

As of September 28, 2015, five appeals for which CAPAC had submitted recommendations were pending a final decision by the appropriate decision authority.

Respectfully submitted,

Fran Dolan, Chair  
Zhaojun Bai, Laurel Gershwin, Terry Nathan, Andrew Vaughan  
Bryan Rodman (Analyst, Academic Senate Office)

**Annual Report: Academic Year 2014-2015  
Davis Division: Academic Senate**

**Committee on Academic Freedom and Responsibility**

<b>Total Meetings:</b> 7	<b>Meeting frequency:</b> As needed	<b>Average hours of committee work each week:</b> Variable
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<b>Total of item reviewed:</b> 3 Request for Consultation and 6 Other Matters	<b>Total of reviewed items deferred from the previous year:</b> 1	<b>Total items deferred to the coming academic year:</b> <ul style="list-style-type: none"> <li>• Guidelines for Processing PRA Requests</li> <li>• NAGPRA Compliance Procedures</li> </ul>
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**Listing of bylaw changes proposed:** None

**Listing of committee policies established or revised:** None

**Issues considered by the committee:**

- Guidelines for Processing California Public Records Requests
- NAGPRA Compliance Procedures
- Openness in Research Policy
- Academic Freedom Resources
- Civility Issue
- California Department of Public Health contracts issue
- Reaffirmation of the Principles of Community
- Senate Bylaw Revision 128.D.2 (Vice-Chair)
- Presidential Policy on Open Access

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

## **Committee's Charge:**

The Academic Senate Committee on Academic Freedom and Responsibility (CAFR) is charged with studying any conditions within or without the University which, in the judgment of the committee, may affect the academic freedom of the University or the academic freedom and responsibility of its individual members, and shall report thereon to the Representative Assembly. The committee shall study any reports of conflicts of interest on the part of individuals referred to it by department chairs or the individuals and, if an unresolved problem is found to exist, shall recommend appropriate resolutions to the Executive Council.

## **Committee's Narrative:**

The Committee on Academic Freedom and Responsibility met seven times in 2014-2015 and conducted other business via email and the whiteboard in ASIS.

Below represents a summation of the major items the committee addressed during the 2014-2015 academic year.

### **California Department of Public Health contracts issue**

In fall 2014, the committee continued its discussion from the previous academic year on the language of contracts with the California Department of Public Health. Boilerplate language in the CDPH contracts arguably gives CDPH a right of pre-approval over academic publications. The committee consulted with Associate Director Randi Jenkins from UC Davis Office of Research and Andrew Boulter and Wendy Streitz from the University of California Office of the President.

Specifically, Andrew Boulter and Wendy Streitz briefed the committee on the history of the CDPH contract, as well as AB 20, enacted in 2009, which is supposed to standardize contracting between state agencies and the University of California. Negotiations between the state's Department of General Services and UCOP to implement AB 20 have been ongoing, and final boilerplate contract terms are expected to be agreed to by summer 2015. The new boilerplate language will, in theory, be used by all state agencies that contract with UC, and thus will supersede the problematic CDPH boilerplate.

Meanwhile, UCOP has taken the position that the problematic CDPH contracting language gives CDPH control only over "deliverables," while allowing free use of the underlying data by the researcher—including for academic publications not pre-approved by CDPH.

The Committee worked with the Office of Research to modify the language of the "Informed Participation Agreement" that faculty contracting with CDPH must sign. The new Informed Participation Agreement explains UCOP's interpretation of the

problematic language, while also acknowledging that other interpretations may be possible.

The committee also will stay abreast of the negotiations to implement AB20.

### **Guidelines for Processing California Public Records Requests**

The issue of “freedom of information” requests under the California Public Record Act (PRA) requests were brought to the committee’s attention by the University Committee on Academic Freedom (UCAF) as a result of the requests sent targeting faculty on several campuses, including UC Davis.

Campus Counsel informed the committee that the number of PRA requests targeting faculty members has doubled over the last five years alone. As a result of the increased number of these requests, the committee discussed the need for faculty training regarding PRA requests. At the committee’s request, the Office of Campus Counsel agreed to draft a guide to PRA compliance for UC Davis faculty members. The committee received the draft guide at the end of the academic year and will review in 2015-2016.

### **Compliance with the North American Graves Protection and Repatriation Act (NAGPRA)**

In winter 2015, a faculty member brought concerns about NAGPRA implementation to the committee’s attention. New regulations require that the human remains that cannot be identified with a specific tribe be given to a tribe that is located in that area. The regulations recommend but do not compel funerary objects to be disclosed. The faculty member expressed concern that the new regulations may be implemented on campus in ways that interfere unnecessarily with faculty research.

Later in the spring, an incident occurred in which a faculty member was ordered by a representative of the Provost to “turn over” research materials on short notice. The faculty member believed that the materials were not covered by NAGPRA or the disposition agreement with the tribe. The faculty member complied with the order, but asked CAFR to consider whether this procedure (or lack of procedure) amounted to a violation of academic freedom.

In late May and early June, some members of the committee met with stakeholders who are involved in NAGPRA compliance. The committee will continue discussion of this item in Fall 2015.

### **Openness in Research Policy**

It was brought to the committee’s attention that there has been discussion at the systemwide level regarding possible changes in the openness in research policy, and the topic was discussed at a UCAF meeting. It was reported that a policy change is

under consideration and no decision has been made. The change would allow faculty members to accept non-classified, defense-related contracts with publication restrictions and citizenship restrictions that are not currently allowed under UC policy.

The representatives from UCAF were asked to ascertain who on their campus might want a change in the research policy and what the principles are behind the desire for change. As such, the committee consulted with the Office of Research and various departments throughout the campus whose faculty might benefit from the change. The feedback the committee received on a proposed change was varied, but since the “discussion document” provided to the committee (and UCAF) by UCOP was just a set of bullet-points, it was difficult to understand what the changes would actually mean and how they would be implemented.

The committee notified the Academic Senate Chair about the proposed change. The committee believes that reviewing an actual draft of the proposed policy is necessary to determine how it would impact faculty. Therefore, CAFR is waiting for a draft policy to be released before proceeding.

### **Academic Freedom Resources**

To help answer questions about academic freedom, CAFR prepared a centralized document with academic freedom resources for UCD faculty, researchers, staff, and students.

The document has been posted to the committee’s page on the Academic Senate website.

Respectfully submitted,

Christopher Elmendorf, *Chair*  
Robert Berman  
Lawrence Bogad  
Marina Oshana  
Eric Rauchway  
William Matthews, *Academic Federation Representative*  
Marufa Khandaker, *ASUCD Representative*  
Roman Rivilis, *ASUCD Representative*  
Douglas Banda, *GSA Representative*  
Jacqueline Barkoski, *GSA Representative*  
Moradewun Adejunmobi, *Ex-Officio and UCAF Representative*  
Sierra Feldmann, *Academic Senate Analyst*

**Annual Report: Academic Year 2014-2015  
Davis Division: Academic Senate**

**Committee on Admissions and Enrollment**

<b>Total Meetings:</b> 11	<b>Meeting frequency:</b> 2-3 meetings per quarter	<b>Average hours of committee work each week:</b> Variable
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<b>Total of items reviewed:</b> 3 Request for Consultations	<b>Total of reviewed items deferred from the previous year:</b> None	<b>Total items deferred to the coming academic year:</b> <ul style="list-style-type: none"> <li>• Athletics Report</li> <li>• Faculty Involvement in Enrollment</li> </ul>
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**Bylaw changes proposed:** None

**New committee policies established or revised:** None

- Issues considered by the committee:**
- Student Performance Data
  - Holistic Review scoring adjustment
  - First Year Implementation Plan
  - Expected and Minimum Progress
  - Report on the UCD undergrad STEM underrepresented students
  - Calculation of Priority Registration
  - Enrollment Management Process
  - Faculty Involvement in Enrollment
  - Tiebreak scoring adjustment
  - Enrollment, policy, and planning

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

**Committee's Charge:**

The Academic Senate Committee on Admissions and Enrollment (CAE) considers matters involving admission and enrollment at Davis.

**Committee's narrative:**

The Committee on Admissions and Enrollment met 11 times in 2014-2015 and conducted other business via email and the whiteboard in ASIS.

Below represents a summation of the major items the committee addressed during the 2014-2015 academic year.

### **Holistic Review Scoring Adjustment:**

In fall 2014, the committee was briefed that all undergraduate applications to UC Davis undergo holistic review. A human reader trained by Undergraduate Admissions reads the entire application and assigns a score from 1 to 7. A computer Predictive Value (PV) score is also computed from the quantitative information. In cases where the human reader and PV scores differ by two or more, a senior reader evaluates the application independently and assigns the final holistic review (HR) score. For the remainder of the applications, in 2014, the human reader score was used as the HR score, with the PV score serving only as a consistency check.

In winter 2015, committee members read previous applications to determine whether the committee agreed with how the HR process is assessing the applications. The purpose was to check that the HR training leads to results the committee agrees with, particularly for disadvantaged students. The committee considered 12 applications that had been rated 3 or 4, near the most common admissions cutoffs. Members generally agreed that the applications merited similar HR scores. The committee requested explanation of the relative ranking for one pair of files, and Undergraduate Admissions suggested that one of those files should have been scored higher.

In spring 2015, after reviewing the sample applications, examining data on human and PV scores, and consulting with Undergraduate Admissions, the committee voted to make the following adjustments to holistic review scoring:

- Add new score level 1+, intended as the top 5% of the applicant pool. The goal is to eliminate any need for tiebreaks within the highest HR score level. Certain majors have become so selective that not all students within the current top level of 15% can be admitted.
- Allow human readers to give half scores (1.5 through 6.5) when they feel an applicant falls between the normal score levels.
- PV will be rounded to half integers.
- If rounded PV and human scores differ by at most 1, then the human score will be used as the final HR score.
- If rounded PV and human scores differ by more than 1 then file will go to a senior reader, who will assign the final score (integer or half-integer).
- Augmented review is possible for scores from 1 through 6.5, but not for 1+ or 7.

### **Faculty Involvement in Enrollment Management:**

In March 2015, the committee met with Provost Ralph Hexter at his request to discuss enrollment management. The committee and Provost Hexter agreed that with the increase

in UC Davis applicants and enrollment it is necessary to consider how Admissions is shaping our incoming classes and the balance between California and international students. The distribution of freshman and transfer students across the campus also needs more thought. Overall, the state-mandated goal is a 2:1 ratio for entering students. However, discussion needs to begin as to how the targets are set by the college. This involves questions both of teaching capacity and of the academic quality of freshman and transfer admits.

In April 2015, CAE met with Assistant Vice Provost Matt Traxler to discuss the time to graduation and the number of students waitlisted for courses. Assistant Vice Provost Traxler mentioned that one way to address these issues would be to consider capacity in enrollment decisions. Many committee members agreed that there is not a unified faculty voice on how various factors, such as capacity, should be considered in the enrollment process.

Faculty who teach undergraduates can provide the most immediate input on restrictions due to capacity and on the academic level of admitted students, and their voices should be heard in the enrollment planning process. By comparison, as CAE noted to Provost Hexter, relevant campuswide data on our undergraduates appear only after significant delay. For example, graduation data for freshman admits cannot be obtained until more than four years after admissions. Since the Holistic Review Process only began in 2012, the first students admitted under that process are in just their third year at the university. Four-year graduation rates will not be available until CAE and Undergraduate Admissions are planning the *seventh* year of holistic review. More timely feedback on the success of our admissions procedures will require improved communication with the faculty.

In conjunction with this discussion, CAE reviewed a spreadsheet on the enrollment management annual work flow and agrees that with this understanding of how the process works there can be further discussions on how to improve the process, particularly by incorporating more faculty input. Currently faculty input occurs only through the Deans. Hence a first step is to learn what information and guidelines for feedback the Deans receive, and to improve that communication. The committee will continue work on this issue in the following academic year.

Respectfully submitted,

Rena Zieve, *Chair and BOARS Representative*  
Carlos Jackson  
Alissa Kendall  
Jon Rossini  
Mikal Saltveit  
Catherine Puckering, *Academic Federation Representative*  
Julia Reifkind, *ASUCD Representative*  
Zhengyao Xue, *GSA Representative*  
Walter Robinson, *Ex-Officio*  
Darlene Hunter, *Consultant*  
Erika Jackson, *Consultant*  
Sierra Feldmann, *Academic Senate Analyst*

**Annual Report: Academic Year 2014-15  
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.) • Requests for Consultation: 8	Total of reviewed proposals deferred from the previous year: 0	Total proposals 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
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Issues considered by the committee: <ul style="list-style-type: none"> <li>• Principles of Community Twenty-fifth Anniversary and Revisions</li> <li>• UC Davis ADVANCE</li> <li>• Campus Climate Survey Results</li> <li>• Strategic Planning Committee on Diversity and Inclusion</li> <li>• Faculty Salary Equity Analyses</li> <li>• Teaching Professor Working Title</li> <li>• Lecturer-Security of Employment</li> </ul>
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**Committee Narrative:**

The Affirmative Action & Diversity Committee met six times during the 2014-15 academic year. Meetings were scheduled twice per quarter. The Academic Senate Information System (ASIS) was used to notify members and distribute relevant information about the committee’s upcoming meetings.

Given below is a brief description of major tasks that the committee addressed during the 2014-2015 academic year.

Principles of Community Twenty-fifth Anniversary and Revisions

The committee worked with the Principles of Community 25<sup>th</sup> Anniversary Reaffirmation Planning Committee to develop a revised draft of the POC, and on April 28 the campus was invited to attend the reaffirmation signing ceremony at the Mondavi Center.

UC Davis ADVANCE Grant

The UC Davis ADVANCE is an Institutional Transformation grant that began in September of 2012. The program is supported by the National Science Foundation’s ADVANCE Program which aims to increase the participation and advancement of women in academic science and engineering careers. The committee continued to work with the ADVANCE Policy & Practices Review Initiative and invited Linda Bisson to the January meeting to clarify and answer questions on recommendations. Final approved recommendations will continue into next year.

### Campus Climate Survey Results

Academic Senate Chair André Knoesen requested from the committee some recommended strategies for how to approach correction of problems revealed in the survey. In order to help the committee with this request, Guest Susan Key-Young Park, UC Davis Ombuds Office, attended the January meeting to discuss the survey and explain more about her role on campus and how it relates to the survey results. Carolyn Penny, Director of Campus Dialogue and Deliberation, attended the February meeting and gave an overview of her office and how it is involved with the survey results. The committee used this information in their response to Chair Knoesen's request.

### Strategic Planning Committee on Diversity and Inclusion

Committee Chair Sally McKee was a member of this committee and communicated the action of this committee to the Affirmative Action and Diversity Committee. The work of the Strategic Planning Committee on Diversity and Inclusion continues next year.

Respectfully submitted,

Sally McKee, Chair  
Brian Osserman, Vice Chair and Acting Chair for spring quarter  
Sergio De La Mora  
Bruce Haynes  
Mark Jerng  
Courtney Grant Joslyn  
Cynthia Pickett  
Cecilia Agüero, AF Representative  
Connie Champagne, AF Representative  
Katherine Arosteguy, AF Representative  
Rahim Reed, Ex-Officio  
Debbie Stacionis, Analyst

**Annual Report: Academic Year 2014-15  
Davis Division: Academic Senate**

**Committee on Courses of Instruction (COCI)**

Total Meetings: 7	Meeting frequency: 2-3 times a quarter	Average hours of committee work each week: 4 (when courses were being reviewed)
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Total: 462	Total reviewed or deferred from the previous year: 76	Total deferred to the coming academic year: In ICMS:10
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Issues considered by the committee.

1) BIS 2B Hybrid Course Offering:

The Committee reviewed and discussed a proposal from instructors of BIS 2B to pilot a new delivery method for the course for one quarter, in which some students enrolled in the course would be allowed to opt out of attending live lectures, and would instead view and listen to recorded versions of those lectures on-line. The committee voted to approve the proposal for one quarter only (spring 2015), with several conditions intended to protect students and to provide data on the performance of students in the on-line lecture only group that could inform decisions about future similar proposals.

2) GE Literacy Questions for the course approval system:

The Committee developed and approved guiding questions to be included in the GE Literacy section of the new course approval system. For each GE literacy in which certification is requested, course proposers will be asked to respond to one or two questions about how the specific elements of the literacy, as defined in the relevant Academic Senate regulation, will be addressed by the course, and a question about how student mastery of the literacy will be assessed.

3) Prerequisite Enforcement System:

The Committee discussed and provided comments on the proposal for a Prerequisite Enforcement System from the Campus Registrar. In general, the committee was supportive of the proposal; few recommendations for improvements and clarifications were provided.

4) First Year Experience Implementation Plan:

The Committee reviewed and provided comments on the First Year Experience Implementation Plan, focusing primarily on Objective 2, which discussed piloting a first-year seminar on navigating the university, related to information provided to students during orientation and Welcome Week, with the intention of eventually serving most

first-year students. The committee expressed several concerns about this objective, including questions about the academic content of such a seminar and objections to the suggestion presented in the Plan that large-scale offering of such a seminar should replace the existing first-year seminar program.

5) Physical Education (PHE) Courses.

COCI reviewed and approved revised proposals for the courses PHE 1 and PHE 6, which the Physical Education program submitted in response to the review of the program by the Special Academic Programs (SAP) Subcommittee of the Undergraduate Council, in which concerns about the academic content of those courses were raised.

6) College and School Workflows and ICMS Implementation:

COCI viewed a demonstration of the new ICMS presented by representatives from the Office of the Registrar. In general, the Committee was pleased with the new system, which includes improvements in several features compared to the existing system.

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

**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, 2014 through August 31, 2015.

**Total Approved 376**

Undergraduate			207
	New	64	
	New Version	109	
	Discontinued	34	
Graduate			141
	New	43	
	New Version	39	
	Discontinued	59	
Professional			28
	New	7	
	New Version	20	
	Discontinued	1	

**Total Relegated 86**

Undergraduate			56
	New	28	
	New Version	28	
	Discontinued	0	
Graduate			29
	New	19	
	New Version	9	
	Discontinued	1	
Professional			1
	New	0	
	New Version	1	
	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 126 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 16 requests from 4 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 6 petitions from 3 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.

**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 51 classes.

**Independent Study Program**

The Committee must approve proposals from students to participate in the Independent Study Program, which allows upper-division students the opportunity to concentrate on a single subject or area of interest for a period of one or two quarters. The Committee approved one proposal for an Independent Study from a student majoring in Economics for winter quarter, 2015.

**Committee on Courses of Instruction (COCI)**  
**Committee Membership 2014-2015**

**At-large Members**

Daniel Potter, Chair  
 Timothy Beatty  
 Stephen Boucher  
 Christopher Cappa  
 Hwai-Jong Cheng  
 Benjamin Morris  
 Terry Murphy  
 William Ristenpart  
 Anthony Passerini  
 Eric Rauchway  
 Kriss Revetto-Biagioli

Ex-officio Members

Joshua Clover  
Munashe Chigerwe  
Elias Lopez (non-voting)  
Greta Hsu  
Helen Raybould  
Lee Michael Martin  
Amit Kanvinde  
Jeanette Natzle  
Kenneth Shackel  
David Wisner

Academic Federation Representative

Susan Catron

GSA Representative

Dan Villarreal

Academic Senate Analyst

Edwin M. Arevalo, Associate Director of the Davis Division

**Annual Report: Academic Year 2014-15  
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 12 initial nominations were received and reviewed, (7 undergraduate and 5 graduate); 10 finalists were identified; 3 undergraduate and 3 graduate/professional recipients were selected as award recipients.	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:**

- Streamlining the award recipient selection process
- Including teaching evaluations with nominations
- Management and handling of any perceived conflict of interest
- Lack of undergraduate student participation
- Lack of graduate student participation

**Recommended procedural or policy changes for the coming year:**

Investigate the possibility of streamlining the award recipient selection process to one committee meeting.

**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.

The Call for Nominations for the 2015 Awards was sent out on October 13, 2014. Nomination packets were received for review by the committee. On January 12, 2015, the committee met to select finalists for the respective awards. On March 13, 2015, the committee met to discuss their reviews of the requested and

received finalists' dossiers. After discussion and deliberation, the committee selected three finalists to be the award recipients of the 2015 Undergraduate Distinguished Teaching Award and three finalists to be the award recipients of the 2015 Graduate/Professional Distinguished Teaching Award. The names of the award recipients were submitted to the Representative Assembly for approval and were unanimously confirmed via electronic ballot.

The following responses were made to inquiries received: "Nominations are sought from any member of the academic community," and all nominators are understood to be equal; the student letter may be written by one student or more, and the signature(s) on the letter may represent a group or be of each member of the group; inclusion of the chair of the nominee's department in letters is the discretion of the primary nominator; committee deliberations are confidential; nominations and dossiers are to be accepted as submitted; if the length of requested letters is not stipulated, then the length is left to the discretion of the nominator; nominee evaluations and teaching materials should be category specific (i.e. Undergraduate, or Graduate/Professional); privately or selectively extending a publicized deadline date is unfair to those with similar seemingly reasonable requests but are not asking for special consideration and an extension; when providing dossier information, use the form/format for presenting the information that is used in the candidate's department; inclusion of material/information not requested is the nominator's discretion; "All members of the Academic Senate, including Lecturers (100 percent) with Security of Employment, Assistant, Associate, Full Professors, and Emeriti who have not previously won the award are eligible." "Membership in the Senate shall not lapse because of leave of absence or by virtue of transference to emeritus status." Senate members become emeriti when they retire, and emeriti automatically retain their Academic Senate membership.

Prior to the committee's meeting on January 12, 2015, the committee was made aware of the possible perception of a conflict of interest: one of the nominees and a committee member were in the same department. The committee support analyst informed the committee chair of best practices in the management and handling of such a perception. On January 12, the committee chair brought the topic before the committee. A committee consensus on the best course of action was reached prior to the committee's discussion and review of the nominations. Disclosure of the possible perception of a conflict of interest allowed the committee to put into perspective the professional considerations and objective reviews that the committee member contributed during discussion of the nominations. To ensure the elimination of the perception, the consensus was that the committee member would leave the meeting while the rest of the committee discussed the member's contributions and then voted on the rankings of the nominations. When the resultant vote on the nominations removed the possibility of a perception of a conflict of interest, the committee member was welcomed to rejoin the meeting and to participate in further committee deliberations—unburdened and without limitation.

On May 5, 2015, the 2015 award recipients were presented their respective distinguished teaching awards at the combined Academic Senate and Academic Federation Award Ceremony.

Recipients:

**Undergraduate Category:**

- Russell Hovey – Animal Science
- Kristin Lagattuta – Psychology
- Clarence Walker – History

**Graduate/Professional Category:**

- Margaret Ferguson – English
- John Labavitch – Plant Sciences
- Truman Young – Plant Sciences

Respectfully submitted,

Hildegarde Heymann, Chair

James Bremer

Judy Callis

Cecilia Giulivi

Dean Tantillo

Christina Hollifield (GSA Representative)

Zhengyao Xue (GSA Representative)

Bryan Rodman, Resource Analyst, Academic Senate Office

## Committee on Elections, Rules and Jurisdiction Annual Report 2014-2015

Total Meetings: 11	Meeting Frequency: 4-5 per quarter	Average Hours of Committee Work Per Week: 10
Total Bylaw and Regulation proposals (2), formal advice (7), other advice/responses (13), and elections/ballots supervised (2): 24	Total matters deferred from previous year: 5	Total matters deferred to coming academic year: 8

CERJ took the following actions during 2014-2015.

### 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 2014-2015:*

(1) Davis Division Bylaw 121: Undergraduate Council. The amendment addressed conflict of interest issues regarding the undergraduate review process. The proposal was adopted by the Representative Assembly on June 2, 2015.

(2) Davis Division Regulation 538: Examinations. The amendment allows faculty more flexibility in scheduling exams for online courses. The proposal was adopted by the Representative Assembly on June 2, 2015.

### 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.*

(1) Teaching Professor Working Title. CERJ was asked to evaluate whether the Executive Council had the power to approve a request for a job advertisement for a Lecturer with Potential for Security of Employment (LPSOE) with a working title of "Assistant Teaching Professor" to describe the position.

(2) Grading Based on Attendance and Participation. CERJ was asked to review material in the Code of the Academic Senate that relates to the use of attendance and participation in grading.

(3) Request from Associate Deans regarding Splitting Units in GE3. CERJ was asked for advice regarding splitting units between the "writing experience" and "oral skills or writing experience" parts of the "Literacy with Words and Images" Core Literacy.

