Campus Announcements
Representative Assembly - October 15, 2019

Elizabeth H. Simmons
Executive Vice Chancellor

UCSanDiego
Three-Year GC Faculty Growth Plans

*Shaping the next phase of UC San Diego’s future*

General Campus has added 70 net new ladder rank faculty and teaching professors in the last three years.

2019-20 is the last year of the current multi-year hiring cycle.

GC Divisional Deans have been asked to create 3-year hiring plans that propose carefully-targeted growth where it can make the most difference:

1. Improving student success and undergraduate experience
2. Expanding faculty diversity
3. Strengthening academic and scholarly excellence
4. Promoting cross-divisional collaborative hiring and scholarship

- Should also include forecast of expected faculty departures and reallocation of vacant positions (“replacement” hiring plans)
Three-Year GC Faculty Growth Plans

- Target for net new ladder-rank faculty and teaching professors = 100 FTE
  - At least 1/3 earmarked for teaching professors

- Key factors in the iterative feedback process and eventual decisions:
  - Specifically addressing time-to-degree, graduation rates, and opportunity gaps
  - Support for general education teaching in the colleges and divisions
  - Evidence-based plans for inclusive framing of new positions and search processes
  - Clear opportunities to accelerate scholarly impact and visibility of units and campus
  - Detailed metrics for measuring progress toward goals laid out in divisional plan

- Plans should incorporate available divisional/departmental revenue streams (e.g. philanthropic gifts, funds from self-supporting programs) for FTE salaries, renovation costs, or start-up costs.
Funding Models and Incentives
Financial resources to support campus priorities

Faculty Hiring Incentive Programs

• UC provides five years of partial salary support to campus units that hire current and former UC President's and Chancellor's Postdoctoral Fellows as ladder-rank faculty

• We should take better advantage of this program.

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<th>I</th>
<th>LA</th>
<th>M</th>
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<th>SB</th>
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<td>18</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>1</td>
<td>7</td>
<td>12</td>
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• As in 2018-19, EVC Office is again offering 0.5 FTE as matches to GC, HS, or MS academic units that hire eligible current or former PPFP/CPFP fellows into ladder-rank positions.

Chancellor's Joint FTE Program

• 11 hires approved as part of most recent round in Spring 2019

• Next call for proposals: Spring 2020
Graduate student funding model: The three changes below take effect this year. Other potential changes are under discussion with Senate.

1. PhD and MFA students must receive combined financial support at least equivalent to a Teaching Assistant appointment at 50% (as of 1/1/20).

2. Graduate Student Researcher Tuition Fee remission process has been separated from Block Grant allocations, to provide greater consistency, stability, and transparency

3. The cost of payments for a graduate student's tuition, fees, or other benefits will be charged proportionately across the sources of support for that student

Summer Session Incentive:

• In summer 2020 (as in 2019), academic units that offer additional courses and enroll more students in summer session compared to last year will receive a higher rate of financial support per course and per student
UC Publisher negotiation update

October 15, 2019
Erik Mitchell
The Audrey Geisel University Librarian
Agenda

1. Status update on Elsevier negotiation and alternative access
2. Overview of *Project Transform* - UC’s efforts to transform scholarly publishing
3. The Library’s OA focus for AY 2020
Status update

- No contract since 31 Dec 2018
- Negotiations terminated 28 Feb 2019
- **Direct access terminated 10 July 2019**
- UC Libraries are actively assessing our alternative access methods
- UC Libraries remain committed to our negotiation principles of 1) managed cost and 2) full open access
Status update: International progress on OA

- Elsevier has since reached first ever publish-and-read agreements: Norway, Hungary and we understand other US institutions may be close.

- Eighteen public North American statements of support, from 154 colleges and universities.

- Open Access Tipping Point workshop (held by UC in August 2019) for 17 universities and consortia, with public affirmation.
Status update: Overall ILL request volume

In relation to Elsevier provided download statistics, UC Libraries have seen (initially) around 1.5% of the volume of requests through document delivery.

Over 79% of journals have had no requests (as of Sept 2019).
Status update: How we are planning

1. UC Libraries continue to gather data on all alternative access methods (including ILL) so we can:
   a. Identify high-demand titles
   b. Understand overall need for access through this ILL/DocDel
   c. Address areas for service improvement and cost-management

2. UC Libraries continue to engage in outreach
   a. Presentations to UC and other academic institutions
   b. Engagement as appropriate with Elsevier
   c. Engagement at each campus with faculty and students
Project Transform

In the summer 2019 UC Libraries broadened our open access strategy with the establishment of Project Transform, an effort in partnership with the UC faculty and partners who established our Elsevier negotiation to continue open access negotiations with other publishers and scholarly societies.
Transformative agreements by publisher

Eighteen publishers have signed fifty-seven open access agreements

Data from the ESAC initiative
Project Transform Goals and methods

Negotiate and implement a set of transformative agreements with publishers of scholarly journals and in doing so transform subscription spending into open access publishing spending

1. Using a new approach called off-setting:
Subscription fees decrease as OA publishing fees increase (addresses the issue of uncontrolled independent spending by two actors)

2. Building a new multi-payer funding model:
Library subscription funds + researcher grants fund APCs (addresses the issue of sustainability)
UC’s model for a “level funded” OA model

Fixed at start of agreement

Variable total based on author choices

Base set at start of agreement

Control by restricting variance to +/- X%

Reading Fee (~10%)

Publishing Fees (~90%)

Total Contract Cost (upper limit capped)

Library subvention (on every article)

Grant-paid remainders (where grant available)

Library-paid remainders (where grant unavailable)
UC San Diego’s focus on Open Access in AY 2020

1. Stay focused on Elsevier negotiation and ensure that we are supporting access as well as transformative agreements. Assess impact of the impact of loss of access in partnership with Academic Senate

2. Engage with faculty who publish in Cambridge and Journal of Medical Internet Research to support OA adoption

3. Look for additional ways to foster open access at UC San Diego
Open Access information resources

- **UC Office of Scholarly Communication** - Timely updates and information on UC’s publisher negotiations.