(4) Library Committee Membership. CERJ was asked for advice regarding the Health Sciences Library Committee and members from the School of Medicine and School of Veterinary Medicine that require a “committee with responsibility with library matters.”

(5) Voting Rights of Lecturers and Senior Lecturers with Potential for Security of Employment. CERJ was asked for advice regarding whether full-time Senior Lecturers with Potential Security of Employment (SLPSOEs) and Lecturers with Potential for Security of Employment (LPSOEs) can be given voting rights equivalent to those of Assistant or Acting Professors.

(6) Admit Term (GE2 vs. GE3). CERJ was asked to review whether the practice in the College of Engineering of allowing transfer students prior to Fall 2013 to use GE2 aligns with campus GE requirements and policy.

(7) Undergraduate Council Authority over Priority Registration. CERJ was asked for advice regarding whether Undergraduate Council has authority to change undergraduate registration priority so that Advanced Placement/International Baccalaureate units are not counted in determining registration priority.

## **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.*

School of Medicine Bylaw Revisions. CERJ was asked to review proposed revisions to the School of Medicine bylaws to ensure consistency with divisional and systemwide bylaws and regulations.

Graduate School of Management Bylaw Revisions. CERJ was asked to review proposed revisions to the Graduate School of Management bylaws to ensure consistency with divisional and systemwide bylaws and regulations.

Revised Grade Change Committee Guidelines. CERJ was asked to review proposed revisions to the Grade Change Committee guidelines to ensure consistency with systemwide and divisional bylaws and regulations.

GPA in the Major. CERJ was asked to review a proposal from Undergraduate Council to standardize computation of “GPA in the major” across three of the four undergraduate colleges in the Davis Division.

Amendment to PPM 280-10: Death of a Student, Former Student, or Applicant. CERJ was asked to review proposed amendments to PPM 280-10 regarding procedures for reporting, campus notification and subsequent responsibilities in the event of the death of a UCD student, former student, or applicant who has accepted admission.

School of Veterinary Medicine Bylaw Revisions. CERJ was asked to review proposed revisions to the School of Veterinary Medicine bylaws to ensure consistency with divisional and systemwide bylaws and regulations.

General Education Core Literacy Description Rewrites. CERJ was asked to review proposed revisions to the General Education Core Literacy descriptions from the General Education Committee.

Prerequisites and Co-Requisites. CERJ was asked to review development of a prerequisite checking system for the campus.

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.

Systemwide Senate Bylaw 182. CERJ was asked to review proposed revisions to Senate Bylaw 182 regarding the charge and duties of the UC Systemwide Committee on International Education.

College of Engineering Bylaw Revisions. CERJ was asked to review proposed revisions to the College of Engineering bylaws to ensure consistency with divisional and systemwide bylaws and regulations.

GE Implementation Questions. CERJ was asked to review GE implementation questions that will be included in the new Course Approval Form in the new Course Approval System.

Disestablishment of the ORU – Institute for Governmental Affairs (IGA). CERJ was asked to review a proposal to disestablish the IGA ORU because the reorganization occurred without Senate consultation and did not follow UC or campus policy and procedure.

## **Pending Matters for 2015-2016**

(1) DDR A540: NG Grade Policy Clarification. CERJ was asked by the Registrar's Office to draft proposed revisions to DDR A540 in regards to the grade of NG. The language and processes in the bylaw are outdated. The proposed revisions have been drafted and a revised version will be sent out for committee review in fall 2015.

(2) Davis Division Bylaw 80: Graduate Council. CERJ was asked by the Division to draft revisions to the bylaws for Graduate Council in regards to recent changes in administrative structure in the Office of Graduate Studies. The amendment will address conflict of interest issues with graduate program review. The proposed revision will be on the first Representative Assembly meeting in fall 2015.

(3) Posthumous Recognition of Graduate Students. During a review of a proposed amendment to UC Davis PPM 280-10, Graduate Council noted the absence of Davis Division regulations concerning posthumous recognition of graduate students. CERJ has been asked to work with Graduate Council to propose regulation language.

(4) Davis Division Regulation 556. The regulation needs to be updated to reflect the updated process for undergraduate program reviews.

(5) Bylaw and Regulation Impact – University Honors Program. Last year, the Academic Senate supported a proposal to reconfigure the Davis Honors Challenge and Integrated Studies into the University Honors Program. There are two bylaws and regulations that discuss the Davis Honors Challenge that will need to be revised.

(6) Writing 39A and Entry Level Writing Requirement. A proposal has been received from the Committee on Preparatory Education regarding proposed bylaw and regulation revisions due to the Writing 39A course being acceptable to meet the Entry Level Writing Requirement. The proposed revisions will allow UC Davis to be consistent with other UC campuses.

(7) Impacted Majors. The College of Agricultural and Environmental Sciences has specific questions regarding implementing policies and declaring a major impacted.

(8) Request for Interpretation of Jurisdiction. Advice has been requested from CERJ regarding student advising and whether the department or the Dean's office has jurisdiction.

Respectfully Submitted,

John Hunt, Chair  
Matt Bishop  
Baki Tezcan  
Kimberly Pulliam, Analyst

**Annual Report: Academic Year 2014-15  
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:**

- Need to more clearly convey to the campus community that the Faculty Research Lecture Award is an award for distinguished research and not for the ability to give a public lecture
- Raising the prestige and public visibility of the Faculty Research Lecture Award to be on par with the UC Davis Prize for Teaching Achievement
- Increasing the funding of the Faculty Research Lecture Award amount
- Management and handling of any perceived conflict of interest
- The content and structure of nomination letters and whether the Call for Nominations should contain more explicit guidelines
- Criteria to be used when reviewing nominations for the Faculty Research Lecture Award and the questions to be kept in mind when selecting the 2015 recipient of the award.

**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 to deliver a lecture on a topic of their choice. The 2014-15 FRL Committee fulfilled this charge.

The Call for Nominations was updated and then distributed electronically on October 13, 2014. Nomination packets were received and reviewed by the

committee. On January 29, 2015, the committee met to discuss the nominations, the relative merits of the nominees, and to select the 2015 FRL award recipient.

Professor Anna Maria Busse Berger, in the Department of Music, was selected and recommended by the committee as the 2015 Faculty Research Lecture Award recipient. On February 24, 2015, the Representative Assembly approved the committee's selection and recommendation by unanimous vote. On May 5, 2015, Professor Busse Berger was honored at a combined Academic Senate and Academic Federation awards event and delivered a lecture entitled "In Search of Medieval Music in Africa."

As was done previous year when the committee met to review the Faculty Research Lecture Award nominations and to select an award recipient, the committee discussed focusing attention on the research achievement(s) of the UC Davis faculty and using these achievements to reinforce UC Davis' brand as a research university; increasing the promoting and publicizing (to the campus and the community) the Faculty Research Award to the same extent as the UC Davis Prize for Teaching Achievement; disclosing within the committee any committee member's associations with any FRL award nominee to any extent so as to confront any perceived or imagined conflict of interest; and including in the Call for Nominations more specific guidelines on how nomination letters are to be written.

Respectfully submitted,

Jodi Nunnari, Chair  
Floyd Feeney  
Robert Feenstra  
Pamela Lein  
Richard Robins  
Bryan Rodman, Resource Analyst

**Annual Report: Academic Year 2014-15  
Davis Division: Academic Senate**

**Committee on Faculty Welfare**

Total Meetings: 8	Meeting frequency: monthly	Average hours of committee work each week: varies
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Total proposals/items reviewed: 13	Total deferred proposals from the previous year: none	Total proposals 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. APM 133, 210, 220, 760 proposed revisions
  2. APM 80 and 330 - Proposed Revisions
  3. New UC Open Access Policy Proposal
  4. UC Davis Core Research Facilities and Resources
  5. Faculty Salary Equity Analyses 2014
  6. Proposal-UCD Use of "Teaching Professor" Working Title
  7. ADVANCE PPRI Revised Recruitment Recommendations
  8. DRAFT - Endowed Chair Payout Guidelines
  9. DDR 538-Examinations - Proposal to Amend
  10. Reaffirmation of the Principles of Community
  11. Proposed Revised Presidential Policy - Sexual Harrassment & Sexual Violence
  12. UCD (APM) 530 - Proposed Revision
  13. AFS - Equity in Return for Access to University Facilities and/or Services

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

**COMMITTEE'S NARRATIVE**

The committee met eight times during the 2014-2015 academic year. Meetings were scheduled immediately after the University Committee on Academic Welfare (UCFW) meetings. Committee Chair Lori Lubin served as the primary representative at the UCFW meetings. Committee members Charles Hess and Aldo Antonelli each attended the Oakland meeting occasionally as alternate representatives.

Throughout the year, efforts were made to streamline the management of the business before the committee. The Academic Senate Information System (ASIS) was used to notify members and distribute relevant information about the committee's upcoming meetings. Committee members were encouraged to read and comment in advance on requests for consultation that required a committee response.

The Faculty Welfare Committee (FWC) began the year planning the workshop "Creating a Culture of Excellence and Trustworthiness in Research Universities" that was hosted in conjunction with the Provost's Forum on November 20, 2014. The workshop session included a panel and audience discussion that explored the methods and opportunities for promoting institutional changes that increase trust and integrity in research universities. Panel members included:

**Guest Faculty:**

- Elizabeth Popp Berman, PhD, University at Albany, SUNY
- Gail Geller, ScD, Johns Hopkins University
- Haavi Morreim, JD, PhD, University of Tennessee Health Science Center

### UC Davis Workshop Participants:

- Craig Allison, Director, Research Compliance & Integrity
- Ralph Hexter, Provost
- Cindy Kiel, Executive Associate VC, Office of Research
- Andre Knoesen, Chair, Academic Senate
- Thomas S. Nesbit, Associate Vice Chancellor for Strategic Technologies and Alliances, UCD Health System
- Mark Yarborough, PhD, Bioethics Program, Session Moderator
- Deborah Ward, Associate Dean for Academics, Betty Irene Moore School of Nursing

The committee was tasked with addressing the issue of "positionality" cited on the 2013 Campus Climate Study. Based on discussions among the FWC members and with other campus representatives, including Susan Kee-Young Park the UC Davis Ombudsperson, along with recommendations developed from the workshop on November 20, 2014, the FWC developed suggested actions to address "positionality" on campus. A response letter including the details of the suggested actions was sent to Academic Senate Chair André Knoesen on April 6, 2015.

Throughout the year the committee continued to address concerns with the changes in the health care program, primarily with UC Care. The committee sent a letter to Chancellor Linda P.B. Katehi on February 25, 2015 addressing the serious concerns and questions about the plan by UCOP to eliminate Health Net Blue and Gold in favor of a new UC Care HMO. On March 30, 2015 the committee received a letter from Susan Gilbert, Associate Vice Chancellor of Human Resources in response to the letter sent by the committee to the Chancellor on February 25, 2015. The letter outlined actions that had been taken to respond to the questions addressed and it was stated that there would be no significant changes to employee health care benefits for 2016.

The committee continued addressing the concerns with the proposed increase in parking rates. Committee Chair Lori Lubin met with Transportation Services Director Cliff Contreras on April 9, 2015 to review the 2015-2016 Transportation and Parking Services (TAPS) budget. TAPS has stated that there will be no fee increases for 2015-2016.

UCD Survey of the Level of Satisfaction with Retirement Benefits Counseling: Campus Based vs. Centralization (RASC) which was completed in conjunction Human Resources, Emeriti Committee, and the Retiree Center to evaluate our own campus-level satisfaction (beyond the UCOP surveys).

As a result of our survey, several recommendations were made to UCOP including (1) online videos of the retirement process being made by RASC, (2) more on campus group sessions, (3) offering "Transition to Retirement" seminar at the Sacramento Campus, (4) urging that RASC achieves the goal of 90% satisfaction, and (4) a request for the UCFW to ask UCOP for an analysis of the value added by centralization of retirement benefits counseling.

Respectfully Submitted,

Lori Lubin (Chair), Aldo Antonelli (Member), Julie Dechant (Member), Mike DeGregorio (Member), Charles Hess (Member), Kirk Klasing (Member), Michael Kleeman (Member), Juliana Meadows (Academic Federation Representative), and Judi Garcia (Analyst).

Letters enclosed

April 6, 2015

TO: Chair André Knoesen  
Davis Division of the Academic Senate

SUBJECT: Positionality

Based on the results of the 2013 Campus Climate Survey, the Faculty Welfare Committee (FWC) was asked by Chair Knoesen to address the issue of “positionality” at UC Davis, both on the Davis and Sacramento campuses. Specifically, 22% of the faculty respondents said that they had “personally experienced ... exclusionary, offensive, and/or hostile behavior at UC Davis/UC Davis Health System” within the past year (Table 2. Q11). Of those faculty respondents who experienced negative behavior, the main source was “Other Faculty” (identified by 42% of Sacramento campus faculty and 63% of Davis campus faculty), followed by “Administrators” (identified by 34% of Sacramento campus faculty and 38% of Davis campus faculty) [Table 3. Q15]. These results suggest a sizeable population of our faculty has experienced poor behavior from their peers. Even more significant, over 40% of the faculty respondents reporting negative behavior said that it “interfered with my ability to work or learn” (Table 2. Q11). As a result, the non-negligible presence of “positionality” on our campus adversely affects our faculty morale, our faculty’s ability to excel, and the overall campus climate.

Based on discussions among the FWC members and with other campus leaders, including Susan Kee-Young Park the UC Davis Ombudsperson, the FWC has developed some suggested actions to address “positionality” on our campus. The recommendations of the FWC are divided into three categories : (1) Rewards, (2) Outreach, and (3) Training.

1. **Rewards** – rather than always act after the fact, the FWC suggests making faculty-faculty mentorship a reward. The campus already does so for faculty-student mentoring.

- *Include faculty-faculty mentorship and climate-building and/or leadership activities as part of the merit and promotion process.*

The FWC suggests that the ombudsperson and CAP work on how best to incorporate (and quantify) these activities in the merit and promotion process.

- *Institute a faculty-faculty mentorship award.*

A campus-wide award will bring attention to the importance of these collegial peer activities, as well as recognition to those who guide faculty and improve campus climate.

2. **Outreach** – Because the UC Davis Ombuds Office is relatively new, many faculty are unaware of the resources available to them.

- *Have the ombudsperson personally visit the campus departments, professional schools,*

*and Faculty Executive Committees to speak about common campus issues, resolution techniques, and available resources.*

The Faculty Welfare Committee realizes that this recommendation is very time-consuming and cannot be completed immediately. However, having personal interactions between the faculty and the ombudsperson will highlight not only available resources but also expected peer behavior on campus.

**3. Training** – Because the main sources of negative behavior experienced by faculty are other faculty and administrators, it is vital that leaders at the department and division level have adequate knowledge and training on how to avoid and, if necessary, deal with “positionality”.

- *Institute training for those in (both new and existing) leadership roles in implicit bias, faculty development skills, open communication, issue identification, and conflict resolution.*

The FWC notes that there is a major effort by UCOP to “foster inclusive excellence” via Faculty Leadership Seminars and on-line resources to address implicit bias and micro-aggression (see [ucal.us/facultyleadership](http://ucal.us/facultyleadership)). The Faculty Leadership Seminar will be held on the UC Davis campus on April 30. The FWC encourages the Academic Senate to broadly publicize and stress the importance of this event, especially to faculty in leadership roles. While a good first step, the UCOP effort may not sufficiently address all of our campus concerns. Therefore, the Academic Senate should consider convening a working group, consisting of, but not limited to, the ombudsperson, members of relevant committees (such as Faculty Welfare, Affirmative Action & Diversity, and Academic Freedom and Responsibility), and other appropriate representatives from, for example, the Office of Campus Community Relations, to review the existing resources, develop campus-specific guidelines, and institute ongoing training.

The FWC recognizes that effectively addressing poor behavior by faculty is a very difficult task. Reducing “positionality” will require better recognition and reward of faculty-faculty mentoring as a valued, if not expected, faculty endeavor and awareness, diligence, and sufficiently-strong responses by our campus leaders, most notably the Department Chairs and Deans.

Sincerely,



Lori M. Lubin, Chair  
Faculty Welfare Committee

cc: Gina Anderson, Executive Director UC Davis Academic Senate



HUMAN RESOURCES  
ONE SHIELDS AVENUE  
DAVIS, CALIFORNIA 95616  
Tel. (530) 752-3383

March 30, 2015

Lori Lubin, Chair  
Faculty Welfare Committee  
Professor, Physics

Re: UC Care HMO

Dear Lori,

In response to your correspondence to Chancellor Katehi on February 25, I wanted to provide a recap on the progress we have made in addressing the questions you raised on behalf of the Faculty Welfare Committee. Following is an outline of actions that have been taken to respond to the questions:

- March 3 – Dave Lawlor and Susan Gilbert participated in an overarching benefits strategy briefing with David Kraus, UCOP UC Care project lead and Mike Baptista, UCOP director of benefit programs.
- March 4 – Lori Lubin and Susan Gilbert discussed the questions raised in the correspondence and updated Lori following the March 3 briefing.
- March 11 – UC Care conference call with David Kraus took place to brief attendees Robert May, Lori Lubin, and Susan Gilbert on the current benefits strategy. The additional perspective from this call addressed many of the questions contained in the letter.
- March 19 – Faculty Welfare Committee met to specifically discuss the letter to the Chancellor regarding UC Care HMO. In addition to the committee, the following individuals were asked to participate and address the UCDHS specific issues outlined in the letter: Ann Madden Rice, Julie Freischlag, Andre Knoesen, Robert May, Irene Horgan-Thompson, Susan Gilbert.
- March 24 – At the Council of Deans and Vice Chancellors meeting, questions regarding UC Care came up and it was confirmed that the Health System is committed to communicating and collaborating with the Faculty Welfare Committee and Academic Senate as further benefit changes are discussed.

Because of the Faculty Welfare Committee's strong interest in healthcare options at UC Davis, we are now better equipped to attend to the topic alongside UCOP and the UC Davis Health System. It has been confirmed there will be no apparent, significant changes to employee health care benefits for 2016. We will continue to stay in touch.

Sincerely,

A handwritten signature in cursive script that reads "Susan M. Gilbert".

Susan Gilbert  
Associate Vice Chancellor - Human Resources

cc: Divisional Chair Knoesen  
Executive Director Anderson  
Chancellor Katehi  
Chief Financial Officer Lawlor  
Senior Associate Vice Chancellor Ratliff

**Annual Report: Academic Year 2014-2015  
Davis Division: Academic Senate**

**Committee on Grade Changes**

Total Meetings <b>9</b>	Meeting frequency <b><i>Once per month during academic year</i></b>	Average hours of committee work each week <b><i>2-3 hours meeting and 6-8 hours additional review time.</i></b>
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Total <i>Retroactive/Grade Change Petitions</i> Reviewed: <b>644</b>	Total of reviewed <i>Retroactive/Grade Change Petitions</i> deferred from the previous year: <b>0</b>	Total <i>Retroactive/Grade Change Petitions</i> deferred to the coming academic year: <b>2</b>
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<b>Listing of bylaw changes proposed:</b>

<b>Listing of committee policies established or revised:</b>

<b>Issues considered by the committee:</b>
Grade Grievances – increased number of students disputing grades
Removing Permanent Status of Incomplete Grades

<b>Recommended procedural or policy changes for the coming year:</b>
CAPS/SHCS letters of support – meeting with Dr. Famula to discuss details disclosed in letters

**Committee’s narrative:**

See attached

Committee Chair Signature: Robert A. Bell

### 2014-2015 Summary and Highlights

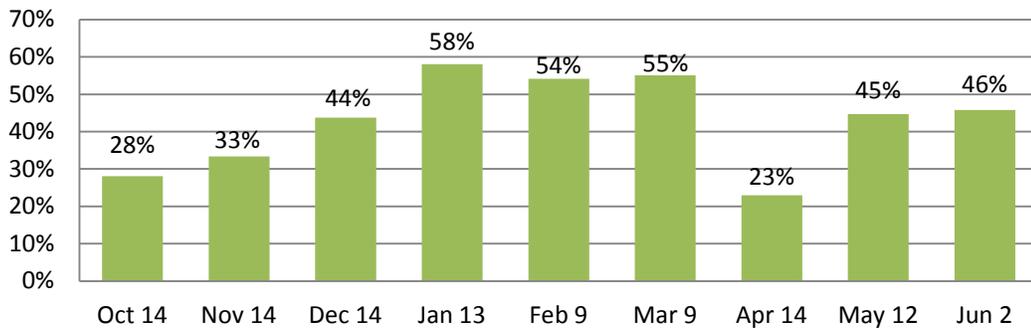
During the 2014-2015 academic year (as of 6/19/2015), the Office of the University Registrar received 4153 Grade/Retroactive Change petitions: 2795 grade change petitions, 1037 Retroactive Change Petitions, and 321 Retroactive Withdrawal Petitions. The Grade Change Committee itself reviewed 644 petitions – 15.5% 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 43% of the petitions it reviewed.

#### **Petitions Approved/Reviewed, 2014-2015**

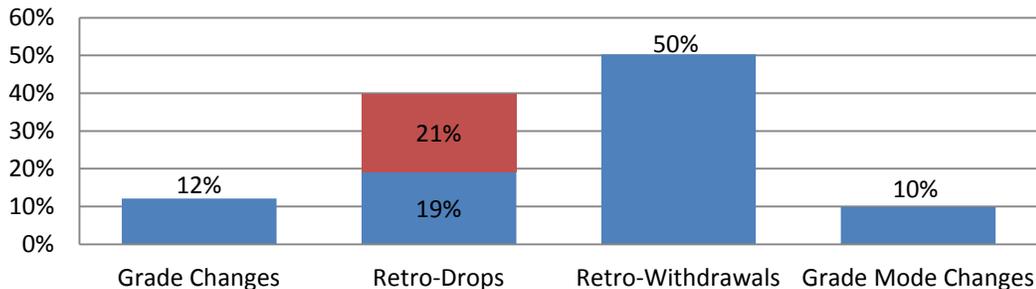
Meeting	Grade Changes	Grade Grievances	Retro-Drops	Retro-WDs	P/NP Changes	Total
Oct 14	0/4	0/0	5(5*)/39	20/52	2/19	32/114
Nov 14	0/0	0/0	3(1*)/15	22/62	1/4	27/81
Dec 14	1/1	0/0	5/11	8/19	0/1	14/32
Jan 13	1/1	0/0	1(1*)/4	10/24	0/3	18/31
Feb 9	5/6	0/0	1(2*)/15	18/24	0/3	26/48
Mar 9	1/1	0/0	1(3*)/8	20/34	2/6	27/49
Apr 14	1/82	0/1	5(9*)/20	16/27	0/5	31/135
May 12	1/1	0/3	3(4*)/25	33/50	1/15	42/94
Jun 2	2/3	0/3	5(3*)/14	17/34	0/5	27/59
<b>Total</b>	<b>12/99</b>	<b>0/7</b>	<b>29(31*)/151</b>	<b>164/326</b>	<b>6/61</b>	<b>244(31*)/644</b>

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

**Petition Approval Percentage (by meeting), 2014-2015**



**Petition Approval Percentage (by petition type), 2014-2015**



NOTE: 19% of Retroactive Drop petitions were approved outright, while an additional 21% were approved as Retroactive Withdrawals.

**Annual Report: Academic Year 2014-15  
Davis Division: Academic Senate  
Graduate Council**

<b>Total Meetings:</b>	<b>Meeting Frequency:</b>	<b>Average Hours of Committee Work Each Week:</b>
Graduate Council: 11 Academic Planning & Development: 8 Administrative/Appeals: 7 Bylaws: 6 Chairs Advisory: 1 Courses: 1 (reviews online) Educational Policy: 9 Program Review: 5 Support: 2 (reviews online) Welfare: 3	Monthly As needed  <i>Number of members in each standing subcommittee:</i> APD: 13 Administrative: 7 Bylaws: 5 Courses: 11 EPC: 12 PRC: 9 Support: 2 (+90 reviewers) Welfare: 12	Graduate Council Chair - 5 Council Members – 1  PRC Chair – 4 Other Subcommittee Chairs – 2 Subcommittee Members – 1

<b>Total Items Reviewed:</b>	<b>Total Number of Items Carried Over from Previous Year:</b>	<b>Total items Carried Over to Coming Year:</b>
67 business items 205 courses reviewed 4,018 student award applications reviewed	44 items (26 courses, 8 program review reports, 9 program review closure considerations and 1 proposal)	10 program review reports, 5 program review closure consideration, 66 Courses

<b>Listing of Policies Approved, Established or Revised:</b>
<ul style="list-style-type: none"> <li>• Graduate Studies Policy – Leave Accommodations for Graduate Students (established) – March, 2015</li> <li>• Graduate Council Policy GC2000-01 Time to Degree (revised) – approved June 17, 2015</li> <li>• Graduate Council Policy GC2015-01 Co-Authorship (established) – approved June 17, 2015</li> </ul>

<b>Summary of Issues the Graduate Council Considered:</b>									
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
1	11	275 awards (4,018 applications reviewed)	17	4	Total: 205	22	3	7	2

**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 Committee (APD), (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 Graduate Student Support Committee, (9) the Graduate 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://academicsenate.ucdavis.edu/committees/committee-list/grad\\_council/index.cfm](http://academicsenate.ucdavis.edu/committees/committee-list/grad_council/index.cfm) and also archived on ASIS.

**A. Graduate Program Bylaw Revisions:**

1. DE in Biophotonics Revised Bylaws (Apr 10, 2015)

**B. Graduate Program Degree Requirement Revisions:**

1. Native American Studies Revised Degree Requirements (Oct 10, 2014)
2. Transportation Technology and Policy Revised Degree Requirements (Nov 7, 2014)
3. Master's Entry Program in Nursing Proposal Degree Requirements (Jan 9, 2015)
4. Community Development Revised Degree Requirements (Mar 6, 2015)
5. Pharmacology and Toxicology Degree Revised Degree Requirements (Mar 6, 2015)
6. DE in Biophotonics Revised Degree Requirements (Apr 10, 2015)
7. Native American Studies Revised Degree Requirements (Apr 10, 2015)
8. Plant Biology Revised Degree Requirements (Apr 10, 2015)
9. Integrative Genetics & Genomics Revised Degree Requirements (May 8, 2015)
10. Nursing Science and Healthcare-Leadership Revised Degree Requirements (Jun 5, 2015)
11. Plant Pathology Revised Degree Requirements (Jun 5, 2015)

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

*See appendix A for the detailed report (attached)*

**D. Graduate Program Review Actions:**

1. Program Review Reports:
  - i. Designated Emphasis (DE) African American and African Studies (Jan 9, 2015)
  - ii. Biomedical Engineering Graduate Program Review (Mar 6, 2015)
  - iii. Designated Emphasis (DE) Biology of Vector-borne Diseases (Apr, 2015)
  - iv. Designated Emphasis (DE) Classics and Classical Receptions (Apr, 2015)
  - v. Biostatistics Graduate Program Review (Apr, 2015)
  - vi. Agriculture and Environmental Chemistry Graduate Program Review (May, 2015)
  - vii. Designed Emphasis (DE) International and Community Nutrition Graduate Program Review (May 22, 2015)
  - viii. Ecology Graduate Program Review (Jun 17, 2015)

2. Program Reviews Remaining Open:
  - i. Biochemistry, Molecular, Cellular and Developmental Biology (BMCDB)
  - ii. Biophysics
  - iii. Child & Human Development
  - iv. Ecology (SDSU)
  - v. Education (All)
  - vi. Epidemiology
  - vii. Geography
  - viii. Immunology
  - ix. Mechanical & Aerospace Engineering
  - x. Preventive Veterinary Medicine
3. Program Review Closure Committee Recommendations:
  - i. Soils & Biogeochemistry (Oct 10, 2014) \*closure approved
  - ii. Design Program (Mar 6, 2015) \*closure approved
  - iii. Statistics Program (Mar 6, 2015) \*closure approved
  - iv. Atmospheric Science (Apr 10, 2015) \*closure approved
  - v. Health Informatics (Apr 10, 2015) \*closure approved
  - vi. Transportation Technology and Policy (Apr 10, 2015) \*closure approved
  - vii. Food Science (Jun 5, 2015) \*closure approved
  - viii. Viticulture and Enology (Jun 5, 2015) \*closure approved
  - ix. Comparative Literature (Jun 17, 2015) \*closure approved
4. Program Review Closures remaining open:
  - i. Clinical Research
  - ii. Comparative Pathology
  - iii. Hydrologic Sciences
  - iv. International Agricultural Development
  - v. Textiles

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

1. New Proposal ~ Master's Entry Program in Nursing (MEPN) self-supporting degree program (Jan 9, 2015) *\*approved by Graduate Council*
2. New Proposal ~ New Graduate Group and MS Degree Program: Environmental Policy and Management (Jun 5, 2015) *\*approved by Graduate Council*
3. New Proposal ~ New Graduate Group and MS and Ph. D Degree Programs: Energy (Jun 17, 2015) *\*approved by Graduate Council*
4. New Proposal ~ Self-Supporting Degree Program: Master of Science in Business Analytics (Jun 17, 2015) *\*approved by Graduate Council*

**F. Graduate Courses Reviewed and Approved**

A total of 205 course requests were reviewed by GCCS this year, of which 172 were approved.

## **G. Responses to AS Requests for Consultation:**

1. RFC: UC Doctoral Student Support
2. RFC: Prerequisite Enforcement System
3. RFC: Amendment to PPM280-10 ~ Death of a student, former student, or applicant
4. RFC: Faculty Salary Equity Analyses 2014
5. RFC: New UC Open Access Policy Proposal
6. RFC: Senate Regulation (SR) 682 – Proposed Amendment
7. RFC: UC Davis Core Research Facilities and Resources
8. RFC: ORU Review – Bodega Marine Lab
9. RFC: Draft Proposal to Amend DDR A540 NG Grading
10. RFC: Advance PPRI Revised Recruitment Recommendations
11. RFC: Draft Graduate Studies Policy – Leave Accommodations for Graduate Students
12. RFC: Endowed Chair Payout Guidelines
13. RFC: Report-UCD Undergrad STEM Underrepresented Students
14. RFC: Reaffirmation of the Principles of Community
15. RFC: Proposed Revised Presidential Policy – Sexual Harassment & Sexual Violence
16. RFC: AFS – Equity in Return for Access to University Facilities and/or Services
17. RFC: ORU Review – Air Quality Research Center (AQRC)
18. RFC: APM 210-4 and 360 (Librarians) Systemwide Amendment Review
19. RFC: Senate Bylaw 182 Amendment – University Committee on International Education
20. RFC: Department Reconstitution Proposal – Chemical Engineering & Materials Science
21. RFC: Academic Program Establishment Request
22. RFC: Draft Amendment – PPM 200-05

## **H. Graduate Program Management Advice or Affiliation Approvals**

1. Affiliation Request – Linguistics with DE in Native American Studies (Jan 9, 2015)
2. Affiliation Request – Ecology with DE in Biology of Vector-borne Diseases (Mar 6, 2015)
3. Affiliation Request – History with DE in Human Rights (Apr 10, 2015)

## **I. Administrative Committee Appeals:**

The Administrative Committee considers confidential appeals concerning Qualifying Examinations, program policies, admissions, reconstitution of committees, disqualifications of students, and thesis/dissertation embargoes. This year, the Administrative Committee considered 7 cases.

## **J. Miscellaneous:**

1. DE in Biophotonics Simple Name Change to Biophotonics and Bioimaging (Apr 10, 2015)
2. Proposed Changes to the UC Davis Graduate Application (Jun 17, 2015)

## 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,



Kyaw Tha Paw U, Chair  
2014-2015 Graduate Council

Members: Kyaw Tha Paw U, Chair; John Bolander, Vice Chair; Jeffery C Gibeling, *ex officio and non-voting (Vice Provost for Graduate Education – Dean of Graduate Studies)*; Xiaomei Chen; Peter Dickinson; Markus Luty; Lisa M. Oakes; Ana Peluffo; Venkatesan Sundaresan; Dean J. Tantillo; Shrinivasa K. Upadhyaya; Catherine VandeVoort

Academic Federation Representatives: Carole L Hom and Denneal S Jamison-McClung.

Graduate Studies Representatives: Associate Dean Chris Calvert; Associate Dean Lenora Timm

Graduate Student Representatives: Erica Vonasek, GSA Chair; Katrina Brock, GSA Vice Chair; Jonathan Ashby, Ralph Washington and Angel M. Hinzo, Graduate Student Assistant to the Dean and Chancellor

Postdoctoral Scholar Representatives Dominique Duncan; Felicia Goldsmith

**APPENDIX A:  
GRADUATE STUDENT SUPPORT COMMITTEE REPORT  
2014-2015**

The Support Committee reviews applications for ten fellowship competitions, including those from private and public sources. These fellowships cover research expenses, travel to present papers at national and international scholarly meetings, as well as full academic year support in designated fields. The ten fellowship competitions the subcommittee members reviewed are as follows: Internal Fellowships for Continuing and Prospective Graduate Students, The Meeting of Nobel Laureates, Howard Hughes Medical Institutes (HHMI) International Student Research Fellowship, Graduate Student Travel Awards in the Fall and Spring, Achievement Rewards for College Scientists Awards (ARCS), Intel PhD Fellowship Program, Outstanding Graduate Student Teaching Award (OGTA), and Summer Graduate Student Researcher (GSR) Awards.

Core Committee members in 2014-2015: Lisa Oakes, Chair (Psychology), Ann Russell, Academic Federation Representative (Geology), Emily Frankel, Graduate Student Association Representative (Spanish), and staff support provided by Steven Albrecht and Ruth Lee (Graduate Studies).

There were a total of 86 faculty members from 59 academic graduate programs, as well as three Graduate Studies staff that volunteered to review fellowships this academic year.

**Award Information:**

<b>Internal Fellowships:</b>	<b>Number of Applicants</b>	<b>Number of Awards</b>	<b>Total Award Amount</b>
Bilinski, Russell & Dorothy Educational Foundation	52	5	\$247,341.45
Butler, George S. and Marjorie	3	TBD	TBD
Crosby, Donald	27	2	\$38,000.00
<u>Elliott, Marjorie and Charles</u>	623	1	\$24,450.00
Faulkner, Richard and Kate	8	TBD	TBD
Gibeling, Alfred H. & Marie E.	26	1	\$4,100.00
Godoy, Loreto Memorial Fellowship	24	1	\$1,000.00
Golden International Agriculture, William G. and Kathleen	22	9	\$32,000.00
<u>Graduate Scholars Fellowship</u>	83	10	\$423,182.90
Hauber, Harriet M.	1	TBD	TBD
Jacobsen, Stanley & Emily Werner	22	1	\$9,500.00

<b>Internal Fellowships (continued):</b>	<b>Number of Applicants</b>	<b>Number of Awards</b>	<b>Total Award Amount</b>
<u>Jones, Fletcher</u>	624	2	\$5,706.09
<u>Kraft, Herbert</u>	6	1	\$36,018.29
Krantz, Bert and Nell	35	1	\$1,700.00
Lee, George	22	1	\$2,100.00
Lyons, Austin Eugene	9	4	\$139,060.98
Mahan, Laura Perrott	3	TBD	TBD
McArthur, Frank	3	TBD	TBD
<u>McCalla, Alex and Phyllis Int'l Graduate Student Award</u>	105	1	\$1,000
McKeehan, Beatrice Oberly and S. Atwood	27	1	\$42,318.29
Provost Dissertation Year	75	17	\$714,550.64
Richards, Lillie May	11	1	\$16,500.00
Saxon, Leland Roy and Georgia Wood	7	1	\$40,118.29
Seiber, James and Rita Int'l Graduate Student Fellowship	3	1	\$1,000.00
Schwalen, Emily	16	1	\$2,900.00
Schwall Dissertation Year Fellowship, Floyd and Mary	17	6	\$30,000.00
<u>Schwall Medical Fellowship, Floyd and Mary</u>	91	1	\$84,818.29
Shoemaker, Charles and Sharon Int'l Graduate Student	4	1	\$1,000.00
Stacey, Malcolm	4	TBD	TBD
<u>Steindler, John F</u>	148	2	\$89,920.29
Telford, Tara K.	0	1	\$4,300.00
Tryon, Herbert	2	TBD	TBD
UCD & Humanities Graduate Research	254	47	\$70,500.00
UCD Dissertation Year Fellowship	132	3	\$129,954.87

	<b>Number of Applicants</b>	<b>Number of Awards</b>	<b>Total Award Amount</b>
<b>Internal Fellowships (continued):</b>			
Velez, Miguel	16	TBD	TBD
Walker, Frank and Carolan	6	TBD	TBD
Wood, Elizabeth P.	7	TBD	TBD
Wright, Jarena	8	1	\$11,500.00
<u>Zolk, George and Dorothy</u>	626	1	\$42,318.29
<b>Total</b>	3,152	125	\$2,246,858.67

	<b>Number of Applicants</b>	<b>Number of Awards</b>	<b>Total Award Amount</b>
<b>Internal Fellowships to Support Campus Diversity:</b>			
<u>Cota Robles, Eugene</u>	314	11	\$958,713.19
Dissertation Year Fellowship	110	8	\$337,246.32
Graduate Research Mentorship	87	10	\$380,787.32
<u>IRT Undergraduate Preparation Fellowship</u>	3	0	\$0.00
<u>McNair</u>	8	6	\$224,105.45
<u>NIH Undergraduate Preparation Fellowship</u>	9	1	\$42,318.29
<u>NSF Undergraduate Preparation Fellowship</u>	8	2	\$49,869.29
<b>Total</b>	539	38	\$1,993,039.86

	<b>Number of Applicants</b>	<b>Number of Awards</b>	<b>Total Award Amount</b>
<b>Travel Awards:</b>			
For professional meetings held July 1, 2014 to June 30, 2015	104	45	\$30,000.00
For professional meetings held January 1 - December 31, 2015	115	44	\$32,000.00
<b>Total</b>	219	89	\$62,000.00

<b>Summer GSR Awards:</b>	<b>Number of Applicants</b>	<b>Number of Awards</b>	<b>Total Award Amount</b>
Summer Graduate Student Researcher Award Engineering or Computer-related Applications and Methods	108	23	\$205,286.73
<b>Total</b>	108	23	\$205,286.73

	<b>Number of Applicants</b>	<b>Number of Awards</b>	<b>Total Award Amount</b>
<b>Grand Total All Awards</b>	<b>4,018</b>	<b>275</b>	<b>\$4,507,185.26</b>

Annual Report: Academic Year 2014-15  
Davis Division: Academic Senate

Committee on Information Technology

Total Meetings: 5	Meeting frequency: As needed	Average hours of committee work each week: varies
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Total Requests for Consultation responses: 3	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

- |   |
|---|
| <p>Issues considered by the committee:</p> <ul style="list-style-type: none"> <li>New Learning Management System (LMS)</li> <li>Privacy of Communication and Data</li> <li>IET Service Change Requests</li> </ul> |
|---|

**COMMITTEE’S NARRATIVE**

The committee met a total of five times during the 2014-2015 academic year. Meetings were scheduled on an as needed basis. The Academic Senate Information System (ASIS) was used to notify members and distribute relevant information about the committee’s upcoming meetings.

Given below is a brief description of major tasks with potential issues that the committee addressed during the 2014-2015 academic year.

**New Learning Management System (LMS)**

UC Davis IET is working on replacing the current SmartSite with a new LMS system. The evaluation of the most popular systems occurred during the 2014-2015 academic year. Canvas was found to be the most acceptable replacement for SmartSite. The current SmartSite system will be slowly phased out (over the academic year 2015-2016), while class data that is currently housed within SmartSite will be migrated to the new system with the assistance of IET staff.

**Potential Issue:** We hope that the transition will be as painless and transparent as possible, for those that use SmartSite and for those that choose to use the new LMS. However, it is not presently clear how the change will affect faculty. There is some concern that the switch will result in a loss of faculty time due to a learning curve.

**Privacy of Communication and Data**

Many questions of privacy were raised during discussions of faculty information during meetings. In many cases, it is not clear who owns what information, individual faculty or the university as a whole. These are important questions,

**Potential Issue:** The committee hopes that we can work with Campus Counsel to understand the ownership of materials that are stored using campus storage.

**IET Service Change Requests**

The Committee on Information Technology would like to develop a better relationship with IET and appreciate them sending Service Change Requests to be considered by the committee.

**Potential Issue:** This committee would like to ensure that a system is put in place so that CIT and IET have quick correspondences. We appreciate IET’s commitment to this as well.

The committee's principal work during the next academic year (2015-2016) will be on monitoring the implementation of the new Learning Management System, investigating the privacy of communication and data, and following a system that allows the committee to quickly get and respond to IET's requests. We also welcome comments and suggestions that will help guide us in addressing these and other IT issues of direct interest to the Faculty of the University of California at Davis.

Respectfully Submitted,

Boris Jeremic (Chair), Giacomo Bonanno (Member), James Fadel (Member), Neils Jensen (Member), Vladimir Yarov-Yarovoy (Member), Jeremy Lea (AF Rep), Danaka Reaney (Analyst).

**Annual Report: Academic Year 2014-2015  
Davis Division: Academic Senate**

**Committee on International Education (CIE)**

<b>Total Meetings: 4</b>	<b>Meeting frequency:</b> Meetings were held after each UCIE meeting	<b>Average hours of committee work each week: 4</b>
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<b>Total Items Reviewed:</b> 54 petitions (one appeal); 2 Requests for Consultation	<b>Total of reviewed deferred from the previous year:</b> 1 item - the internationalization of the UC Davis campus	<b>Total items deferred to the coming academic year:</b> Proposals on the internationalization of the UC Davis campus by helping domestic students achieve an international dimension to their UC Davis education
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**Listing of bylaw changes proposed:** None

**Listing of committee policies established or revised:** None

**Issues considered by the committee:**

- Proposals on the internationalization of UC Davis
- Clarification of the GE Petition for UCEAP coursework
- Senate Bylaw 182 Amendment - University Committee on International Education
- Proposed Revision to Senate Bylaw 128.D.2. (Vice Chairs)

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

## **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 also 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 on International Education met four times in 2014 – 2015 and conducted other business via email. Meetings were held 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 the UC system wide.

### **Proposals on the Internationalization of the UC Davis campus:**

As roughly 20% of UC Davis students participate in either Study Aboard or UCEAP leaving the remaining 80% without an international experience, the committee continued to focus on 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 considered three proposals to internationalize the campus.

1. Language Requirements: Proposal to implement a language requirement that would afford students the opportunity to have an international experience through the connection of cultures and language
2. Internships: Proposal to take advantage of internships with local international communities that would offer an international component
3. Memoranda of Understanding (MOU): Proposal to develop internships via memoranda of understanding (MOU) with other universities or consultants across the globe

The committee agreed to move forward the first two proposals. The goal of the internationalization of campus through study abroad and these two proposals is that by a student completing at least one of these items they would fulfill an international dimension of their education at UC Davis.

**General Education Petition Form:**

The committee finalized the clarification of the GE petition form that incorporated the New General Education GE3 Core Literacies and the changes to the Topical Breadth components. The committee's analyst worked with the UC Davis Study Abroad Center to implement the new petition.

**Request for Consultations:**

The committee responded to two Request for Consultations (RFCs).

1. Proposed revision of Senate Bylaw 182 regarding the University Committee on International Education bylaws
2. Proposed revision of Senate Bylaw 128.D.2 (Vice Chairs)

Respectfully submitted,

Andres Resendez, *Chair and UCIE Representative*

Yannis Dafalias, *Member*

Christopher Fassnacht, *Member*

Ermias Kebreab, *Member*

Walter Leal, *Member*

Jocelyn Sharlet, *Member*

Travis Tollefson, *Member*

G. David Miller, *Academic Federation Representative*

Gabrielle Names, *Graduate Student Association Representative*

Aliki Dragona, *Ex-Officio*

Fadi Fathallah, *Ex-Officio*

Eric Schroeder, *Ex-Officio*

Wesley Young, *Ex-Officio*

Zak Frieders, *Consultant*

Sierra Feldmann, *Academic Senate Analyst*

October 6, 2015

**JOHN HESS**, Chair  
Academic Federation

**ANDRE KNOESEN**, Chair  
Academic Senate

**RE: 2014-2015 Annual Report of the Joint Academic Federation/Senate Personnel Committee (JPC)**

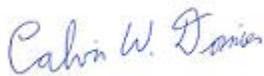
Please find enclosed the 2014-2015 Annual Report submitted by the Joint Academic Federation/Senate Personnel Committee (JPC). The JPC finished another challenging and productive year. The 2014-2015 JPC reviewed 214 personnel actions and four departmental voting group and peer review plans.

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:

Fred Conte – Specialist in Cooperative Extension (Animal Science)  
Ted DeJong – Professor and Specialist in Cooperative Extension (Plant Sciences)  
Jim Fettingee – Specialist (Chemistry)  
Michael George – Professional Researcher (SOM: Medical Microbiology and Immunology)  
(Chair from September 2014 - June 2015)  
Daniel Putnam – Specialist in Cooperative Extension (Plant Sciences)  
John Rose – Professor (SOM: Emergency Medicine)  
Richard Tucker – Professor (SOM: Cell Biology and Human Anatomy)

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 Vice Chair, I am honored to have worked with such outstanding colleagues.

Sincerely,



Calvin Wayne Domier, Vice Chair 2014-2015

Enclosure

**Annual Report: Academic Year 2014-2015  
Davis Division: Academic Senate**

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

Total Meetings: 31	Meeting frequency: <b>weekly</b>	Average hours of committee work each meeting week: <b>4-5</b>
Total: <u>214</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>

**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 (39 of 82). In 30 of the 43 appointments not supported (70% of those not supported, 37% overall), the JPC recommended a higher step than proposed. The JPC recommended a lower step appointment in only 28% (12 of 82) of the proposed appointments overall.
- Appointments in the Specialist Series**  
A number of candidates with proposed appointments to the Assistant Specialist rank possessed a terminal degree and were more suited to an appointment at the Associate rank, which necessitates extramural letters. This required the JPC to send back the dossier for that information extending the appointment process. The committee recommends that the Vice Provost's Office remind Deans and Departments of the requirements for appointment to the Specialist series which are governed by APM 330.
- Review of the Step Plus Guidelines**  
In April 2015, the JPC was asked to review the Guidelines for Advancement in the Step Plus System for the Professional Researcher, Project Scientist, and Specialist titles. The Committee provided suggested edits to the Academic Federation leadership for their consideration. With Step Plus being adopted for the above titles, the committee will continue to work in consultation with the Academic Federation and Academic Affairs to implement the new merit and promotion system.
- Position Descriptions**  
Many submitted Position Descriptions (PDs) were inappropriate for the proposed title or were incomplete and lacked sufficient details. This has been a continuing problem. 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.
- Late Merit Actions**  
The JPC received several merit actions this year after their effective date of July 1<sup>st</sup>. The JPC recommends the VPs office discuss this issue with the colleges and schools to ensure that in the future these actions are submitted to the committee for review prior to the effective date.

**Committee's narrative:**

The JPC met 31 times during this period to review packets. Of the 214 personnel actions reviewed, information on the corresponding final decision was available for 203 actions. The JPC also reviewed four 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. Table 2 below summarizes the number of actions reviewed by the JPC and the corresponding recommendation:

<b>TABLE 2</b>	<b>JPC Recommendations</b>			<b>TOTAL</b>
	<b>Yes</b>	<b>No</b>	<b>Other</b>	
Appointments	35	41	0	<b>76</b>
Appointments via Change in Title	4	2	0	<b>6</b>
Appointments via Change in Department	0	1	0	<b>1</b>
Appeals	0	1	0	<b>1</b>
Appraisal	1	0	1	<b>2</b>
Conferral of Emeritus/a Status	2	0	0	<b>2</b>
Endowed Chair Action	1	0	0	<b>1</b>
Accelerated Merits	2	1	0	<b>3</b>
Redelegated Accelerated Merits	9	2	0	<b>11</b>
Redelegated Merits	66	12	0	<b>78</b>
Normal Merits	5	1	0	<b>6</b>
Accelerated Promotions	2	0	0	<b>2</b>
Promotions	17	4	0	<b>21</b>
Redelegated Promotions	3	0	0	<b>3</b>
5-Year Reviews	1	0	0	<b>1</b>
<b>TOTAL</b>	<b>148</b>	<b>65</b>	<b>1</b>	<b>214</b>

**APPOINTMENTS and APPOINTMENTS VIA CHANGE IN TITLE**

Once again, most of the actions reviewed were for the Project Scientist series – with 38 proposed appointments plus 1 appointment via change in title. The combined appointments to this series accounted for 48% of all appointments reviewed by the JPC.

The JPC supported 39 of 82 (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.

<b>TABLE 3: Breakdown of Recommendations on Appointments</b>							
<b>Title Series/ JPC Recommendation</b>	<b>FINAL DECISION</b>						<b>Percent Agreement between JPC &amp; Final Authority</b>
	<b>Agree w/ JPC</b>	<b>Higher</b>	<b>Lower</b>	<b>Agree with Original Proposal</b>	<b>*Other</b>		
<b>Agronomist &amp; ---in the AES</b>							
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
<b>Split</b>							
Yes	1	1	0	0	0	0	100%
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
<b>Professional Researcher</b>							
Yes	5	5	0	0	0	0	100%
NO: Higher	3	1	0	1	0	1	50%
NO: Lower	2	1	0	1	0	0	50%
Other	0	0	0	0	0	0	N/A
<b>Project Scientist</b>							
Yes	19	16	0	0	0	3	100%
NO: Higher	17	14	0	1	0	2	93%
NO: Lower	3	3	0	0	0	0	100%
Other	0	0	0	0	0	0	N/A
<b>Specialist</b>							
Yes	14	14	0	0	0	0	100%
NO: Higher	9	7	0	0	0	2	100%
NO: Lower	3	2	0	0	0	1	100%
Other	1	0	0	0	1	0	0%
<b>Specialist in Cooperative Extension</b>							
Yes	0	0	0	0	0	0	N/A
NO: Higher	1	1	0	0	0	0	100%
NO: Lower	4	1	0	0	3	0	25%
Other	0	0	0	0	0	0	N/A
<b>Overall Percent Agreement</b>						<b>90%</b>	

\*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 two 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 92% 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 64% of these cases.

**MERITS (including Accelerated Merits)**

The JPC supported 82 of the 98 (84%) proposed merits. Table 4 below shows the breakdown of the JPC's recommendations regarding these merits:

<b>TABLE 4: ACCELERATED AND NORMAL MERITS</b>					
Title Series/ JPC Recommendation	FINAL DECISION				Percent Agreement between JPC & Final Authority
	Agree w/ JPC	Agree with Original Proposal	*Other		
<b>Agronomist or ___ in the AES</b>					
Yes	0	0	0	0	N/A
No	0	0	0	0	N/A
<b>Split Appointment</b>					
Yes	2	2	0	0	100%
No	0	0	0	0	N/A
<b>Project Scientist</b>					
Yes	44	44	0	0	100%
No	7	5	1	1	83%
<b>Professional Researcher</b>					
Yes	11	11	0	0	100%
No	5	4	1	0	80%
<b>Specialist</b>					
Yes	13	13	0	0	100%
No	1	0	0	1	0%
<b>Specialist in Cooperative Extension</b>					
Yes	12	12	0	0	100%
No	3	2	0	1	100%
<b>Overall Percent Agreement</b>					<b>100%</b>

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

Of the 16 merits which the JPC did not support, the final authority agreed with the JPC in 11 of the cases (69%).

**PROMOTIONS (including Accelerated Promotions)**

The JPC supported 22 of the 26 (86%) proposed promotions; the final authority agreed with the JPC on (100%) of all promotions. Table 5 below summarizes the JPC's recommendations on these promotions:

<b>TABLE 5: ACCELERATED AND NORMAL PROMOTIONS</b>					
<b>Title Series/ JPC Recommendation</b>	<b>FINAL DECISION</b>			<b>Percent Agreement between JPC &amp; Final Authority</b>	
	<b>Agree w/ JPC</b>	<b>Agree with Original Proposal</b>	<b>Other*</b>		
<b>Agronomist &amp; ---in the AES</b>					
Yes	0	0	0	0	0
No	0	0	0	0	0
<b>Split Appointment</b>					
Yes	2	2	0	0	100%
No	0	0	0	0	0
<b>Project Scientist</b>					
Yes	12	12	0	0	100%
No	2	2	0	0	100%
<b>Professional Researcher</b>					
Yes	3	3	0	0	100%
No	2	1	0	1	100%
<b>Specialist</b>					
Yes	3	3	0	0	100%
No	0	0	0	0	100%
<b>Specialist in Cooperative Extension</b>					
Yes	2	2	0	0	100%
No	0	0	0	0	100%
				<b>Overall Percent Agreement</b>	<b>100%</b>

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

Of the 4 promotions which the JPC did not support, the final authority agreed with the JPC in 3 of the cases (75%).

### **CONFERRAL OF EMERITUS/A STATUS**

The JPC received 2 requests for Conferral of Emeritus status. One action was for a Specialist in Cooperative Extension and one action was for a Professional Researcher. The JPC supported the two requests and the final authority agreed with one. The final decision has not been made on the other action.

### **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.

<b>Title Series</b>	<b>Revisions Recommended</b>	<b>% of Total Actions per Title</b>
Split Appointments (Agronomist/_in the AES)	0	0%
Professional Researcher	2	10%
Project Scientist	14	70%
Specialists	1	5%
Specialists in CE	3	15%

**VOTING GROUP & PEER REVIEW PLANS**

The JPC reviewed a total of 4 voting group and peer review plans. The JPC's recommendations are summarized below:

Accepted	3
Accepted with Recommended Revisions	1
Rejected; requiring revisions	0

The JPC found that 3 of 4 (75%) submitted plans were acceptable without the need for revision.

**APPENDIX - TABLE 1: Committee Recommendations per Title and Action 2014-2015**

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	3	5	0	8	18	20	0	38	0	5	0	5	13	11	24	76
Appointment via Change in Department	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Appointment via Change in Title	0	0	0	0	0	0	2	0	0	2	1	0	0	1	0	0	0	0	1	2	3	6
Appeals	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1
Appraisal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2	0	0	0	2
Endowed Chair Appointment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1
Five Year Review	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Conferral of Emeritus Status	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	2
Accelerated Merits	0	0	0	0	0	0	0	0	0	0	1	1	0	2	0	0	0	0	1		1	3
Redelegated (Accelerated) Merits	0	0	0	1	0	1	1	1	0	2	3	1	0	4	4	0	0	4	0	0	0	11
Redelegated Merits	0	0	0	0	0	0	10	3	0	13	36	5	0	41	8	3	0	11	12	1	13	78
Normal Merits	0	0	0	1	0	1		1	0	1	4	0	0	4	0	0	0	0	0	0	0	6
Accelerated Promotions	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Promotions	0	0	0	1	0	1	3	2	0	5	10	2	0	12	2	0	0	2	1	0	1	21
Redelegated Promotions	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	2	0	2	3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>21</b>	<b>12</b>	<b>0</b>	<b>33</b>	<b>75</b>	<b>31</b>	<b>0</b>	<b>106</b>	<b>17</b>	<b>8</b>	<b>1</b>	<b>26</b>	<b>30</b>	<b>14</b>	<b>44</b>	<b>214</b>

**Annual Report: Academic Year 2014 – 2015  
Davis Division: Academic Senate**

**Committee on Library**

<b>Total Meetings:</b> 4	<b>Meeting frequency:</b> As needed	<b>Average hours of committee work each quarter:</b> 8 hours per quarter
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<b>Total of items reviewed:</b> 8 proposals and 1 report	<b>Total of reviewed items deferred from the previous year:</b> None	<b>Total items deferred to the coming academic year:</b> None
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**Bylaw changes proposed:** None

**New committee policies established or revised:** None

- Issues considered by the committee:**
1. Library Survey Preliminary Report
  2. Library Project Advisory Committee (PAC)
  3. Open Access Policy
  4. Health Science Library (HSL) Committee Proposal
  5. Establishment Proposal - Environmental Policy and Management
  6. Energy Graduate Group Proposal
  7. Proposal to Establish Master of Science Degree in Business Analytics
  8. MEPN Proposal Feedback
  9. APM 210-4 and 360 (Librarians) Systemwide Amendment Review
  10. Proposed Revision to Senate Bylaw 128.D.2. (Vice Chairs)

**Committee’s Narrative:**

The Academic Senate Committee on Library is charged with advising the Chief Campus Officer regarding the administration of the Library on the Davis campus. It is further

charged with advising the University Librarian regarding removal and storage of library holdings, and to perform other duties relative to the Library as may be committed to the Senate by proper authority.

The Library Committee met four times in 2014-2015 and conducted other business via its whiteboard and email.

### **Library Survey Preliminary Report:**

The Library Committee, along with University Librarian MacKenzie Smith, and Deputy University Librarian William Garrity, met with Roger Schonfeld, Director of Library and Scholarly Communication Programs at Ithaka S&R. Mr. Schonfeld presented the findings from the Ithaka S+R Local Faculty Survey, which was launched on October 13, 2014 and closed on November 15, 2014. The survey was sent to UC Davis Academic Senate and Federation members and covered several topics including: how scholars discover materials, data preservation and management behaviors, faculty members' view on students' research skills, digital research activities, ways faculty members' access content, and the role of the library in supporting faculty needs. Mr. Schonfeld reported preliminary findings from survey modules regarding data management and preservation, student research skills, digital research activities, and the role of the library. He responded to Committee members' questions and agreed to provide the Committee with a summary of preliminary results from the two remaining modules: discovery of materials and access to materials. The Committee has not yet received this summary. In 2015/16 the Committee should follow-up with a request for this material and a summary of subsequent data analysis.

### **Library Project Advisory Committee (PAC):**

The Library Committee met with University Librarian, MacKenzie, who informed the committee of the Library Project Advisory Committee (PAC). The aim of the PAC is to establish a process for planning the space of library facilities for the next 20-30 years. MacKenzie Smith reports that she and Senior Associate Vice Chancellor for Capital Planning, Facilities and Safety, Karl Mohr, are actively looking for ways to involve faculty in the process. Committee members noted that space planning has implications for operations and services and that faculty involvement in the Library PAC is crucial.

### **Open Access Policy:**

The Library Committee discussed the implementation of the Senate Open Access Policy noting that the policy allows for faculty to opt in or out of providing open access to their publications. The Policy, which was piloted in 2013-2014 at UCs Irvine, Los Angeles, and San Francisco, was implemented at UC Davis beginning November 1, 2014. MacKenzie Smith reported that the Library will continue to work on the implementation of the Open

Access Policy and that she will continue to update the Library Committee throughout the process. In the meantime, the California Digital Library (CDL) has made materials available to introduce the system to UC faculty.

**Health Science Library (HSL) Committee Proposal:**

The Library Committee reviewed a proposal from the Health Science Library (HSL) Committee which represents the School of Medicine and School of Veterinary Medicine. The proposal was developed in a collaborative process by the members of the HSL Committee in consultation with Library administrators, the Senate Library Committee, and the Committee on Elections, Rules and Jurisdiction. It recommends dissolving the joint HSL Committee of the School of Medicine and School of Veterinary Medicine and appointing individual School of Medicine and School of Veterinary Medicine representatives to the Academic Senate Library Committee. The Library Committee endorsed this proposal believing these changes will lead to increased, more informed, and more effective representation of the needs of School of Medicine and School of Veterinary Medicine faculty for library services.

**Request for Consultations:**

The committee responded to seven Request for Consultations (RFCs).

1. New UC Open Access Policy Proposal
2. Establishment Proposal - Environmental Policy and Management
3. Energy Graduate Group Proposal
4. Proposal to Establish Master of Science Degree in Business Analytics
5. Master's Entry Program Nursing Proposal
6. APM 210-4 and 360 (Librarians) Systemwide Amendment Review
7. Proposed revision of Senate Bylaw 128.D.2 (Vice Chairs)

Respectfully submitted,

Maxine Craig, *Chair and UCOLASC Representative*

Michael Rogawski, *Member*

Shelley Blozis (*College of Letters & Science Representative*)

Joseph Chen (*Graduate School of Management Representative*)

Mary Christopher (*School of Veterinary Medicine Representative*)

Kevin Gee (*School of Education Representative*)

Louis Grivetti (*College of Agricultural & Environmental Sciences Representative*)

Brian Kolner (*College of Engineering Representative*)

JaRue Manning (*College of Biological Science Representative*)

Dennis Ventry (*Law School Representative*)

Sam Nichols (*Academic Federation Representative*)  
Jordan Carroll (*Graduate Student Association Representative*)  
MacKenzie Smith (*Librarian, Ex-Officio*)  
Sierra Feldmann, *Academic Senate Analyst*

## Annual Report: Academic Year 2014-15 Davis Division: Academic Senate

### Committee on Planning & Budget

Total Meetings: 16	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: 50 (TOEs-2, POPs-11, Endowments-6, others-31)	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 2015-16:

- **New Budget Model:** It is respectfully requested that CPB continue to advise the administration on both the funding streams and new budget model projects at UC Davis. A strong faculty participation and input presence is critical to shared governance and ensuring the new budget process works on behalf of the educational mission of the university.
  
- **Allocation of FTEs:** CPB's role in the allocation of FTEs should be made stronger to ensure that both the strategic plans for departments as well the university's education mission are maintained. CPB will discuss a continued role in the allocation of FTEs with the Provost for the 2016-17 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 CPB Fall Budget Retreat.
  
- **College/School/Administrative Unit Budgets:** CPB will continue to request overall budgets each year from the Deans/Vice Provosts/Directors for each college, school, and administrative unit on campus. CPB proposed a standardized template with performance metrics that was adopted by the administration for the 2014-15 and 2015-16 cycle. The committee will continue to work with the Provost and BIA to fine-tune the templates and metrics for the 2016-17 budget cycle. The committee will also extend its budget review to more of the administrative units next year.
  
- **Instructional Space Advisory Subcommittee:** 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. CPB will also work with the Instructional Space Advisory Subcommittee to revise their bylaw to increase the membership to include more representation from each of the undergraduate colleges.

## 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. Deb Niemeier, the Chair of CPB, also served as a member of Executive Council, the Provost-Senate Chairs Committee, and the Committee's representative on the UC Systemwide Planning and Budget Committee (UCPB) and provided regular updates to the Committee. The two members appointed to CPB's Instructional Space Advisory Group Subcommittee (ISAS) were: Chris Reynolds and Mitchell Sutter.

This section outlines the Committee's activity in 2014-2015 regarding the following review items:

### I. ENDOWMENT, PARTNER OPPORTUNITY PROGRAM, AND TARGET OF EXCELLENCE PROPOSALS

#### Endowment Proposals Reviewed (6 reviewed):

- deLeuze Family Endowed Professorship in Internal Medicine
- Dennis and Nancy Marks Endowed Chair in Pediatrics
- Dignity Health Dean's Chair for Nursing Leadership
- Lum and Dere Endowed Professorship in Cardiovascular Medicine
- Marvin Buzz Oates and Family Endowed Chair in Lifespan
- Placer Breast Cancer Endowed Professorship

#### Partner Opportunity Program Proposals (11 reviewed)

- Dr. Victor Agadjanian in the Department of Sociology
- Dr. Stephanie Boluk in the Department of English
- Dr. Carolyn Dewa in the Department of Psychiatry and Behavioral Sciences
- Dr. Sam Diaz-Munoz in the Department of Microbiology and Molecular Genetics
- Dr. John Henderson in the Department of Psychology
- Dr. Jens Hilscher in the Department of Agricultural and Resource Economics
- Dr. Fiamma Montezemolo in Cinema and Technocultural Studies
- Dr. Seth Sanders in the Department of Religious Studies
- Dr. Sergi Simo in the Department of Cell Biology and Human Anatomy
- Dr. Michiko Suzuki in the Department of East Asian Languages and Cultures
- Dr. Lang Tong in the Department of Electrical and Computer Engineering

#### Target of Excellence Proposals Reviewed (2 reviewed)

- Dr. Talinn Grigor in the Department of Art History
- Dr. Christopher Mauger in the Department of Physics

### II. REQUEST FOR CONSULTATION ITEMS FROM AS CHAIR AND/OR SYSTEMWIDE

#### 1. Crowdfunding Policy

CPB recommended additional analysis and consultation on the proposed crowd-funding policy, which restricted faculty to one company. The policy proposal was withdrawn by the administration from Senate consideration and will be revisited at a later time.

#### 2. UC Doctoral Student Support

CPB was in agreement that this could provide an excellent opportunity but additional information related to where the funds are coming from and how they will be sustained must be provided before a final assessment could be made.

#### 3. UC Davis Core Research Facilities

CPB supported the proposal but noted that a number of core facilities are struggling and the campus should develop guidelines or best practices on how to survive and maintain adequate service for faculty.

#### 4. Faculty Salary Equity Analyses 2014

CPB endorsed the report and the committee was impressed with the depth and substance of the report. Two CPB members expressed strong concern about the report's implications associated with "stopping the clock."

5. ARC 138 Classroom Environment  
CPB noted the fact remains that, for at least a number of years, there will be insufficient large class space available and thus, CPB's initial observation was that the proposal does, in fact, have precedent-setting potential and should be carefully considered.
6. ADVANCE PPRI Recruitment Recommendations  
CPB reviewed the recommendation that pertained to planning and budget and provided specific comments for each of them. CPB agreed that they should not be reviewing search plans, but agrees that search plans could be improved and modernized.
7. DRAFT Graduate Studies Policy – Leave Accommodation for Graduate Students  
CPB supported having a policy, but is concerned that the proposed implementation strategy is not well thought out and in fact, may be potentially harmful to graduate students seeking family leave.
8. ORU Review – Bodega Marine Lab  
CPB agreed that Bodega is clearly doing important research and has generated substantial grant funding. The committee strongly recommended that BML develop a long-term strategic plan that not only addresses the concerns enumerated below, but also takes into consideration likely revenue streams over time, and given those streams, develops a prioritization of capital expenditures.
9. Endowed Chair Payout Guidelines  
CPB offered suggestions and comments on the submitted guidelines, believing a number of the recommendations were not well thought out. The committee also did not understand the need for new guidelines. What problem is this policy revision solving? Why is it being proposed? Without this additional information, CPB could not gauge the value of, nor comment on the proposed policy.
10. Master's Entry Program in Nursing (MEPN) Proposal  
CPB endorsed the proposal and agreed that there is strong demand for such a program. CPB also noted that this proposal should serve as the template for all self-supporting program requests.
11. UCD-APM 530 (Nonresidents)  
CPB endorsed the proposed revision.
12. Proposed Name and Curriculum Change for Cinema and Technocultural Studies  
CPB endorsed the proposed name and curriculum change. The committee did not see any budgetary implications of the name change.
13. Proposed Name and Curriculum Change for Women and Gender Studies Major and Minor  
CPB endorsed the proposed name and curriculum change. The committee did not see any budgetary implications of the name change.
14. AFS – Equity in Return for Access to University Facilities and/or Services  
The majority of CPB members were in broad support of the program. CPB also recognized that this program grows out of a longstanding arrangement by which the University has licensed technology and there are many related programs at many other universities.
15. Environmental Humanities Minor Proposal  
CPB endorsed the proposal and agreed that the proposal is very interdisciplinary and there were no major budgetary implications.
16. ORU Review – Air Quality Research Center (AQRC)  
CPB noted a number of concerns, which when combined, led CPB to unanimous agreement that the ORU status should be discontinued.
17. Establishment Proposal – Environmental Policy and Management  
CPB supported the proposal and noted that faculty from the Law School need to be identified to teach the Environmental Law course.
18. Department Reconstitution Proposal – Chemical Engineering & Materials Science  
CPB noted several concerns with the proposal. In particular, CPB found that the proposed Material Science program does not have a sufficient number of undergraduates to support the program. CPB requested additional detail that addresses the need for larger enrollments and teaching requirements.
19. Energy Graduate Group Proposal  
Although the majority of CPB members supported the proposal (in concept), the committee urged consideration of important concerns including non-senate instructors with Ph.Ds. listed as teaching faculty and recommended the program be housed within a department rather than an ORU.

20. Disestablishment of the Institute for Governmental Affairs (IGA) ORU  
CPB agreed with the proposed plan for disestablishment.
21. Proposal to Establish a Master's in Business Analytics Proposal  
CPB endorsed the proposal and agreed that the budget seemed reasonable.
22. Special Academic Program Establishment Request  
Without budget information, CPB was not able to consider the request. In addition, CPB also expects that consideration of the budget includes the stated level of program funding commitment from the administration.
23. Institute for Social Science  
CPB reviewed and informational presentation regarding the new Institute for Social Sciences.
24. BIS2A Classroom Space  
CPB reviewed the final decision from the Committee on Courses of Instruction (COCI) regarding the BIS2A series being taught in ARC 138.
25. TAPS 2014-15 Budget  
Currently TAPS is supported by parking fees. CPB would like to see more holistic vision of operations that incorporates the campus' sustainability priorities. CPB strongly urged that TAPS (and the administration) to develop a vision that prioritizes sustainability (e.g., reducing greenhouse gas emissions) and works with other units to distribute its operational budgetary needs.
26. Madrid Spain Marketing Study  
CPB member Dan Ragland provided an update regarding the Madrid Spain Marketing Study. A meeting held in November 2014 was spent reviewing qualitative survey results and planning for the next quantitative survey that was scheduled for January 2015.
27. Summer Sessions Revenue Distribution  
A draft of the Summer Sessions Revenue Distribution (preliminary allocations only) was submitted to CPB as an informational item.
28. ORU Review – Healthcare Policy & Research (CHPR)  
CPB noted two areas of concern in the review, (1) limited involvement with undergraduates and, (2) the high school internship program. CPB encouraged greater on-campus collaboration.
29. Long Range Enrollment Planning (LREP)  
UCPB representative Chris Reynolds updated the committee regarding long range enrollment planning discussions taking place at systemwide including the final report of the Academic Council's Implementation Task Force.

### III. OTHER CONSIDERATIONS AND TOPICS OF DISCUSSION

- a. **CPB Fall Retreat:** On December 16, 2014 CPB held its annual budget retreat. Several guests were invited to attend the retreat including Provost Hexter, Vice Chancellor Lawlor, Associate Vice Chancellor Ratliff, Associate Vice Chancellor Mohr, Faculty Advisor Burtis, Academic Senate leadership, L&S Steering Committee Chairs, and the Chairs of the Faculty Executive Committees in each of the colleges and schools. Topics discussed included: (1) Budget Principles, Templates, and Performance Metrics, (2) Classroom Space Update, (3) Graduate Tuition Funding Model, (4) Carryforward and Reserve Funds, and (5) Initial Budget Planning for 2015-16.
- b. **Academic Planning/FTE Allocation Process:** CPB has discussed at length its proposed direct role in representing the Senate's point of view in academic planning, specifically the FTE allocation process negotiations between the Deans and the Provost. 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 continue to discuss the topic with the Provost again in 2015-16.
- c. **College, School, and Administrative Unit Budget Review:** CPB again requested overall budget proposals from each of the colleges, schools, and administrative units. CPB received budget information for all of the colleges and schools and the majority of the administrative units for academic year 2015-2016. CPB reviewed all of the proposals and provided detailed comments and responses for each college and school in four general categories including FTE Trends, Financial Questions, Carryforward Funds, and

Base Budget. CPB completed its analysis of these documents in summer 2015. The committee will review performance metrics in fall 2015. CPB will continue to review budgets annually in an advisory role to the Provost.

CPB believes that the budget process itself is now much more transparent, however; many of the submitted budgets still lack uniformity and/or clear discussions of budgets expenditures. CPB continues to make recommendations to improve budget proposals. Overall, the following general comments capture most of the concerns:

- While the budget expenditures at the college level were significantly more transparent, most of the academic unit budgets lacked detail and substance about departmental allocations;
- Responses to the financial management questions by deans lacked enough detail to assess actual priorities;
- Commitments using carryforward funds, particularly those funds retained in the dean's offices, rarely include enough detail to ascertain how they are, or were actually being spent;
- Several of the academic unit budgets were (again) not fully vetted - in their entirety- with the FECs. CPB's expectation is that deans share the budget documents in their entirety with the FECs before the annual budget meeting with the Provost. Some of the academic units, most notably MPS, made significant strides in increasing transparency of budgetary decision-making.

d. **Instructional Space Advisory Subcommittee Classroom Survey:**

The Classroom Survey was sent to all teaching faculty at the end of fall quarter 2014. The response rate was still very strong compared with fall 2013. Based on the survey results, progress was made in several areas including overall classroom cleanliness, improved lighting, clocks installed in all classrooms, improved wireless connectivity, new screens, data projectors, and microphones as well as three major classroom renovations including Wellman Hall, Veihmeyer Hall, and Rock Hall. The classroom survey will be conducted again in fall 2015. 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 with the Provost. CPB will continue to monitor this process and make recommendations to the Provost as necessary.

e. **Consistency between 2020 aspirations and faculty recruitment**

CPB continues to monitor enrollment growth across campus academic units. This monitoring is critical because of the likelihood that faculty recruitment may lag in key science and engineering disciplines. In part, the lag may result from a lack of available start-up funds at the College and Department levels. CPB will continue to monitor the situation through 2015-2016.

Respectfully Submitted,

Deb Niemeier (chair), David Block (member), Bill Casey (member), Peter Pascoe (member), Martine Quinzii (member), Dan Ragland (member), Darien Shanske (member), Mitchell Sutter (member), Chris Reynolds (member), André Knoesen (advisor), Rachael Goodhue (advisor), Dan Wilson (Academic Federation Representative), and Kimberly Pulliam (analyst)

## Annual Report: Academic Year 2014-2015 Davis Division: Academic Senate

### Instructional Space Advisory Subcommittee (Committee on Planning & Budget)

Total Meetings: 2	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: DDB 84(C) Request change in membership to increase number of members that will include more representation from each of the undergraduate colleges.

Listing of committee policies established or revised: None.

Issues considered by the committee: Classroom space, Use of ARC138 as classroom space, Classroom satisfaction survey.

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

#### **Committee's Narrative:**

During the 2014-15 academic year, the Instructional Space Advisory Subcommittee (ISAS) of the Committee on Planning and Budget met twice. The subcommittee has broad representation from across campus, including representatives from the Registrar's Office, Design and Construction Management, Center for Excellence in Teaching and Learning, 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 needed improvements in classroom infrastructure, including instructional technology in classrooms.

For the third successive year, a classroom survey was sent to all teaching faculty at the end of fall quarter 2014. The response rate was still very strong compared to fall 2013. Based on the survey results, progress was made in several areas, including overall classroom cleanliness, improved lighting and screen/blackboard accessibility. Using Provost funding, improvements were made in wireless connectivity, screens, data projectors, and microphones for many rooms, in addition to three major classroom renovations: Wellman 127, Veihmeyer 212, and Rock Hall. In consultation with the Registrar's Classroom Committee, the group focused on improving classrooms that are used most often and the ones that received the most complaints in the faculty survey.

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 with the Provost and Vice Provost/Dean of Undergraduate Education additional options for building new classrooms as well as renovating additional existing classroom space. A major unmet need involves large classrooms that can accommodate up to 100-120 students with flexible seating to allow for small-group active-learning interactions. We expect that such classrooms will be increasingly in demand by faculty and students interested in collaborative problem solving.

Additionally, this year the Instructional Space Advisory Subcommittee recommended a revision to their bylaw (DDB 84(C)) to increase the membership which will hopefully allow for more representation from each of the undergraduate colleges. All members of the subcommittee feel strongly that having a Senate faculty member from each college and school appointed to the subcommittee would be extremely helpful and more beneficial to the discussions regarding classroom space, etc. that take place within the committee. Each college and school has their own classroom/teaching space needs and currently the committee only hears the perspective of the 3 or 4 members appointed. In the case of the College of Letters and Science, one representative from each of the divisions should be appointed.

Sincerely,

Chris Reynolds (Chair), Andreas Albrecht (member), Mitchell Sutter (CPB member), Greg Kuperberg (member), Chris Thaiss (member/Center for Teaching and Excellence Director), Jerry Lundblad (Academic Federation Representative), Joe Kelley (Academic Technology Services), David Levin (Academic Technology Services), Lynn Rabena (Guest – Registrar’s Office), 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 2014-2015**  
**Davis Division: Academic Senate**  
**Committee on Privilege and Tenure**

<b>Total Meetings</b> <b><u>Investigative:</u></b> 8  <b><u>Hearings:</u></b> 3	<b>Meeting frequency</b> <b><u>Investigative:</u></b> As needed  <b><u>Hearings:</u></b> As needed	<b>Average hours of committee work each week</b> <b><u>Investigative:</u></b> dependent on workload  <b><u>Hearings:</u></b> dependent on workload
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<b><u>Investigative:</u></b> Total grievances: 6  <b><u>Hearings:</u></b> Total Hearings: 3 Total Disciplinary Matters Referred: 6	<b><u>Investigative:</u></b> Total grievances deferred from previous year: 3  <b><u>Hearings:</u></b> Total hearings/matters deferred from previous year: 2	<b><u>Investigative:</u></b> Total grievances continued: 2  <b><u>Hearings:</u></b> Total hearings/matters continued: 7
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**Listing of bylaw changes proposed:**

- None

**Listing of committee policies established or revised:**

- None

**Issues considered by the committee:**

- The P&T Hearings Subcommittee has noted a significant increase in the number of disciplinary matters referred to the committee. The committee is concerned by the substantial increase and will continue to monitor the trend throughout the upcoming year.

**Recommended procedural or policy changes for the coming year:**

- None

## **Committee's narrative:**

As of August 31, 2015:

### **Investigative:**

- One grievance: not referred to a hearing
- One grievance: referred to a hearing
- Two grievances: closed/informally resolved
- One grievance: prima facie not found
- Three grievances: carried over into 2015-16

### **Hearing:**

- Seven disciplinary actions:
  - One – settled
  - Two – hearings concluded
  - Four – hearings pending
- Three grievance actions:
  - Three – hearings pending

**Annual Report: Academic Year 2014-15  
Davis Division: Academic Senate**

**Committee on Public Service**

Total Meetings: 1	Meeting frequency: As needed	Average hours of committee work each week: Varies
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Total UCDE Proposals Reviewed: None	Total reviewed items deferred from the previous year: None	Total items deferred to the coming academic year: None.
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Listing of committee proposals: None
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Recommended procedural or policy changes: None
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**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 principle 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/cerj/manual/dd\\_bylaws.cfm?CFID=24354&CFTOKEN=67079693#88-](http://academicsenate.ucdavis.edu/cerj/manual/dd_bylaws.cfm?CFID=24354&CFTOKEN=67079693#88-)

The 2014-15 Call for DSPSA Nominations was distributed on October 13, 2014, via the Academic Senate list serve, with a nomination deadline of November 14, 2014. The Call for Nominations was also distributed to the campus via Dateline.

Nominations were posted for online review, so only one committee meeting was needed for the academic year. At this meeting on December 5, Chair Robin Erbacher welcomed those attending, initiated introductions, explained the committee’s charge and facilitated the selection of recipients for the 2015 Distinguished Scholarly Public Service Award. The committee also heard Marc Schenker present ideas on ways to increase visibility and publicity of the awards by working with the Office of Strategic

Communications staff. Ideas included asking prior recipients about their motivation to do public service, writing stories about recipients to publish to the website, and possibly holding a separate awards celebration for recipients. The committee agrees that more visibility for the DSPSA award would be beneficial.

The committee reviewed nominations electronically and submitted rankings to the committee analyst prior to the meeting. The discussion of the nominations for the Distinguished Scholarly Public Service began with a conversation on the criteria used in selecting award recipients. The conversation included a summary of what previous committees had considered. The discussion of the nominations concluded with the selection of three recipients: James Carey, Harry Cheng, and Robert Powell. A recommendation of each selected recipient was submitted to the Representative Assembly for approval, and on February 24, 2015, the Representative Assembly approved the committee's recommended recipients.

At the Academic Senate and Academic Federation Awards Reception on May 5, 2015, each of the recipients was presented an honorarium and a certificate plaque. Each recipient was also publically recognized in a brochure that was distributed at the reception. Recipients will be added to the DSPSA list of recipients maintained on the Davis Division Academic Senate website.

Respectfully submitted,

Robin Erbacher, Chair  
Valerie Eviner  
Carol Ann Hess  
Jerold Last  
Joan Rowe  
Larry Godfrey, Academic Federation Representative  
Lianguo Wang, Academic Federation Representative  
Dennis Pendleton, Ex-officio  
Marc Schenker, Ex-officio

Debbie Stacionis, Academic Senate Resource Analyst

**Annual Report: Academic Year 2014-2015  
Davis Division: Academic Senate**

**Committee on Research**

Total Meetings: <b>7</b>	Meeting frequency <b>Approx. 3 meetings/quarter</b>	Average hours of committee work each week: <b>4 hours</b>
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<u>Total Grant Proposals Reviewed:</u> <b>Small Grants (2K): 176</b> <b>Large Grants (10-25K): 86</b> <b>Travel Grants (\$800): 401 (FY 2014-15)</b>  <u>Research Grant Proposals Approved for Funding in 2014-15:</u> <b>Small Grants (2K): 173</b> <b>Large Grants (10-25K): 30</b> <b>Travel Grants (\$800): 401 (FY 2014-15)</b>	Total of reviewed grant proposals deferred from the previous year: <b>0</b>	Total projects deferred to the coming academic year: <b>None.</b>
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Listing of bylaw changes proposed: **None**

Listing of committee policies established or revised: **None**

- Issues considered by the committee:
1. Chemical and Lab Safety
  2. Management of Animal Facilities
  3. Indirect Cost Rates and ORUs
  4. Work Group on Research Analytics
  5. Federal Uniform Guidance Implementation
  6. Campus Core Research Facilities Program
  7. ORU Review – Healthcare Policy & Research (CHPR)
  8. New UC Open Access Policy Proposal
  9. ARWU Global Academic Rankings
  10. Faculty Effectiveness and Morale
  11. ADVANCE PPRI Recruitment Recommendations
  12. RRIC-Research Recommendations Implementation Committee Report

13. AFS – Equity in Return for Access to University Facilities and/or Services
14. ORU Review – Bodega Marine Lab
15. High Containment Facility Oversight at UCs
16. ORU Review – Air Quality Research Center (AQRC)
17. Research Contracts with Certain State Agencies (memo from Committee on Academic Freedom)

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

### **COR Items Discussed/Reviewed During 2014-15:**

The Committee on Research dealt with a number of issues of substantial importance to the campus during the 2014-2015 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 and proposed new initiatives in the Office of Research.

### **2014-15 COR Grant Awards:**

The Committee on Research received restoration of funding for the COR grants program. Since 2008-09, our campus community faced scaled-back funding opportunities as non-profits, state agencies, private donors and others reduced granting. The COR grant programs were cut by approximately 30% over the last five academic years, and those cuts remained in place until 2015-16. Restoration of funding didn't happen easily; Academic Senate and COR leadership worked collaboratively with our counterparts in Academic Federation and their COR to collect data on the impact of the program and submitted the request to Provost and Executive Vice Chancellor Hexter and Chancellor Katehi. The committee demonstrated that in 2009-10 for example; for every \$500,000.00 that went into seed grants from COR, based on email questionnaires sent out to COR grant recipients, approximately \$10.5 million in outside grants came back to the university from much larger programs like NIH, NSF, DOE, National Endowment for the Arts, U.S. Fish and Wildlife, U.S. Department of Health and Human Services, etc. This is a 73 percent success rate on UC's investment. One large grant recipient leveraged \$25,000 into a \$4 million external grant. Therefore, COR was very fortunate that Provost Hexter and Chancellor Katehi agreed to restore the base budget funding for the Academic Senate Committee on Research grant programs to the amount of \$1.1 million, which was effective for the 2015-2016 fiscal year.

The Committee on Research awarded 173 Small Grants in Aid and 30 New Initiative/Collaborative Interdisciplinary Grants to Promote Extramural Funding for the 2015-16 academic year. In addition, the committee awarded 401 Research Travel Grants during the 2014-15 academic year. Travel grants remain the first priority of the grants program. Overall, the Committee on Research was able to award 98% of all small grant applications, 35% of all large grant proposals, and 100% of all travel grant applications. 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.

### **Management of Animal Facilities:**

The COR Animal Subcommittee was formed in spring 2014 and worked over the summer and into winter 2015 on coming up with a final report and recommendations regarding management of animal facilities on campus. In November 2014, the subcommittee drafted guiding principles to use while drafting the report and recommendations. The main overarching principle was as follows:

***“First and foremost the administration must make a strategic decision regarding the extent to which it will invest in the increasing facilities demands of modern biomedical research involving rodents. Such investments on the Davis and Sacramento campuses are vital if the goal is to maintain UC Davis’s reputation in the biomedical research arena. The growth of biomedical research on the UCD campus and the recruitment and retention of high quality faculty in the biomedical sciences depends on this decision and any decision must be coupled with immediate action.”***

On February 18, 2015, the COR Animal Subcommittee submitted its final report and recommendations to Senate Chair Knoesen. The final report was transmitted to Chancellor Katehi the same day. The three main recommendations in the report were as follows:

1. Provide new and enhanced infrastructure for rodent facilities as a top priority on campus. Consistent with the recommendations of a 2010 White paper, entitled “Achieving Excellence in Management of Research and Teaching Animals at UC Davis”, which concluded the need for more centralized facilities to stream-line services and reduce costs, a new, state-of-the-art central rodent research facility must be built to accommodate the urgent need of existing faculty and students and the anticipated increase of rodent research as part of the 2020 initiative. In addition to the 2010 outlined deficiencies and challenges running the current decentralized animal housing units, UC Davis lacks sufficient rodent housing space overall.
2. Develop and implement a single uniform per diem rate-structure across campus. An independent outside entity (offered through AAALAC) should assess such rates. The new rates must be transparent, fair, affordable and comparable with other peer institutions, such as our sister campus at Berkeley, where current (subsidized) per diem rates for mice are just over half compared to that charged by TRACS. This rate structure should be inclusive of all costs and should avoid extra charges, such as “first-day rates” and additional costs for health surveillance.
3. Consistent with the administrative structure on most other campuses, including all other UC campuses and the acknowledgement that Animal Services are a vital Core for research on the campus, the institutional oversight for the UC Davis Animal Care and Research Core should rest with the Office of the Vice Chancellor for Research. The Office of the Vice Chancellor for Research is the logical home for the Animal Care and Research Core as this office is currently the administrative home for human research and for the National Primate Research Center. The Attending Veterinarian, IACUC, and a joint oversight committee with strong faculty representation should report to the Vice Chancellor for Research. The Attending Veterinarian would retain oversight of all animal

veterinary care, IACUC will continue to be responsible for overseeing the rules and regulations governing the use of animals in research and teaching, but all other responsibilities, detailed below, would fall to a newly developed oversight committee. The funding provided by the Provost for the TRACS veterinary services and IACUC administration should be maintained and allocated to the Office of Research. Given the need for new infrastructure and ongoing need for maintenance/repair of current facilities it is recommended that the Office of Research consult and work closely with Budget and Institutional Analysis and the Office of Campus Planning, Facilities, and Safety Services.

Based on the COR Animal Subcommittee's final report and recommendations, the Chancellor appointed the UC Davis Joint Senate - Administration Teaching and Research Animal Program Task Force in April 2015. An interim working report was presented to the Academic Senate Representative Assembly in June 2015. The interim report included a Strategic Vision, Executive Summary, Visionary Leader of Animal Care, Roles & Responsibility of Key Stakeholders, Organizational Structure and Governance, and an Implementation Strategy and Timeline. The final Animal Care Task Force Report was submitted to Chancellor Katehi in July 2015.

On July 23, 2015 a letter signed by Chancellor Katehi and Senate Chair Knoesen was transmitted to COR for consultation. Agreement has been reached among the various faculty stakeholders on an implementation direction for the recommendation. Chancellor Katehi and Senate Chair Knoesen consulted COR and the committee agreed that the following are immediate action items: (1) Hire the new director, (2) assemble the Cabinet, (3) begin program reporting realignment to both the Office of Research and the Office of Finance, Operations and Administration. In addition, COR reiterated that the hiring committee for the new director must include at a minimum: one Academic Senate and one Academic Federation member, appointed by the respective Committee on Committees and those members will be voting members.

### **Indirect Cost Return and Sharing in Depts., ORUs, and Centers:**

In June 2015, COR sent a memo to Vice Chancellor Harris Lewin regarding indirect cost return and sharing in department, ORUs, and centers. It came to the committee's attention that there is a big problem on campus regarding indirect cost return and sharing in departments, ORUs, and Centers. There are no formal guidelines in place on issues relating to shared faculty costs and indirect cost returns between departments, ORUs, and centers. This has led to significant confusion among the faculty that have additional appointments in centers or ORUs and it is certainly not clear or straightforward in departments. There are definitely faculty on campus feeling a tug between department chairs asking for grants to go through departments, center directors having a different perspective, faculty choosing based on where they'll get higher returns from the new budget model, and various other sorts of confusion. The faculty agree that this is a fairly complex and significant issue that needs some immediate attention. COR requested that the Vice Chancellor for Research convene a task force or work group to research and investigate the problem and report back to the Academic Senate with some draft guidelines that can be reviewed by COR, CPB, and other Senate committees.

### **Faculty Effectiveness Questionnaire:**

COR developed a questionnaire, approved by the Academic Senate Executive Council in May 2015, regarding faculty effectiveness and morale that will be distributed to all

Academic Senate and Academic Federation faculty in fall 2015. In 1997, the University of California Academic Senate Welfare and Morale Committee prepared a study called "The Deteriorating Environment for Conducting Research at the University of California". As we recover from the recession, anticipate significant increases in student and faculty numbers in the 2020 Initiative, and cope with reduced federal funding, over-commitment, and burnout, the Academic Senate and Academic Federation Committees on Research would like to solicit from all faculty feedback related to research challenges, frustrations and opportunities faculty perceive at UC Davis. COR will use the input and responses to understand what the community can do to support faculty to achieve research aspirations and serve our stakeholders. Finally, COR will request a meeting with Chancellor Katehi in winter 2016 to discuss the survey results as well as the data received from OR-Sponsored Programs regarding grant submissions.

Respectfully submitted,

Janet Foley, Chair  
Frederic Chedin  
Nicholas Curro  
Lorien Dalrymple  
Diana Davis  
Roland Faller  
Ting Guo  
David Hessel  
Dietmar Kueltz  
Kenneth Loh  
Patricia Pesavento  
David Pleasure  
Rajiv Singh  
Ed Taylor  
Brian Trainor  
Anita Oberholster, Academic Federation Representative  
Harris Lewin, Vice Chancellor for Research (Ex-officio)  
Kimberly Pulliam, Analyst

**Annual Report: Academic Year 2014-15  
Davis Division: Academic Senate**

**Undergraduate Council**

Total Meetings: 19	Meeting frequency: Two hour meetings were held every other week during the fall, winter and spring quarters.	Average hours of committee work each week: Chair: 5-8 hrs/week. Members: varies.
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Total Business items Reviewed: 45 (27 program reviews)	Total items deferred and carried over from the previous year: 5 <ul style="list-style-type: none"> <li>• Cognitive Science Major Proposal</li> <li>• Reconstitution of Technocultural Studies and Film Studies</li> <li>• Interdepartmental Human Rights Major Proposal</li> <li>• Cluster 7 L&amp;S program reviews, along with Cluster 7 summary</li> <li>• Prerequisites Enforcement System</li> </ul>	Total projects deferred to the coming academic year: 3 <ul style="list-style-type: none"> <li>• GE decision on splitting units</li> <li>• 2013-14 Athletics Performance Report (rec'd June 22)</li> <li>• Revised Policy for Establishment or Revision of Academic Degree Programs (PPM 200-25)</li> <li>• Interdepartmental Human Rights Major Proposal</li> </ul>
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Listing of bylaw changes proposed: Proposed and approved: Revision of Davis Division Bylaw 121

Listing of committee policies established or revised:

- Undergraduate Council approved the Undergraduate Instruction & Program Review Committee policies for programs that undergo outside accreditation. One policy was established for all of the College of Engineering programs and another policy was established for three College of Agricultural and Environmental Sciences programs (Clinical Nutrition, Food Science, and Landscape Architecture).
- Undergraduate Council established a policy regulating programmatic changes for programs under review. The policy states that no changes to programs will be considered by UGC while a program is in the review phase.
- Undergraduate Council established an academic concentration transcript notation policy that will allow specializations, tracks or concentrations on official transcripts.

Procedural changes recommended for the coming year:

1. As a result of the revision to DD Bylaw 121, agendas will be formatted to include an executive session, excluding ex-officio members, for discussion of program reviews.

Issues reviewed and considered by the committee:

1. 2014 Athletics Reports
2. Cognitive Science New Major Proposal (AB and BS)
3. Faculty Advising with a request for an annual report in fall quarter by Director of Advising
4. Cluster 7 College of Letters & Science Undergraduate Program Reviews (8)
5. Cluster 1 Undergraduate Program Reviews (16)
6. The Revised Process for Special Academic Program Reviews
7. Special Academic Program Reviews for ROTC, Student Farm and Physical Education
8. General Education Core Literacy Interpretations Revisions
9. GE Assessment for Cluster 1 Programs
10. Academic Integrity and Student Ethics
11. Proposal to Establish Interdepartmental Program - Human Rights
12. Cinema and Technoculture Major Revision Proposal
13. Teaching and Classroom Space Issues
14. Prerequisite Enforcement
15. Student First Year Experience
16. AP Units and Priority Registration
17. ADVANCE Policy & Practices Initiative Recommendations
18. BIS Online Lecture Proposal
19. DDR A552 – Expected & Minimum Progress
20. DDR 538 Examinations
21. DDR A540 NG Grading
22. DDB 121
23. PPM 200-05 – Academic and Administrative Calendar
24. Report-UCD undergrad STEM Underrepresented Students
25. Proposed Name and Curriculum Change for Women & Gender Studies Major & Minor
26. Environmental Studies Minor Proposal
27. Department Reconstitution Proposal for Chemical Engineering & Materials Science
28. Special Academic Program Request for Establishing International & Academic English

### **Committee's narrative:**

The main task before the Undergraduate Council this year was the implementation of the faster review of majors. The subcommittee on Undergraduate Instruction and Program Review carried the major burden in persuading each major to write it's self-review during fall quarter and in arranging for the two-member review teams, which included for the first time someone from outside UC Davis, to visit and complete their reviews in winter and early spring quarter. Undergraduate Council dealt with not only those fourteen Cluster 1 reviews in spring quarter, but also in the fall quarter dealt with eight remaining program reviews from the previous Cluster which was under a more relaxed cycle. No reviews were left pending for action next year. For the first time, Undergraduate Council sent to the Provost several overview letters such as one reflecting general lessons about all majors in foreign languages.

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 subcommittees report to the UGC: The Committee on General Education, chaired by John Smolenski; Special Academic Programs, chaired by Alessa Johns; The Undergraduate Instruction Program Review Committee, chaired by Ed Caswell-Chen; and The Committee on Preparative Education, chaired by Robert Newcomb.;

The Committee on General Education's for the first time implemented the General Education Assessment Plan to substantiate that UC Davis was delivering a general education to its students. A template of General Education requirements was included in the UIPR Self-Review template, and then submitted along with requested student work in January. The responses to the GE portion of the template was then separated and sent to the GE Committee for analysis of the data. The GE Committee presented their assessment of GE outcomes for each literacy to UGC in June.

The Special Academic Programs Committee reviews programs that award academic credit but do not offer an undergraduate degree. Chaired by Alessa Johns, the committee focused on finalizing the SAP review process and reviewed the programs for Reserve Officers' Training Corps (ROTC), Student Farm and Physical Education. Findings from the committee were presented to UGC and letters with review summaries and recommendations were sent to the Provost in June. Several of the courses in Physical Education, which have been taught so long that no descriptions are available in COCI, were judged by the Special Academic Programs Committee as being inappropriate for academic credit. Undergraduate Council was reluctant to be so drastic so quickly. The result of a long process, which exposed ambiguities in jurisdiction with COCI, is that Physical Education will have a further, expedited review in two years.

The Undergraduate Instruction Program Review Committee, chaired by Ed Caswell-Chen, fully implemented the revised review process for the Cluster 1 programs. All Cluster 1 program reviews were completed, and letters with review summaries and recommendations were sent to the Provost in June. The UIPR Committee drafted policies for programs undergoing national accreditation (one for College of Engineering and one for three programs in the College Agriculture and Environmental Sciences). Both policies were approved by UGC and will go into effect for the 2015-16 academic year.

The Committee on Preparative Education, chaired by Robert Newcomb, looked into TOEFL scores of international students and discussed how to appropriately and accurately assess the English language skills of international students before they were accepted as UC Davis students. The committee also updated and sent forward a letter to the Department of Mathematics requesting an annual report on the department's mathematics placement examination.

UGC's counterpart at the UC 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 member Gaby Nevitt served as the Davis Divisional representative to UCEP, and in this capacity she provided regular updates to the UGC about issues relating to undergraduate education on UC campuses system wide. This year UCEP prompted campus discussions regarding ethics and misconduct issues involving cheating. UGC drafted a letter to the Academic Senate Chair, and the issue was discussed with the Provost.

Undergraduate Council collaborated with the Office of the University Registrar to draft and approve a policy that will allow an expanded notation of transcripts to include tracks, concentrations, emphases and specializations. The new policy will begin with transcripts for students graduating in spring 2016.

Respectfully submitted,

Jeffrey Williams, Chair  
Josephine Andrews  
Seeta Chaganti  
Annaliese Franz  
Alessa Johns  
Julia Menard-Warwick  
Jeanette Natzle  
Gabrielle Nevitt  
Robert Newcomb  
Ronald Phillips  
John Smolenski  
Jon Rossini (Ex-Officio – Admissions and Enrollment)  
Cynthia Bates (Academic Federation Representative)  
Brenda Rinard (Academic Federation Representative)  
Carolyn Thomas (Ex-Officio – Vice Provost & Dean for Undergraduate Ed)  
Elias Lopez (Ex-Officio – University Registrar)  
Brian Riley (GSA Rep)  
Raya Aliakbar (ASUCD Rep)  
Nicholas Sanchez (ASUCD Rep)  
Umayr Sufi (ASUCD Rep)  
Debbie Stacionis, Undergraduate Council Analyst

**Annual Report: Academic Year 2014-15  
Davis Division: Academic Senate**

**General Education Committee**

Total Meetings: 12 (17 meetings were scheduled, and 5 were cancelled, with committee business transacted electronically instead)	Meeting frequency: Monthly, and as needed	Average hours of committee work each week: 16
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Reviewed the following: (See Committee Narrative.)	1 Question (How best to assess that established General Education Core Literacies are delivering the general education intended for UC Davis students); 0 reports; and 3 issues (assessment of General Education Core Literacy (GECL) data collected via Undergraduate Instruction and Program Review (UIPR) Cluster 1 program review self-reviews; articulation and clarification of each GECL; distinction of "science" in the social sciences from "science" in the natural sciences) continued from the previous academic year.	1 Question (How best to assess how GE Core Literacies approved for department and program courses are being communicated to students); and 4 issues (GEC contributions to the development of an GECL course approval system form that the Committee on Courses of Instruction was working on; the timing and necessity of sending GE review notification letters to program clusters; the period over which GE Core Literacy data is to be collected; the official position on splitting units of GE3; and the Committee on Rules, Elections and Jurisdiction (CERJ) follow up on the General Education Committee's (GEC) responses to the CERJ's comments on the GEC's rewrites of the II. Interpretation section of each GECL Course Description) continue to the coming academic year.
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<b>Listing of bylaw changes proposed:</b>
None

<b>Listing of committee policies established or revised:</b>
None

<b>Issues considered by the committee that were also considered last year</b>
General Education requirements, but with a narrower focus on assessment of the Core Literacies approved for Cluster 1 programs undergoing Undergraduate Instruction Program Review; and a focus on the rewrite of each GE Core Literacy Course Description II. Interpretation section.
Development of procedures for ongoing assessment of GE Core Literacies.
Procedural steps for the assessment of General Education Core Literacies.
Database entry of committee analyses, assessments and findings.
Components for a Robust General Education Review Plan/Process.
Timeline of the milestones for initiation and completion of GECL assessment procedural steps.
Determination of which departments may be doing more “service” in terms of helping students fulfill their GE requirements by providing General Education (GE) courses.
Tracking non-majors to see what courses are being used to fulfill the GE requirements.
Undergraduate Instruction Program Review (UIPR) schedule, by Cluster.
Common problematic issues the Committee on Courses of Instruction (COCI) has/experiences with review of General Education Core Literacy certification requests.
Curriculum Drift.

<b>Recommended procedural or policy changes for the coming year:</b>
Program presentation of GE Core Literacy data in a standardized format.
Program submission of GE Core Literacy data by deadline.

<b>Issues reviewed and considered by the committee:</b>
Committee membership: appointments and resignations.
Committee participation: member availability and member contributions.
Committee commitment: time members have and can devote to committee work.
Separating the Domestic Diversity sub-component from the American Cultures, Governance and History General Education Core Literacy.
Whether a student can satisfy the American Cultures, Governance and History GE Core Literacy by taking two courses certified as focusing on issues of domestic diversity and not have to take a course certified as fulfilling the American Cultures, Governance and History GE Core Literacy.
Whether all courses approved for Domestic Diversity meet the American Cultures, Governance and History general education requirement.
Rewriting the “Revised General Education Requirement June 2008” document to articulate with precision the relationship of the elements of the “Civic and Cultural Literacy.”
How best to obtain work samples from instructors such that privacy is protected and student permission for submittal of samples is not required.
Splitting units of GE.
Certified Study Abroad Courses: which courses are these; how are they certified; and do they satisfy General Education requirements?
The two different types of labs: those that were part of a course; those that were a

separate course.
Unavailability of data with which to formulate a plan for analysis, assessment, and report writing.
Best method for departments and programs to use to organize and to present the data that they have gathered.
Best method for organizing and presenting department and program data for committee members' review and analysis.
ASIS' limited capacity and inability to present program data to the committee membership for review and analysis.
Alternative method to be used to present department and program data to the committee membership for review and analysis.
Best method to analyze the data provided by departments and programs.
Best method to randomly select/sample the data provided by departments and programs to achieve a fair, informative, substantive and meaningful report.

### **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 2014-15 priorities were: 1) to rewrite the text of the II. Interpretation section of each General Education Core Literacy Course Description; 2) to articulate the minimum requirements that a course must satisfy to be approved for any desired General Education Core Literacy; 3) to assess UC Davis' General Education; 4) to assess four General Education Core Literacies; 5) to evaluate the General Education Core Literacy data provided by the Cluster 1 programs that underwent the Undergraduate Instruction Program Review (UIPR); 6) to evaluate the committee's General Education Core Literacy assessment plan; and 7) to update General Education frequently asked questions (FAQs).

The committee met twelve times during the 2014-15 academic year. Seventeen meetings were scheduled—three times the number of meetings scheduled over the course of 2013-14. However, the committee utilized electronic communication resources to advance and resolve committee business matters, in lieu of attending five scheduled face-to-face meetings. The committee's main focus was the development of a plan for the assessment and review of General Education Core Literacies (GECLs). The articulation of the minimum requirements that a course must satisfy to be approved for any desired General Education Core Literacy and the rewriting of the II. Interpretation section of each General Education Core Literacy Course Description were the first two major steps taken. The articulation of the minimum requirements was requested too close to the end of the 2013-14 academic year to be completed except in draft form.

The unavailability of committee members over the summer of 2014 delayed finalization until the 2014 fall quarter. The committee completed working drafts of the articulations of the minimum requirements the beginning of October, closed a committee electronic ballot on working drafts of the minimum requirements on October 9, and delivered the working drafts to COCI on October 10.

The rewriting of the II. Interpretation section of each General Education Core Literacy Course Description was the primary task assigned to the committee for the fall quarter. The goal of the rewrites was twofold: 1) to articulate and clarify the interpretation sections so that each was more readily understood by instructors, departments, programs, students and staff; and 2) to address common problematic issues the Committee on Courses of Instruction (COCI) has/experiences with review of General Education Core Literacy certification requests and to facilitate COCI's GE course certification/approval process. The four specific core literacies of interest and concern were the Scientific Literacy, the Visual Literacy, the World Cultures Literacy, and the Quantitative Literacy. Articulation of the Scientific Literacy needed to address two issues: the meaning of "science" in the social sciences as distinguished from the meaning of "science" in the natural sciences; and understanding the difference between applied science and the development of new knowledge using scientific methodology. The Visual Literacy was the least defined and in need of an articulation that addressed the different interpretations that were understood to be circulating across the campus. The existing World Cultures Literacy, which was long, detailed and inclusive of a lengthy list of examples, had to be made concise and had to articulate the intent of the literacy. The Quantitative Literacy required definition.

In September 2014, a meeting of the committee chair with the chair of COCI and the Davis Divisional Senate Chair focused on articulating minimum requirements so that radio button or checkmark boxes could be created on a form that an outside vendor was designing for use by COCI to make review of a request for approval of a GECL for a course simple, straightforward and quick. The goal was threefold: to streamline the course approval process, to provide specific markers that would indicate that required elements were present, and to provide focus and limitations. Accomplishing these goals would also establish markers that were appropriate, accurate and consistent across the campus community. Correlative questions to be put to instructors were: what are the elements of the course for which they sought GECL approval, how are the elements delivered to students, what are the justifications for the elements, and how are the elements and their delivery going to be assessed. Each of these questions would be followed by a space in which justification(s) and explanation(s) would be provided. Stating how much course time would be devoted to delivering a GECL was seen as a helpful and a significant measurable. Steering clear of dictating to instructors, departments, colleges and schools was to be the guiding principle.

Assessment of UCD's General education suggested determination of a way to assess delivery of GECLs and a way to assess the degree to which UCD students would be getting a general education.

The plan was for the committee to finalize the GECL rewrites into a structured and standardized format by Thanksgiving 2014. The format was to have the following three sections: the Davis Division Regulation section (which was to remain as it was currently written); the interpretation section (which was to be two to three paragraphs that explained, characterized and defined how the respective GECL was to be understood);

and the implementation section (which would provide the minimum elements /requirements to be met for approval of the GECL for a course: the first paragraph would state what the course instructor would do; the second paragraph would state what the instructor must do.) The Guiding Questions section that was currently a part of most of the GECL course descriptions, as well as any other sections, would be deleted.

The understanding at the end of the September 2014 meeting was that come the winter quarter, the GEC would work with COCI to develop the questions to be incorporated into the Course Approval System Form that was being designed by an outside vendor. Assessment had to be built upon the questions, and the GEC would guide the questions to be incorporated.

The committee completed the rewrites of the II. Interpretation section of each General Education Core Literacy Course Description by the end of the fall quarter, as expected, and delivered the rewrites on schedule and in accordance with Senate leadership instructions. Completion of the rewrites was made possible by the committee parsing the rewrite responsibilities among members, and by submitting the rewrites the third week in November to the Undergraduate Council for feedback. The General Education Core Literacies are: American Cultures, Governance and History, which, at the moment, includes the general education element Domestic Diversity; Oral Literacy; Quantitative Literacy; Scientific Literacy; Visual Literacy; World Cultures; and Writing Experience. Finalized rewrites were forwarded to the Undergraduate Council at the end of the 2014 fall quarter and then delivered to the Senate Committee on Elections, Rules and Jurisdiction for review.

During the 2015 spring quarter, the committee received CERJ comments on the rewrites. The comments focused on three General Education Core Literacies: American Cultures, Governance and History; Writing Experience; and World Cultures. The committee reviewed the comments and returned responses.

Mid-November 2014, on behalf of the committee, Chair Smolenski consulted with Davis Divisional Senate Chair Andre Knoesen on the matter of Domestic Diversity remaining a part of the American Cultures, Governance and History General Education Core Literacy or being separated out as its own General Education Core Literacy. Consultation also included discussion regarding the committee's rewrites changing what is written in the "Revised General Education Requirement June 2008" document. The committee reasoned that the American Cultures, Governance and History General Education Core Literacy needed to be rewritten to articulate with precision the relationship between the elemental parts of the "Civic and Cultural Literacy," as described in the aforementioned June 2008 document, particularly as regards the Domestic Diversity general education element. The outcomes of the consultation were: 1) that Domestic Diversity was to remain a sub-component of the American Cultures, Governance and History General Education Core Literacy, implying that the "Revised General Education Requirement June 2008" document could not be changed; and 2) the Academic Senate Office would work with the Registrar's Office to answer the question whether or not all courses approved for Domestic Diversity should meet the American Cultures, Governance and History requirement.

The committee wondered what suggestions "degree checkers" were making to students to complete degrees, and how the "degree checkers" were making their suggestions. The committee also wondered what courses were being used to fulfill a general

education requirement, what students were showing to indicate the achievement of a general education, whether the taking of courses approved for fulfillment of the General Education Requirement were extending the time-to-degree, when students were taking/fulfilling the General Education Writing Experience, and whether students switching majors were seeing their fulfilled general education requirements transferable.

The 2015 winter quarter, the committee turned to and focused its attention on the assessment of UC Davis' delivery of a General Education and analyses of data provided by the Cluster 1 Programs for this purpose. Delays in submission of the data, even after the submission deadline was extended, the data submitted not being presented in an organized, structured or standard format that facilitated review and analysis, and ASIS not having the capacity to make the submitted data available to the committee membership prevented the committee from moving forward with its assessment and analyses until the middle of the quarter. The committee dealt with these delays by moving forward with review of the program data that was submitted by deadline and in an organized and thoughtful format. The committee also dealt with the delays by determining an organized presentation structural format that would be followed by the next cluster of programs to submit General Education data and by switching to UCD Box as the vehicle by which submitted data could be made available to committee members for review, comment and analysis.

Presented with a huge amount of data, the support analyst created two tables that summarized the data, and a committee member created a table that reflected the GE course materials that were submitted and then devised a random sampling method that parsed all of the data provided for review and analysis into manageable and representative samples that fairly and equitably covered and addressed the range of disciplines/majors that comprised the Cluster 1 Programs and program course data, and made it possible to distribute the analysis and reporting workload among the committee members to best advantage. Organizing the data samples into packets that had the same structural format and making the packets available to committee members via UCD Box facilitated the review, analysis, and reporting of the data.

The committee followed the general education assessment process described in the Academic Senate Davis Division report submitted to the Western Association of Schools and Colleges Review Team, March, 2014. And, as instructed by the leadership of the Academic Senate, the committee followed the relevant sections of Davis Division Regulation 522 - Baccalaureate Degree Requirement in General Education and of Davis Division Regulation 523 - Criteria for General Education Certification. In September 2014, the committee sought and received advice from the Campus Counsel concerning how best to obtain student work samples from instructors such that privacy is protected and student permission for submittal of samples is not required.

Once the committee completed its General Education Core Literacy assessment analyses and reports, the committee turned its attention to an evaluation of the assessment process itself. The evaluation (appended) specifically looked at the efficacy of the questions posed in the GE section that was inserted into the Committee on Undergraduate Instruction and Program Review's Self-Review template, in addition to the delays, obstacles, circumstances and demands encountered. The goal of the evaluation was to inform and improve core literacy assessment and assessment process evaluation in subsequent years and for subsequent committees. The evaluation, as well as this annual report, would provide the information that the 2015-16 General Education

Committee would need to anticipate, deal with or avoid the pitfalls that the 2014-15 committee experienced and spent time and effort to overcome. The information that the committee did not have but amassed first hand and for the benefit of all concerned with producing an informative and accurate assessment of UCD's general education would also be incorporated into this annual report and the appended evaluation.

For 2014-15 and 2015-16, the General Education assessment process plan is in a "pilot program," transition phase. Responding, adjusting to and addressing the delays, obstacles and circumstances mentioned earlier, the committee saw the need for two key changes. The first change concerned the time to notify a Cluster of Programs when they needed to begin collecting GE data. The second change concerned the academic quarters from which GE data was to be collected.

The first change came about because the planned notification of the Cluster 2 programs was deferred to a time after the committee received and reviewed data from the Cluster 1 programs—the first cluster to undergo GE assessment. Chair Smolenski presented to the committee membership the argument that, as part of the evaluation of the assessment process and the efficacy of the questions in the GE supplement to the UIPR Self-Review template, it made sense to see what the Cluster 1 programs' responses to the questions were first. Then the review notification letters to be sent to the Cluster 2 Programs could be used to focus the GE data gathering more narrowly, thereby streamlining the production process and lightening the workload burden on programs and the committee. The committee membership assented. The committee was also informed that inquiries regarding the contact person to whom the review notification letter was to be sent caused some programs to assume that they would be undergoing a review, when in fact they were not. So, it made more sense to send such letters to programs at a time nearer to or at the program/GE review kick-off meeting, rather than a year in advance of the review kick-off meeting. The committee assented.

The same need to see what the Cluster 1 programs' responses were to the template questions informed the second key change. Chair Smolenski presented to the committee that the data received from the Cluster 1 programs would reveal to the committee how much data could be gathered and presented, the burden on departments and programs to produce the data, the best academic quarters from which to collect the data, the specific data really needed, and the burden on the committee members to review and analyze and report on the data. Chair Smolenski presented to the committee membership the argument that data needed to be gathered only from the spring and fall quarters. Chair Smolenski pointed out that during the winter quarter, program courses that could have presented valuable data were not scheduled, as evidenced by the data received from the Cluster 1 programs. The committee membership assented. These two changes in the assessment process that was designed in advance of any actual data gathering, presentation, and analysis are discussed in the committee's evaluation of the assessment process plan.

The committee responded to a Council of Associate Deans request for clarification on the splitting of units of GE. The request came to the committee via the Academic Senate Committee on Elections, Rules and Jurisdiction (CERJ). The committee was asked to review the request/questions, advise CERJ, and determine if clarification was needed for web pages, divisional bylaws and divisional regulations. At a regularly scheduled meeting, and after reviewing and discussing the matter, the committee voted unanimously that students should be allowed to split units within a General Education

Core Literacy. The committee cited Davis Division Regulation 522.A.2. and 522.D.3. The committee's vote was forwarded to CERJ.

During the committee's assessment and analysis of the general education data provided by the Cluster 1 programs, two types of labs came to its attention. One type of lab was part of a course and was understood to be approved as fulfilling the General Education Core Literacy(ies) that were approved for the course of which the lab was a part. The other type of lab was a separate course, and, as such, was understood to have to apply for approval of any General Education Core Literacies that its instructor(s) wished to have the course fulfill. After discussing the respective character of each type of lab and whether general education data needed to be provided for either, and under what conditions, the consensus of the committee was to inform the Cluster 2 programs that were going to undergo GE assessment in 2015-16 that the committee was only interested in assessing data on courses and labs that are approved for the General Education Core Literacy that the committee was reviewing/assessing that academic year. Streamlining the programs' workload and the committee's workload were attendant considerations.

Other outcomes of the committee's efforts were the development of the "Supplemental General Education Program Review Instructions," and the creation of a "Table of Contents" for program data submissions. Both are committee efforts to better inform program clusters of expectations, to streamline the general education assessment process, and to lighten the workload burden of staff, departments/programs and the committee. A table that listed the programs expected to provide data and that tracked when the data was received, when the data was made available to the committee membership for review and analysis, and when the committee discussed the data was also created.

The committee set up a regular meeting schedules for each academic quarter, as directed by the Divisional leadership. The committee addressed the needs of the General Education course approval process, per information on the interests and concerns received from the Committee on Courses of Instructions. The committee wrote and submitted its articulations, clarifications and simplifications of interpretations of Divisional regulations to the Committee on Elections, Rules and Jurisdiction for review and comment. The committee worked with the Committee on Undergraduate Instruction and Program Review to get data on the General Education that campus programs were delivering. And, the committee reported on its progress to the Undergraduate Council.

Respectfully submitted,

John Smolenski, Chair  
Rebecca Ambrose  
Dana Ferris  
Mark Goldman  
Terry Murphy  
Laurie Ann San Martin  
Becca Thomases  
David Michalski, Academic Federation Representative  
Bryan Rodman, Committee Resource Analyst

## **Evaluation of the General Education Assessment Process**

### Description of the Process

During the 2014-15 academic year, the General Education Committee (GEC) conducted the first phase of the comprehensive assessment of the campus' general education requirement. The assessment encompassed the gathering of program course data, sampling student work, analyses of the data and the work, and this evaluative write-up of the assessment as a process. The assessment required the committee to perform three tasks simultaneously: examination of student achievement in four General Education categories: Writing Experience, Quantitative Literacy, Scientific Literacy, and Visual Literacy; development of a mechanism for evaluating student achievement; and the assessment itself. Working without precedent, the committee came up with a viable process that allowed the committee to meet its deadlines and goals. Starting with the process described in the Academic Senate's March 2014 report to WASC, then analyzing data provided by a cluster of programs, the committee arrived at the assessment process described below, which the committee recommends the 2015-16 committee to follow and develop.

The GEC received data through the UIPR review process. This data included (among other things) syllabi, assignments, exams, and papers for all courses within each program that had been certified in one of the eight GE Core Literacies. This method of getting GE data to the GEC through the UIPR Self-Review template had been endorsed by the Undergraduate Council before the 2013-14 academic year (when the GEC developed this assessment process). Thus, the GEC had program level data which it then needed to disaggregate so that the GEC could assess student achievement at the course level. Other than the indirect and time consuming manner in which the data was passed along to the GEC through the UIPR, the method worked well.

The first obstacle was deciding the best way to organize the data so that they could be digested and analyzed. The assessment plan that the GEC had designed called for the committee to examine all of the student work for a given class--in order to see if the work satisfied a particular GE Core Literacy. The GEC felt this was necessary because different instructors might teach certain skills in different ways or across different assignments, and the GEC needed to see all of the student work in order to get an accurate assessment. For instance, the Writing Experience Core Literacy states that instructors might satisfy the requirement through a series of shorter assignments or through one longer assignment. So the samples of student work satisfying the WE literacy took a variety of forms. Likewise, the committee knew that there would be a diversity of assignments in courses satisfying Visual Literacy, Quantitative Literacy, etc., and the committee wanted to have a process that was comprehensive.

For 2014-15, the committee reviewed data from Cluster 1. (All programs at the university have been grouped into one of seven clusters. The UIPR Committee assesses one cluster per year, on a seven-year cycle. The GEC received data from thirteen programs in Cluster 1—one program in Cluster 1 failed to submit data. The aforementioned 2013-14 assessment plan included asking each program in a cluster to report the entire range of GE Core Literacies that the program offered to fulfill through its courses but to submit supplemental data such as syllabi, assignments, exams, and student work only for those courses with the largest student enrollments for each literacy. The data submitted by the Music Department presents as an illustrative example. The data indicated that the

program offered courses that could fulfill the Visual Literacy, the Oral Literacy, the Writing Experience Literacy, the World Cultures Literacy, and the American Cultures, Governance and History Literacy but not the Scientific Literacy, the Quantitative Literacy, or the Domestic Diversity Literacy. The supplemental course data was limited to MUS 10 (which was the course with the largest student enrollment that could fulfill the Visual Literacy and the World Cultures Literacy), to MUS 106 (which was the largest course that could fulfill the Writing Experience Literacy and the American Cultures, Governance and History Literacy), and to MUS 121 (which was the largest course that could fulfill the Oral Literacy). Each of the programs in Cluster 1 submitted data for at least two courses; some submitted data for as many as five courses. All told, the committee had data from forty-one different courses.

Presented with a mix of MS Word documents, MS PowerPoint presentations, videos and pdf files that were generally not organized by course, listed in any type of sequence, or presented in any recognizable groups beyond the program name, the committee elected to separate the submitted data by GE Core Literacy and organize it into packets. Each packet contained the largest course within each program that satisfied a given literacy. For instance—the committee created a packet entitled “Cluster 1 Writing Experience” that contained data from twelve different courses. (One program in Cluster 1 offers no classes that satisfy the WE Core Literacy. Another program in Cluster 1 failed to submit data.) Similar packets were created for each GE Core Literacy. The “Cluster 1 Quantitative Literacy” and “Cluster 1 Domestic Diversity” packets were the smallest, as only four programs had courses that satisfied this GE Core Literacy. Others were larger, such as the “Cluster 1 Visual Literacy” packet, which contained material on ten different courses. The “Cluster 1 Writing Experience” packet was the largest with twelve courses.

The committee’s second obstacle was choosing which data to analyze. Though the committee was only slated to evaluate student achievement in four Core Literacies (following the assessment time table created in the 2013-14 academic year), examining the supplemental data for each of these Core Literacies would have been too taxing a burden for committee members. To make this workload manageable, the committee used a random number generator to select five sample courses from each literacy group. Thus the committee selected five Writing Experience courses, five Scientific Literacy courses, five Visual Literacy courses, and all four Quantitative Literacy courses. The index table mentioned earlier and the sampling method described here are highly recommended.

The committee’s third obstacle was creating a rubric for analyzing the selected course data. Led by GEC members David Michalski and Rebecca Ambrose, the committee developed a set of questions that looked at syllabi, assignments, exams, and student work. The major goals were to determine 1) whether course syllabi were designed to teach particular GE Core Literacies; 2) whether assignments and exams seemed well-designed to assess competency in GE Core Literacies; and 3) whether student work showed competence in given Core Literacies. The committee agreed that this approach would best balance course construction and student performance.

2014-15 was the first phase of a two-year pilot program. As mentioned above, in its assessment of UC Davis’ general education, the committee examined only four of the eight GE Core Literacies: Writing Experience, Scientific Literacy, Visual Literacy, and Quantitative Literacy. The amount of work involved in assessing courses in the different literacies varied. The materials submitted for Writing Experience and Visual Literacy

were more extensive than the materials submitted for Scientific Literacy. Some of this was an artifact of the types of assignments—instructors in Scientific Literacy relied more on multiple choice exams, for instance, while instructors in Writing Experience had students write at least ten pages of papers. To fairly and equitably distribute the committee's workload, one committee member was asked to examine Quantitative Literacy courses, one committee member to examine Scientific Literacy courses, two members to examine Visual Literacy courses, and two committee members to examine Writing Experience courses. The parsing of the workload in this manner proved to be best and most efficient.

After parsing the workload as described, the committee then conferred to create reports. The committee had the members who conducted the Scientific Literacy and the Quantitative Literacy reviews present their work to the committee as a whole. For Visual Literacy and Writing Experiences courses, the two committee members assigned to each Core Literacy conferred with each other, and then presented their joint report to the committee as a whole. After each presentation, the GEC as a whole discussed the respective report, made comments and suggested edits, the authors made amendments and changes based on the committee discussions and comments, and then the committee voted to approve the reports and send them on the Undergraduate Council for review and endorsement.

The committee was careful to avoid singling out courses for criticism by name, though courses thought to have done particularly well teaching a given Core Literacy were highlighted. The committee agreed that singling out particular courses for criticism might seem arbitrary and disincline programs from participating in the assessment process. The committee recognized that GE assessment is inherently arbitrary. For Writing Experience, for instance, the committee examined only five of the more than 1600 courses that qualify for that literacy. Singling out any course in the sample group as failing to meet GE standards was thought to make the assessment process seem randomly punitive. The committee therefore recommends reinforcing the object of analysis of program courses to be an assessment of UC Davis' general education.

A second issue is that the GE assessment process relies on the voluntary participation of departments. While GE assessment reports are submitted to the UGC for review and recommendation and then forwarded to the Provost, as UIPR program reviews are, and the UGC and or the Provost may institute measures considered to be required to address cited concerns or problematic issues, program review has established itself and has been accepted as necessary and helpful to maintaining the excellence and to bolstering the vitality of the campus curriculum whereas GE assessment is in its infancy in this regard. In practical terms, at the moment, the GEC relies on individual programs to collect syllabi, assignments, exams and samples of student work and then to forward this data to UIPR and GEC. GEC's concern is twofold: 1) to engage program participation in GE assessment; and 2) to contribute to students receiving a general education while attending UC Davis. If the GEC focuses on how to help programs give a timely worthwhile general education to students, the GEC will engage programs to participate in GE assessment by providing meaningful data. And, if meaningful data is provided to the GEC, the GEC will be able to contribute, in the form of the above described General Education Core Literacy assessment, to UCD students getting that timely and worthwhile general education.

## **Chair Comments**

### Evaluation of the Process

Overall, I believe that our first year of the pilot process was successful on multiple fronts.

First: I felt that we created well-designed assessment questions that were specific enough to give guidance to our committee members while being open-ended enough to allow our committee members to offer some opinions at slightly greater length. One of the reasons that the GEC has sought a diversity of membership as we have begun this assessment is because we hope to benefit from members evaluating courses in their area of specialty. Thus, members from, say, the Mathematics department have the opportunity for some interpretation when discussing courses intended to satisfy the Quantitative Literacy requirement. However, future iterations of the GEC should have the freedom to amend these assessment questions if they feel it necessary.

Second: I believe that our assessments themselves were valuable. The examples we created—two to three page narrative summaries of our evaluations—I believe can serve as valuable “top sheets” for those interested in getting a summary of the GEC’s progress. The feedback I received from UGC seemed positive, with the members there suggesting that our narrative summaries conveyed our goals with the right balance of detail and brevity.

Third: I believe that our system of archiving the data we received into packets was a great benefit to us and to future iterations of the GEC. Data organization was one of the major problems the GEC faced this year; it was also a major worry of former members of the GEC thinking of creating an assessment process (and of other members of the Academic Senate who consulted on this process in past years). The GEC had three concerns. First: though the GEC sought to assess student achievement by GE Core Literacy, the committee received the data by program (as the data was collected through program review). Second: we wanted the data easily accessible for GEC members this year, so that the committee as a whole could reasonably choose representative samples of courses to analyze and so that individual committee members could find what they needed in order to conduct their assessments. Third: we wanted future members of the GEC fairly easily to be able to look back at data collected from Cluster 1, to incorporate into their assessments. I feel that we succeeded on all three counts.

### Future Recommendations

All in all, I believe that this first year of the pilot process for GE assessment went well. I also believe that the committee established a good pattern for next year—the second year of the pilot process—and subsequent years. Given our 2014-15 experience, I make the following recommendations for 2015-16 and beyond.

First: 2015-16 is the second year of the pilot process for assessment. The GEC will be reviewing four GE Core Literacies—Oral Literacy, World Cultures, Domestic Diversity, and American Cultures, Governance, and History. I strongly recommend that the 2015-16 GEC use the 2014-15 questionnaire (or at least a very similar template) for analyzing the course data provided by the Cluster 2 programs and the 2014-15 template for

reporting the data in narrative form that the 2014-15 GEC used. I believe that it is necessary to keep this level of continuity in these initial stages.

Second: I recommend that the 2015-16 GEC (and committees in the future) maintain the 2014-15 GEC method of sampling. I believe that the organization of the 2014-15 data and the model of sampling are useful and necessary.

The 2015-16 GEC will be analyzing the same number of Core Literacies, but with twice the amount of data, having collected material from Cluster 1 and Cluster 2. (There are thirteen programs in Cluster 2, meaning that a total of twenty six programs will have submitted materials.) The 2014-15 GEC found that it was possible only to analyze five courses for each Core Literacy (to some extent because we only had data from Cluster 1, but also because of the number of Core Literacies we had to review). Given that the 2015-16 GEC will also be reviewing four Core Literacies, it seems advisable to choose a total of five courses at random from Clusters 1 and 2 for each Core Literacy. Analyzing more than twenty courses in a single year would, I believe, be too heavy a workload for the committee.

The situation would change slightly in the 2016-17 academic year and beyond, as the GEC moves beyond the pilot program. In 2016-17, the GEC is slated to review two Core Literacies: Writing Experience and Quantitative Literacy. At that point, the GEC will have data from Clusters 1, 2, and 3 (a total of thirty nine programs). Taking a random sampling of courses from across these clusters should yield a balanced picture of GE instruction across the curriculum, as these clusters include programs in the physical and biological sciences, humanities, and social sciences.

Moreover, as the 2016-17 GEC will be examining only two Core Literacies, it might find it possible to sample a larger number of courses across these Core Literacies. In other words, should the GEC in 2016-17 find it possible to assess data from twenty courses a year—as the GEC did in 2014-15—it could then consider examining data from ten randomly sampled courses in the WE Core Literacy and ten courses in the QL Core Literacy. I believe that this would yield deeper, more meaningful results. The GEC might follow the same process in 2017-18 (when it will examine Visual Literacy and Scientific Literacy).

Third: I believe that the GEC should continue to organize into packets the data it receives from Program Review, as was done for 2014-15. Disaggregating the program level data received and re-aggregating it by Core Literacy should make it easy for future committees to find useful information. For example, when the GEC wants to find materials collected relating to the Writing Experience Core Literacy for Cluster 1, it can simply look for the UCD box electronic packets labeled “Program Review Supplemental Materials for the Writing Experience General Education Core Literacy, Cluster 1, 2014-15,” archived in .pdf form. This should allow the committee members to focus their energies on assessment, rather than data organization.

Fourth: Some questions have arisen regarding the amount of data collected for GE assessment through the UIPR Program Review process. The process can be onerous, especially for programs that offer classes certified by the Committee on Courses of Instruction (COCI) as fulfilling more than one GE Core Literacy. In particular, the collection of student work places some burden on faculty and staff. However, I suggest that the process continue as is, at least for the near future. Certainly assessment should

follow the same process during the second year of the pilot program that it did during the first, which would include the same data collection. The campus made a commitment to WASC to complete this two-year pilot program, and it should honor that commitment. Changing the data collection would weaken the integrity of the assessment process and jeopardized the success of the pilot program.

On a broader level, the extensive collection of data seems to me to be vital to fulfilling the actual goal of GE assessment. From the start, WASC asked about the structure of the GE curriculum, instruction of GE Core Literacies, and student achievement in GE Core Literacies. The WASC review team and the General Education Committee, the two bodies most responsible for analyzing student performance in GE Core Literacies, determined that such an assessment would by necessity include some collection and evaluation of student work (though the nature and amount of student work collected were not determined until the 2013-14 academic year, when the pilot program currently in place was devised).

As noted, the collection of student work is the most onerous part of the GE assessment process. However, it seems difficult to imagine any assessment of student achievement that does not involve the collection of student work. And while it is true that the data collection process does ask for a wide variety of assignments, this was to large extent a well thought out part of the assessment design. Recognizing that different programs and instructors teach GE Core Literacies in ways specific to their discipline—English professors might teach the Writing Experience Core Literacy through an analytical paper on modernist literature, while Chemistry professors might teach the same Core Literacy through a structured series of lab reports, the GEC developed an assessment process that could accommodate consideration of these and other teaching methods. Likewise, asking for blue book final exams as a way to assess student competence in a given Core Literacy might exclude those courses that used multiple-choice exams (and vice versa). Eliminating the collection of student work would make assessing student achievement impossible. Limiting the collection of student work to particular types of assignments or exams would create an assessment process that failed to take into account the intellectual and instructional diversity of the campus.

As it was, no program submitted materials for more than five courses during this review cycle, and one program submitted materials only for one course. For each of the four GE Core Literacies assessed for 2014-15, the GEC had materials from between four and twelve courses to work with—twelve courses were certified for Writing Experience, while only four were certified for Quantitative Literacy.

Those programs that submitted a greater amount of materials for review and analysis offered a greater number of courses that satisfied various GE Core Literacies, which would seem to make it inevitable that they might submit a greater amount of materials for any type of assessment process, even if a future version of the GEC elected to adopt a different form of assessment. So, reducing the amount of data collected might not change this burden. And, devising ways to reduce the amount of data collected quite possibly would decrease the already little amount of data that programs with fewer courses certified for fewer GE Core Literacies could offer for GE assessment.

Moreover, collecting data on a fewer number of courses might limit the GEC's ability to say something substantive about student achievement in various GE Core Literacies. Assuming that data collection for Clusters 2 through 7 yields approximately the same

number of Writing Experience courses for each, as it did for Cluster 1, the GEC would (after the first cycle of data is produced through the seven-year Program Review process) be in the position of assessing student achievement in WE based on an evaluation of between eighty and ninety campus courses. Given the fact that the campus offers more than 1600 courses annually that are certified for the WE Core Literacy, sampling a smaller number of courses might yield less than useful results about student competency.

Thus, future iterations of the GEC might well consider continuing to collect data as was done for the 2014-15 GE assessment, even though this places an added burden on programs collecting and forwarding the syllabi, assignments, exams and examples of student work. Certainly the GEC should meet its commitment to WASC and complete the two-year pilot program. It should also consider the value of collecting data in the future according to its current process, so that the GEC can continue to make robust conclusions about student achievement in GE Core Literacies.

**Annual Report: Academic Year 2014-2015  
Davis Division: Academic Senate**

**Committee on Special Academic Programs**

Total Meetings: 5	Meeting frequency: As Needed	Average hours of committee work each week: Varies
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Total Issues Reviewed: 11	Total of reviewed issues 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:**

Procedures for regular review of the special academic programs on campus.

Timeline for review of the special academic programs on campus.

Schedule for review of the special academic programs on campus.

The appropriate channels to go through when the committee seeks information about a program.

The necessity of requesting clarification and follow-up information regarding information provided in a self-study report.

The kinds of activities that qualify for academic credit.

The coordination between theory and practice in an academic program.

How best to advise COCI on the evaluation of courses in special academic programs.

Proposal to establish the International and Academic English Program.

Revision of template to remove requests for comprehensive information about a special academic program's financial status, budget, and funding that are unrelated to academic impacts.

Development of committee assessment process internal document.

**Recommended procedural or policy changes for the coming year:**

None

**Committee's narrative:**

This committee is a part of the Undergraduate Council. The committee is charged to oversee all special undergraduate academic programs on the UC Davis campus and to advise faculty and the administration on the establishment and operation of newly initiated programs. The committee is also charged to review periodically all programmatic functions of the special academic programs, including but not limited to the publications of material defining/describing the program, the recruitment, orientation and advising of students in each program,

guidance in the selection of mentors for such students, coordination of special activities, oversight of the general welfare of said students, and the effectiveness of the programs in meeting their stated educational objectives.

The review of three special academic programs and the evaluation of the new special academic program review process were the committee's priorities for 2014-15. The Special Academic Program Self-Study Report template was reviewed and analyzed for effectiveness in gathering substantive data, as part of the evaluation of the program review process.

The three special academic programs reviewed were: the Physical Education Program (PHE); the Military Science Program (R.O.T.C.); and the Student Farm Program. Outcomes of the review process included: substantiating sound procedures for review of special academic programs, some of which procedures had been crafted the year before; developing analysis and reporting of data provided and data requested for analysis, based on the data received and analyses of that data; substantiating the timeline for the special academic program review process; changing the special academic program review schedule; developing the appropriate procedure by which the Committee on Special Academic Programs (SAP) can advise the Committee on Courses of Instruction (COCI).

The changes to the special academic program review schedule included: consolidating the Integrated Studies Honors Program and the Davis Honors Challenge program into the University Honors Program; rescheduling the Freshman Seminars program review from 2016-17 to 2015-16; renaming the Freshman Seminars program as the First-Year Seminars program; adding UC Davis Study Abroad to the review schedule; and deleting the College of Engineering Honors Program from the review schedule. (This deletion came about when research revealed that that particular program did not exist, while the College of Engineering Chemical Engineering and Materials Science Honors Program proved to be a departmental program that had been reviewed when the department was reviewed.)

The first week of October 2014, the Chair of the Davis Division Undergraduate Council drew attention to a "Career Discovery Groups Program" that offers academic credit and that should be put on the list of special academic programs to be reviewed by the Committee on Special Academic Programs. However, a formal proposal regarding the establishment of a "Career Discovery Groups Program" was not brought forward, to the knowledge of the Committee on Special Academic Programs. So, no committee action was taken in regard to this program.

On June 8, 2015, program review notification letters were sent to those special academic programs to be reviewed 2015-16. These were designated as Group 2: the University Honors Program (which program is the consolidation of the Integrated Studies Honors Program and the Davis Honors Challenge program); and the First-Year Seminars program (formerly known as the Freshman Seminars program).

Special academic programs continued to be defined by their capacity to give academic credit or an academic experience to UC Davis undergraduates, which programs are not under the direct supervision of undergraduate majors in academic departments, do not lead to a degree, and are not subject to review by another committee of the Davis Division of the Academic Senate. The 2014-15 Committee on Special Academic Programs maintained: the understanding that a special academic program's giving academic credit was distinguished from the program's providing a campus administrative service or function; the review process for special academic programs was distinguished from the process for ending/closing a program; and the established reasonable and systematized process of scrutiny was best practice.

In addition to the issues listed on page one of this annual report, the topics that the committee considered were: the purpose of a special academic program; the object of a special academic program; the point at which a special academic program's budget needed to be looked at; the student perspective of a special academic program; the departmental perspective of a special academic program; and the campus perspective of a special academic program.

A significant outcome of the committee's foregoing considerations were the crafting and use of a rubric that defined the requirements for a course to be eligible for academic credit that involved scrutiny of theory and practice. The application of the rubric to the courses of the three special academic programs reviewed led to the following conclusions: substantiation that each was a special academic program as defined above; substantiation that most of the courses in the programs reviewed met the rigors for the granting of academic credit and should continue as currently structured; determination of those courses for which there was no "theory" component or written assessment of student learning; distinction of a course as pure practice; distinction of academic training from vocational training; distinction of appropriate utilization of standards of academic rigor; distinction of courses that followed accepted pedagogical standards in their mode of delivery and organization; distinction of hands-on experiences that reinforce the theory learned in lecture and reading; and creation of viable assessment reports with sound recommendations.

After completing its assessment of the Physical Education, the Military Science and the Student Farm special academic programs and submitting a separate report for each to the Undergraduate Council, the committee evaluated the special academic program review process and procedures. The outcome of this evaluation was the production of a committee assessment procedure document. This document chronicles the stages of the review process, identifies those elements of the process that proved useful, and provides guidance on best practices to future committee memberships. The document is an internal committee document to be developed and refined over the course of subsequent review cycles.

One outcome of the evaluation of the review process was the elimination of the requests for comprehensive financial, budget, and funding information. This information did not play a role in determining whether the academic rigors for academic credit were met. And, the committee concluded that the elimination of these requests would streamline the program review process--lighten the

workload burden of programs that do not need to produce the information and the workload burden of the committee members who focus on the degree to which program courses merit academic credit.

The committee also reviewed and commented on the proposal to establish the International and Academic English Program.

Respectfully submitted,

Alessa Johns, Chair

Raul Aranovich

Mark Rashid

Robert Taylor

Joan Frank, Academic Federation Representative

Bryan Rodman, Resource Analyst

**Annual Report: Academic Year 2014-2015  
Davis Division: Academic Senate**

**Committee on Preparatory Education**

Total Meetings: 3	Meeting frequency: Upon demand.	Average hours of committee work each week: No weekly requirement. Hours dependent on issues.
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Total issues reviewed: 8 (Department of Mathematics placement exam; UC Online Course Writing 39A satisfaction of UC Davis Entry Level Writing Requirement (ELWR); Davis Division Bylaw 121.D.2.b. change; Davis Division Regulation 521.C. and E. changes; Intersegmental Committee of Academic Senates memo on Master Plan; assessment of international student linguistic preparedness / English competency; the Test of English as a Foreign Language (TOEFL)); and should the Committee on Preparatory Education be the appropriate Senate agency responsible for making exceptions regarding satisfaction of the ELWR within specified time limits.	Total of reviewed issues deferred from the previous year: 4 (Department of Mathematics placement exam; UC Online Course Writing 39A satisfaction of UC Davis ELWR; Davis Division Bylaw 121.D.2.b. change; Davis Division Regulation 521.C. and E. changes.)	Total requests to review issues deferred to the coming academic year: None
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**Listing of bylaw changes proposed:**

DDB 121.D.2.b.  
DDR 521.C.  
DDR 521.E.

**Listing of committee policies established or revised:**

None.

**Issues considered by the committee:**

Annual Report by Department of Mathematics on math placement examination  
UC Online Course Writing 39A satisfaction of UC Davis ELWR

Intersegmental Committee on Academic Senates Memo on Master Plan
Assessment of International Student Linguistic Preparedness / English Competency
The Test of English as a Foreign Language (TOEFL)
Senate agency for making exceptions regarding the satisfaction of the ELWR within specified time limits

<b>Recommended procedural or policy changes for the coming year:</b>
Installation of a committee member as first alternate to represent the committee at divisional Undergraduate Council (UGC) meetings and at systemwide University Committee on Preparatory Education (UCOPE) meetings when the committee chair could not.

**Committee’s narrative:**

The committee is part of the Undergraduate Council. The charge of the committee is to monitor and conduct periodic reviews and evaluations of remedial education, to oversee the administration of the examination in Subject A and related remedial courses on the Davis campus, to oversee the use of placement examinations in mathematics, to be responsible for implementation of University Academic Senate Regulation 761 on the Davis campus, and to monitor and conduct periodic reviews and evaluations of the English as a Second Language Program on the Davis campus.

The committee’s main priority for 2014-15 was the investigation of international student English linguistic competence and performance. The desire of the committee was to address the concerns that arise when international students exhibit difficulty learning UC Davis course material primarily because of the level of English language skills that they have. The committee looked into and discussed how to appropriately and accurately assess the English language skills of international students before they were accepted as UC Davis students. The committee sought to understand how these skills were currently being assessed; how the teaching and the learning of international students could be facilitated; how to decrease the chances of international students being put on scholastic probation or being dismissed; and what role the Chancellor’s 2020 Initiative was playing with regard to the success and failure of international student scholarship. Committee Chair Robert Newcomb sought information from campus colleagues and campus units (Office of Judicial Affairs, Undergraduate Education, and Undergraduate Admissions). He shared with the committee the information he received and the information provided in articles by the New York Times and the Chronicle of Higher Education. He also shared with the committee his discussions with the Chair of the Davis Division of the Academic Senate, the Chair of the divisional Graduate Council, and the membership of the divisional Undergraduate Council.

At the committee’s May 12, 2015, meeting, Dawn Takaoglu, International and Academic English Coordinator, in Undergraduate Education, presented information on the average TOEFL scores of international students at UC Davis and the cut-off TOEFL scores used

for admissions purposes. Ms. Takaoglu also presented to the committee information on the predictive correlation of TOEFL scores with academic achievement as measured by Grade Point Average or courses completed; the trend among U.S. universities to use subset scores for admissions; and how some international students are exempted from taking the TOEFL.

The consensus of the committee was that data is needed for analysis and that investigation and data gathering should continue in 2015-16.

Observing UC Davis Academic Senate Office protocol, Chair Newcomb submitted to Executive Director Gina Anderson a request for data for forwarding to the appropriate campus unit. The five sets of data that the committee felt were necessary were: TOEFL scores; the Undergraduate Writing Program grades for the UWP 121, UWP 122, and UWP 123 courses; and SAT scores.

The committee's focus was to find out whether, and to what extent, TOEFL scores are predictors of performance, especially when correlated with UWP course grades and SAT scores.

The committee sent forward to the Committee on Elections, Rules and Jurisdiction (CERJ) a proposal regarding the UC Online Course Writing 39A satisfying the UC Davis Entry Level Writing Requirement (ELWR). The 2013-14 committee drafted the proposal. The proposal included recommended edits to the language of Davis Division Bylaw 121 and the language of Davis Division Regulation 521.

When asked by the CERJ if the committee would be the Senate agency responsible for making exceptions regarding satisfaction of the ELWR within specified time limits, the committee responded that it would. A proposal to change the committee's charge in this regard is expected.

The 2014-15 committee also updated and sent forward a letter to the Department of Mathematics requesting an annual report on the department's mathematics placement examination. The 2013-14 committee had drafted but not finalized this letter. The report requested was one that consisted of test grade distributions as well as correlations between test grades and subsequent performance in classes.

The committee looked into English as a Second Language (ESL) issues and possible solutions. The committee listened to presentations on writing requirements for students with an ESL background and ESL placement history. The committee discussed ESL testing practices, score recording, the English Language Placement Examination (ELPE), and advising and course registration practices and issues.

The committee decided that definition and identification of remedial education courses and the review and evaluation of remedial education and courses would be secondary to the investigation of international student English linguistic competency and preparedness.

In addition to campus specific priorities and concerns, the committee responded to the Proposed Revision to Senate Bylaw 128.D.2. (Vice Chairs) and the Intersegmental Committee of Academic Senates Memo on the Master Plan.

The committee looks forward to helping determine where problems lay, what recommendations for improvements can be made, and where to focus energies and resources to participate in and contribute to the shared governance of the UC Davis campus.

Respectfully submitted,

Robert Newcomb, Chair  
Joseph Biello  
Richard Levin  
Desiree Martin  
David Wittman  
Erin Easlon, Academic Federation Representative  
Bryan Rodman, Resource Analyst

## Annual Report: Academic Year 2014-15 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: 18 (2 from Cluster 7 and 16 from Cluster 1)	Total deferred from the previous year: 2: Chinese and Classic Civilization	Total deferred to the coming academic year: 0
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Listing of bylaw changes proposed: None

Listing of committee policies established or revised:

The committee established program review policies for programs that undergo outside accreditation. One policy was established for all of the College of Engineering programs and another policy was established for three College of Agricultural and Environmental Sciences programs (Clinical Nutrition, Food Science, and Landscape Architecture).

Issues considered by the committee:

- Coordination with UIPR reviews and policy for programs with outside accreditation reviews
- Revised timeline for review completion
- Review team member selection for Cluster 2
- Placement of new majors on Cluster Review Schedule (Global Disease Biology)
- African American and African Studies interim review revision of requirements
- Process for reviewing analogous yet distinct majors (e.g., Physics and Applied Physics)

Recommended procedural or policy changes for the coming year:

None

### **Committee's narrative:**

The revised undergraduate program review process to streamline the process, include external reviewers, expedite completion of program reviews and increase accountability and response to findings was fully implemented this year. The self-review template now also includes General Education (GE) assessment. This portion of the template was to be completed by programs and submitted to UIPR January 1 along with the rest of the self-review; however, due to confusion on expectations and the extra workload required to compile and submit student work samples, that deadline was extended to January 30 for this year only. Upon receipt, the GE portion of the template was then given to the GE committee to complete assessment of GE in the programs.

Program reviews took one year to complete with programs taking fall quarter to complete the self-review, review team members visiting and evaluating programs in winter and early spring, and UIPR completing and forwarding their reports to Undergraduate Council (UGC) by June. Those reports were then sent to the Provost, and meetings are being with the Provost, deans and program chairs

to determine how to address recommendations from UGC. The Provost's office will notify UGC of actions taken, and UGC maintains a record for reference by the programs for the next review.

This year the committee completed two remaining reviews from Cluster 7 as well as all reviews from Cluster 1. This resulted in UIPR reviewing 18 total programs. Along with writing reports on their assigned reviews, committee members were required to attend several welcome dinners, breakfasts and exit meetings with the review team members for Cluster 1. Committee meetings were held to discuss each program review and approve the committee report.

Committee members reviewed the following materials for each program: the completed self-review from the program, the review team reports, and any correction of fact from the program to the review team reports. For each program, UIPR committee members prepared a report providing a summary of the program's strengths and weaknesses, and recommendations for areas of concern. The reports were then posted for review by all members of the UIPR committee, finalized and approved, and then forwarded to Undergraduate Council (UGC).

In April the committee chair, analyst and GE committee chair held a review kickoff meeting with Budget & Institutional Analysis (BIA) and Cluster 2 program representatives to discuss the program review process and identify what information would be provided by BIA to programs to assist them in completing reviews. BIA is the office of record for the appendices (data) and is responsible for sending the data reports to the home departments in September with a courtesy copy to the Academic Senate office. Program representatives also had the opportunity to request any additional data they may require from BIA. Also in April, programs and Faculty Executive Committees and Deans were requested to submit nominations for review team members. Those nominations were reviewed by UIPR and ranked in the order in which the committee would like them to be invited.

Some CLAS Cluster 2 programs have analogous majors such as Chemistry, Chemical Physics, Pharmaceutical Chemistry, and applied Chemistry. The CBS majors are also very similar and have many of the same faculty. A meeting was held in late April with members of CBS programs, CLAS programs, the UIPR chair and UIPR analyst to determine if a separate review team is necessary for each major. The determination was that the CLAS programs will have one review team for all Physics majors, one team for all Mathematics majors and one team for all Chemistry majors, but review teams will be asked to do one overall report with smaller separate reports for each of the individual majors. For the CBS majors, it was determined that each major will have its own review team, but the Senate office and program will work together to schedule the review team visits of all programs the same week and reduce faculty meeting commitments by scheduling fewer but longer meetings between faculty and review teams.

College of Engineering (COE) programs have not undergone the campus UIPR review in the past due to their ABET accreditation, but ABET reports do not include information requested in the UIPR reviews. Now, especially with the addition of GE being included in program reviews, it was felt that COE programs should also undergo UIPR review but have a modified process eliminating the review team visit. The UIPR committee, which had several COE members, worked to draft a policy with an agreement that the review of each COE undergraduate program shall be scheduled to occur subsequent to ABET reviews and include the following: the final ABET self-study report including the ABET Summary of Accreditation Action Final Statement and the ABET Final Report Shortcoming Overview; a correspondence map prepared by the COE program that relates the ABET self-study report content to the elements of the UIPR Self-Review documentation; a program self-review for General Education, as per the instructions of the General Education Committee; a statement on future plans for the program.

Similarly the College of Agricultural and Environmental Sciences has three programs (Clinical Nutrition, Food Science, Landscape Architecture) that undergo review by national accreditation boards. The UIPR committee also worked with these programs to draft a policy similar to that for

COE and those programs also will complete a modified UIPR review including GE assessment but will not be required to have UIPR review team visits in addition to their accreditation visits.

Working November through June, the committee completed and submitted all of the following Cluster 1 reports to Undergraduate Council.

- CAES:
  - Biotechnology
  - Environmental Horticulture and Urban Forestry
  - International Agricultural Development
  - Plant Sciences
  - Ecological Management and Restoration
  - Sustainable Agriculture and Food Systems
  - Landscape Architecture
  
- CBS:
  - Microbiology
  - Plant Biology
  
- CLAS:
  - Art History
  - Art Studio
  - Design
  - Music
  - Technocultural Studies
  - Theatre and Dance
  - Women & Gender Studies (interim review)

Respectfully submitted,

Ed Caswell-Chen, UIPR Chair, Entomology/Nematology,  
William DeBello, Neurobiology, Physiology & Behavior  
John David Furlow, Neurobiology, Physiology & Behavior  
Janko Gravner, Mathematics  
Amanda Guyer, Human Ecology  
Amit Kanvinde, Civil & Environmental Engineering  
Daniel Kliebenstein, Plant Sciences  
Bernard Levy, Electrical & Computer Engineering  
Steve Lewis, Electrical & Computer Engineering  
Tim Lewis, Mathematics  
Arthur Shapiro, Evolution & Ecology  
Rex Stem, Classics  
Sumaira Amir, Academic Federation Representative  
Christopher Thaiss, Ex-Officio, Director, Center for Excellence in Teaching & Learning  
Debbie Stacionis, Academic Senate Analyst

## **COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES 2014-2015 ANNUAL REPORT**

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

For the 2015-2016 academic year, 79,930 students applied for undergraduate admission: 15,348 new transfers and 64,582 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.

The Committee, which is comprised of members representing all of the colleges, first met on January 22, 2015 during the Winter Quarter to organize for the year. At this meeting, committee members reviewed the 2013-2014 Annual Report and the calendar for 2014-2015. They also discussed committee expectations and workload. Another Winter Quarter meeting was held on January 29, 2015 to discuss the reading procedures for application evaluation. Shortly thereafter, the Committee began receiving and reviewing 2015-2016 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 (1200); they evaluated the eligible transfer student applications from those who submitted a letter of recommendation (514) and eligible freshmen EOP applications (695). All applications were read twice, and scores were entered by the end of April 2015.

A total of 2409 applications needed to be evaluated for the 2015-2016 scholarship award year. Because each application is to be reviewed by at least two Committee members, 4818 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 240 files; this equates to about 40 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 two members that read less than 150 applications. 75% of the members read over 200 applications this cycle. Of those, one read 424 and the other 497. More participation will be needed as application numbers increase.

The University Medalist Sub-Committee reviewed the nomination packets of and interviewed four finalists on May 7, 2015. The group decided upon, Andrew Magee, Animal Biology major from the College of Agricultural and Environmental Sciences as the 2014-2015 University Medal recipient.

The Committee did meet again on May 21, 2015 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, 2014-2015; these figures do not include the Regents or NCAA Scholarships.

Respectfully submitted,

Carlos F. Jackson, Chair  
Adewale N. Adebunwi  
Matt A. Bishop  
Scott Dawson  
Fidelis O. Eke  
Simona Ghetti  
Mark Halperin  
Ellen L. Hartigan O'Connor  
James E. Housefield  
Matthias Koeppel  
Bo Liu  
Kent E. Pinkerton  
Kurt Edward Rhode  
Naileshni S. Singh  
Teresa E. Steele  
Daniel A. Sumner  
Spyros I. Tseregounis  
Karen M. Vernau  
Qinglan Xia  
Huaijun Zhou

*Academic Federation Members*

Ma H. Aung  
Jeff A. Magnin

**COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES  
2014-2015 ANNUAL REPORT**

	<b>CA&amp;ES</b>	<b>CBS</b>	<b>ENG</b>	<b>L&amp;S</b>	<b>TOTAL</b>
<b><u>2014-2015 SCHOLARSHIP ELIGIBLE APPLICANTS</u></b>					
<b><u>GENDER</u></b>					
Female	2952	4503	1674	9158	18287
Male	1265	2461	3652	6305	13683
Not indicated	1	1	1	6	9
Total	4218	6965	5327	15469	31979
<b><u>2015-2016 SCHOLARSHIP ELIGIBLE APPLICANTS</u></b>					
<b><u>GENDER</u></b>					
Female	3109	4549	1570	9774	19002
Male	1364	2229	3529	6880	14002
Not indicated	3	13	15	30	61
Total	4476	6791	5114	16684	33065
<b><u>2014-2015 SCHOLARSHIP ELIGIBLE APPLICANTS</u></b>					
<b><u>ETHNICITY</u></b>					
Latin American	231	299	202	633	1365
Mexican American	629	957	496	1803	3885
African American	117	207	107	458	889
Native American	51	40	32	141	264
All Others	3190	5462	4490	12434	25576
Total	4218	6965	5327	15469	31979
<b><u>2015-2016 SCHOLARSHIP ELIGIBLE APPLICANTS</u></b>					
<b><u>ETHNICITY</u></b>					
Latin American	241	312	214	620	1387
Mexican American	677	912	464	1806	3859
African American	129	256	108	503	996
Native American	35	39	18	132	224
All Others	3394	5272	4310	13623	26599
Total	4476	6791	5114	16684	33065
<b><u>2014-2015 SCHOLARSHIP ELIGIBLE APPLICANTS</u></b>					
<b><u>STUDENT STATUS</u></b>					
Entering Freshmen	3088	6034	4663	10687	24472
Transfer	892	751	562	4464	6669
Continuing	238	180	102	318	838
Total	4218	6965	5327	15469	31979
<b><u>2015-2016 SCHOLARSHIP ELIGIBLE APPLICANTS</u></b>					
<b><u>STUDENT STATUS</u></b>					
Entering Freshmen	3208	5908	4338	11100	24554
Transfer	983	657	624	5201	7465
Continuing	285	226	152	383	1046
Total	4476	6791	5114	16684	33065

\* Totals may represent multiple awards to individual student recipients

\*\* Number of scholarship eligible students, from 2013-2014 annual report

**COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES  
2014-2015 ANNUAL REPORT**

<b>2014-2015 SCHOLARSHIP RECIPIENTS</b>					
<b><u>GENDER</u></b>					
Female	629	202	79	329	1239
Male	225	109	141	188	663
Not indicated	0	0	0	0	0
<b>Total</b>	<b>854</b>	<b>311</b>	<b>220</b>	<b>517</b>	<b>1902</b>
<b>2014-2015 SCHOLARSHIP RECIPIENTS</b>					
<b><u>STUDENT STATUS</u></b>					
Entering Freshmen	339	105	101	108	653
Transfer	244	97	44	239	624
Continuing	271	109	75	170	625
<b>Total</b>	<b>854</b>	<b>311</b>	<b>220</b>	<b>517</b>	<b>1902</b>
<b><u>NEED-BASED ACCEPTED &amp; PAID*</u> (Students must show financial need)</b>					
No. of Awards	317	187	94	312	910
Award \$	\$389,544	\$278,062	\$147,403	\$475,862	\$1,290,871
<b><u>NON-NEED BASED ACCEPTED &amp; PAID*</u> (Financial need not required)</b>					
No. of Awards	537	124	126	205	992
Award \$	\$979,929	\$198,250	\$179,348	\$449,703	\$1,807,230
<b><u>AWARD TOTALS PAID*</u></b>					
No. of Awards Accepted	854	311	220	517	1902
Award \$	\$1,369,473	\$476,312	\$326,751	\$925,565	\$3,098,101
<b><u>ELIGIBLE APPLICANTS</u></b>					
<b><u>FALL 2014**</u></b>	4,218	6,965	5,327	15,469	31,979
<b><u>TOTAL \$ PER CAPITA</u></b>	<b>\$324.67</b>	<b>\$68.39</b>	<b>\$61.34</b>	<b>\$59.83</b>	<b>\$96.88</b>

\* Totals may represent multiple awards to individual student recipients

\*\* Number of scholarship eligible students, from 2013-2014 annual report

October 12, 2015

## ALL DEPARTMENT CHAIRS

RE: Four Year Degree Completion Initiative

Campus leadership recently agreed to integrate a number of undergraduate education programmatic initiatives, started in the last two years, into a single Four Year Degree Completion Initiative (Initiative). The objective of the Initiative is to identify and eliminate campus controlled factors impeding an undergraduate student's ability to complete degree requirements and graduate in four years. The Initiative will conclude within two years.

The Initiative formalizes cooperation between the Davis Division of the Academic Senate, the Council of Associate Deans, Undergraduate Education, and Student Affairs. The decision to coordinate efforts is also influenced by mandates specified in the thirteen Budget Framework Initiatives (BFI) negotiated between the University of California Office of the President (UCOP) and Governor Brown<sup>1</sup>. Many of the BFI focus on undergraduate education and relate to ongoing campus efforts.

Initiative success requires department faculty participation and input in collaboration with staff and undergraduate student administrative support units (e.g. the colleges and divisions, Undergraduate Education (UE), the Davis Division of the Academic Senate, Student Affairs (SA), and Budget and Institutional Analysis(BIA)), in addition to input from undergraduate students. Previous efforts have already identified some impediments and ongoing efforts to ameliorate those efforts will be continued. New efforts will be launched by UE and SA. Appendix A provides a list of key campus efforts.

A critical and essential initial Initiative step is to solicit input from department faculty to identify, and when possible help the campus eliminate, impediments students face when attempting to complete the undergraduate major curriculum within four years. A foundational principle of this Initiative component is to retain, if not enhance, the academic rigor of campus undergraduate major programs.

We seek direct faculty and department input on, and participation in, the following:

### Prerequisite Enforcement

In 2014-2015, the Undergraduate Council identified the lack of prerequisite enforcement as a factor impeding student completion of undergraduate degree requirements in four years. Accurate prerequisite information for all courses allows students to correctly plan their course schedule, should allow students to successfully complete courses, and will reduce waitlists that prevent prepared students from enrolling in courses. The campus has made a renewed effort to enforce prerequisites consistent with campus policy (Davis Divisional Regulation 527). Department chairs are asked to initiate an internal review of prerequisites for all courses submitting, when necessary, course proposal changes by the end of winter quarter 2016. Please see Appendix B for procedural information.

In the past, prerequisite enforcement failed because systems and processes did not enable easy enforcement by instructors. The Davis Division of the Academic Senate and the Office of the University Registrar have identified required information systems and processes to improve the efficiency of prerequisite enforcement and system development is underway. The objective is to

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<sup>1</sup> Message from President Napolitano about state funding:

<http://ucnet.universityofcalifornia.edu/news/2015/05/message-from-president-napolitano-about-state-funding-for-uc.html>

have full campus implementation of prerequisite enforcement for students by fall quarter 2017. Thorough system testing will be performed to identify and resolve issues and problems before full campus implementation Pilot 1 is scheduled to begin spring quarter 2016 affecting student enrollments for fall 2016 courses. Pilot 2 is scheduled to begin in fall 2016 affecting student enrollments for winter 2017 courses. Interested units may volunteer to pilot the system. The College of Engineering will be participating in Pilot 1. Other colleges and divisions are also encouraged to participate in a pilot. Please note: pilot participation requires completion of prerequisite review and related course updates as described above for all departments in the unit. Units interested in pilot participation should write to the Academic Senate c/o [academicsenatechair@ucdavis.edu](mailto:academicsenatechair@ucdavis.edu).

### Undergraduate Major Curriculum Review

We are asking faculty in departments to conduct a review of all UC Davis undergraduate majors to confirm the requirements are up-to-date for the field and to seek to reduce the number of upper division courses/units required in a major<sup>2</sup>. In the event that a major requires completion of more than 45 upper division units in the major, BFI requires that departmental faculty conduct a good faith, comprehensive review with the goal of eliminating any unnecessary requirements<sup>3</sup>. *Coursework requirements should not be changed if such a change is deleterious to educational quality.*

Upon major review completion, a report is required by UCOP describing your department's review of its upper division unit requirements in each major, confirmation that the requirements are up-to-date for the field, and the pedagogical reason a major(s) continues to require completion of more than 45 upper division units in the major. Your department may want to compare the number of upper division units required in the major with other UC campuses if the same major is offered. Further scrutiny is likely if the upper division units required in a UC Davis major, varies significantly, for the same major offered at one or more of our sister UC campuses.

UCOP reporting requirements are under discussion currently. UE will notify departments if UCOP requires completion of a template form or if reports must include specific content. Please submit the requested report by March 1, 2016 to the Office of Undergraduate Education c/o Helen Frasier, Assistant Vice Provost, [hsfrasier@ucdavis.edu](mailto:hsfrasier@ucdavis.edu).

When initiating a major revision proposal, please confirm consistency with college and other regulations. If the major review results in a departmental vote to revise major unit requirements, Undergraduate Council review and approval is required. Please see Appendix B for procedural information.

### Identification of Impediments to Degree Completion

By the end of winter quarter 2016, we ask all departments to involve their faculty in identifying the most important factors, outside the required courses in a curriculum, that impede undergraduate degree completion within four years for major programs within their department. Factors may

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<sup>2</sup> While the BFI UCOP initiative requires review of the top 75% campus undergraduate majors, we are requesting that all majors perform the review.

<sup>3</sup> The goal is to verify the *upper division units required in a major* could be completed with the equivalent of one "regular" full year of work. Note that there is never an expectation that the major meets the latter goal by having students take more than the basic full load (e.g., 4 courses a quarter, or 45 units a year). If this goal is met, it is by requiring upper division courses that could be completed with the equivalent of one "regular" full year of work.

exist at the department, college, or campus level. Each department is therefore asked to submit a list of impediments identified to BIA, c/o Robert Loessberg-Zahl, Director of Budget & Planning, [riloessb@ucdavis.edu](mailto:riloessb@ucdavis.edu). The Davis Division of the Academic Senate and BIA will analyze responses to recommend a plan to mitigate campus-controlled factors identified wherever possible.

To assist department participation in the Initiative, BIA has provided standard metrics of time to completion, commonly used by the University of California, the State of California, and US federal entities to assess and compare universities, and required number of upper division units by major. Please refer to Appendix C for more information. In the event that a department needs more granular data, departments may contact UE to make use of their consulting services by contacting Vice Provost and Dean Thomas, [ccthomas@ucdavis.edu](mailto:ccthomas@ucdavis.edu). UE's Center for Educational Analytics (<http://cea.ucdavis.edu/>) can, in collaboration with a department, perform specific analyses to understand the dynamics of student cohorts through a specific major and its courses on a quarterly basis. Such analyses may help explain additional circumstances that impede a student's ability to complete major requirements and graduate in four years.

In closing, we appreciate the time and effort your department and faculty will devote to the Initiative. We would not make such a request if the outcome was not important to our students and campus.

Sincerely,



André Knoesen  
Chair, Davis Division Academic Senate  
Professor of Electrical and Computer Engineering



Carolyn Thomas  
Vice Provost and Dean, Undergraduate Education  
Professor of American Studies



Susan E. Ebeler  
Chair of the Council of Associate Deans  
Professor of Viticulture and Enology

- c: Chancellor Katehi
- Provost Hexter
- Vice Chancellor de la Torre
- College/Division Deans: Dillard, Kaiser, Zhang, Navrotsky, Curtis, VanderGheynst, Wainwright
- Assistant Vice Provost Frasier
- Director Loessberg-Zahl
- Executive Director Anderson
- Undergraduate Council Analyst Stacionis

Appendices:

- A. On-going Efforts to Improve Time to Degree Completion
- B. Procedural Detail
- C. BIA Time to Completion Metrics

## Appendix A: On-going Efforts to Improve Time to Degree Completion

- Expansion of student advising services.
  - *This effort includes a redesign of the advisor training curriculum, implementation of mandatory annual advising for undeclared students, and a move toward mandatory advising for all undergraduate students. These efforts will be continuing.*
- Student information services.
  - *Efforts such as the new student portal, MyUCDavis, a new course registration system, Schedule Builder, and the student advising portal (OASIS) have been initiated in the past two years and will be continuing.*
- Identification and minimization of bottlenecks in critical courses.
  - *This effort was initiated one year ago and will be continuing.*
- Identification of transfer pathways for the most popular majors on the campus.
  - *This effort was launched by the Academic Senate in the last year and will be continuing.*
- Prerequisite enforcement.
  - *This is an ongoing Academic Senate effort. The next phase will be described later in this correspondence.*
- Preparatory course enhancements.
  - *SA and UE initiated the effort a year ago and are continuing.*
- Development and expansion of services for underrepresented students:
  - *A Director of Strategic African American Retention Initiatives was hired to collaboratively develop programs and initiatives which increase African American student enrollment, retention, and four-year graduation rates. An African American Student Center which will open next fall.*
  - *A Director of Strategic Chicana/o and Latina/o Retention Initiatives was hired to ensure the success of our Chicana/o and Latina/o students from orientation through graduation. A new Chicana/o and Latina/o Student Center will open in 2016*
  - *Undergraduate Admissions and SA have developed strategies for recruitment and outreach toward becoming a Hispanic Serving Institution (HSI) campus, as well as assessing the impact this status will have on student enrollment, student life and retention.*
  - *A Director of Native American Retention Initiatives will be hired in winter quarter 2016, and a Native American Student Center is being developed to support the recruitment, retention and successful graduation of our students in line with the Native American and Indigenous Initiative.*

## Appendix B: Procedural Detail

### Prerequisite Enforcement

Any prerequisite updates should be initiated through the current Integrated Curriculum Management System (ICMS, <http://registrar.ucdavis.edu/faculty-staff/icms/index.cfm>). **It is important when submitting more than one prerequisite per course to use and/or statements (rather than commas) to ensure clarity.** If the only change proposed, to a course, is a prerequisite, only college approval is needed for the revision. That is, proposals that only involve a change to the prerequisites will not require review and approval by the Committee on Courses of Instruction (COCI). If any other ICMS course proposal form field is changed, COCI review and approval is required, and will automatically be triggered. To assist departmental prerequisite review, the Office of the University Registrar has enabled generation of a course prerequisite list through existing systems. Departments may generate a prerequisite report using the following link:

<https://sisr.ucdavis.edu/secure/reporting/reports/Report.cfm?reportName=ICMS>. Please note the ability to generate the report requires BANNER access for staff; all faculty have access to BANNER.

### Revision of a Major

Revision of major unit requirements is considered a substantial change. Please develop a proposal following the guidelines published at: <http://manuals.ucdavis.edu/PPM/200/200-25.pdf>. Please submit the proposal to your college Faculty Executive Committee (FEC). Following approval by the FEC, the proposal will be forwarded to the Academic Senate for final campus review and approval. A BFI requirement is completion of all campus review and approval by June 30, 2017. Prompt submission of a proposal specifying any substantive changes to a major is necessary to assure sufficient time for review and approval of revised major requirements before the campus deadline of March 1, 2017. For more information about process, consult with your college Faculty Executive Committee or contact the Academic Senate Undergraduate Council Analyst, Debbie Stacionis, [dastacionis@ucdavis.edu](mailto:dastacionis@ucdavis.edu) for assistance.

## Appendix C: BIA Time to Completion Metrics

The information from BIA is provided to develop a broad comparative framework—a starting place from which to view the current status of student completions and a metric against which to assess progress toward a goal. BIA will provide the following metrics:

- Freshman 4-, 5-, and 6-year Graduation Rates; Transfer 2-, 3-, and 4-year Graduation Rates
  - By race/ethnicity, first generation status, college/division, major
- Freshman & Transfer Time-to-Degree (measured in # of enrolled academic quarters and elapsed calendar time)
  - By race/ethnicity, first generation status, college/division, major
- UC-wide comparisons of 1<sup>st</sup> year retention, average units taken in the 1<sup>st</sup> year, and graduation rates
  - By URM status, Pell grant receipt, and broad discipline
- Upper Division Required Units in a Major Data

BIA also will share its recent analytical work to investigate the role of major migration in time to degree completion. The data will be accessible after October 9 via the Provost's Dashboard ("Quick Links" at <http://provost.ucdavis.edu/>) under the "Other Data Links" tab, in the "4-Year Grad Initiative" section.

Please direct any questions about the data to BIA's Erika Jackson at [edjackson@ucdavis.edu](mailto:edjackson@ucdavis.edu). A frequently asked questions document will also be added on the Provost's Dashboard.