- **Pathways to Open Access Toolkit** - Laying out UC’s overarching strategy, the Pathways toolkit analyzes the many approaches for advancing the large-scale transition to OA, and identifies action steps for UC system-wide investment and experimentation.

- **Publisher Negotiation Toolkit** - A North American framework for creating transformative change in the scholarly publishing industry based on initial insights from the University of California’s 2018-19 negotiations with Elsevier.

- **OA Tipping Point Public Affirmation** - A statement with signatures from 36 library leaders and faculty members from 17 universities and consortia affirming the importance of leveraging publisher negotiations to advance OA.

- **UC Board of Regents presentation** from July 17 2019 (video and script)

- **Fall OA update (UC San Diego)**
What is the Academic Senate?

The Academic Senate is the primary vehicle through which faculty participate in shared governance.
Regents Standing Order 105
(Regents Bylaw 40.2)

Defines the duties and authority of the Academic Senate:

• Sets admissions requirements
• Sets graduation requirements.
• Approves courses and curriculum.
• Approves publication of manuscripts by UC Press.

• Advises on budget.
• Advises on other matters pertaining to the conduct and welfare of the University.
How is the Senate Organized?

Academic Senate = UC (Systemwide) Academic Senate

Each UC campus has a Senate that is a Division of the UC Academic Senate.

UCSD = San Diego Divisional Academic Senate
UC versus SD Divisional Senate

UC Academic Senate Leadership

• Chair: Kum-Kum Bhavnani, UCSB.
• Vice Chair: Mary Gauvain, UCR

San Diego Divisional Leadership

• Chair: Maripat Corr, Medicine
• Vice Chair: Steven Constable, SIO-IGPP
UC versus SD Divisional Senate

UC

- Academic Council
- Assembly
- 22 Standing UC Committees

San Diego

- Senate Council
- Representative Assembly
- 27 Standing SD Committees
- Senate Administration Council
The Workflow

• The Senate is a deliberative body that functions through committees, much like other senates.

• Standing committees do the transactional work under the purview of the committee (e.g. CAP & academic file reviews, UGC & course approvals, CPT & grievances).

• Requests for Senate consultation on matters pertaining to the faculty as a whole are sent by the Senate Chair to Senate standing committees for review and discussed at Senate Council, before a response is issued by the Senate Chair.

• Legislative matters (which require bylaw or regulation changes) are voted on at Representative Assembly.

• The Senate follows the academic calendar (most committees do not meet during the summer).
Representative Assembly

• Legislative body.

• Composed of representatives from all academic departments, schools and colleges.

• Governed by parliamentary procedure.

• Issues are vetting by standing Senate committees, whose reports are intended as briefing documents to inform the voting members of the Assembly.
Who are Senate members?

- Defined in Regent’s Order 105

- San Diego Divisional Senate Members ~2,000 (including ~500 emeriti faculty)

- Most Professorial Positions, Full-Time LSOEs & LPSOEs, and Select Administrators
Who are Senate members?

Professors
- Professor (Asst/Assoc/Full)
- Professor in Residence (Asst/Assoc/Full)
- Professor of Clinical (Asst/Assoc/Full)
- Acting Professor (Assoc/Full)

Full-Time LSOEs & LPSOEas/Teaching Professors
- Lecturer with Security of Employment (Lecturer & Senior)
- Lecturer with Potential for Security of Employment (Lecturer & Senior)
Senate Leadership

Senate Chair
- A San Diego Divisional Senate Vice Chair is elected each spring, and serves one year as Vice Chair before serving as Chair for one year, the following year.

Other Elected Positions
- Divisional Representatives to the UC (Systemwide) Assembly of the Academic Senate
- Members of the Committee on Committees (ConC)

ConC
- Appoints all other standing Senate committee members and chairs (~250/year)
- Recommends Senate members for service administrative committees (200-300/year)
Senate Staff

Provide administrative support to the Divisional Senate Chair and Divisional Senate committee chairs; help orient new committee chairs, provide guidance on Senate bylaws, regulations and operating protocols; and provide institutional memory to incoming Senate leadership. (Senate leadership changes each year.)
Educational Policy Committee

UC San Diego Policy on Distance Education Courses

Presented to Representative Assembly
October 15, 2019
Policy on Distance Education Courses

Primary Objective
• Modernize the existing Policy on Remote and Distance Instruction (enacted 2011) to better accommodate the varied formats employed in distance education courses while maintaining the standards expected of all courses offered at UC San Diego.

How?
1. Rename the policy.
2. Provide a standard definition for what defines a distance education course.
3. Articulate standards and requirements that all distance education courses must meet.
4. Provide clearer guidance on the proposal requirements and review procedures to establish a distance education course.

When?
• The Policy will take effect November 1, 2019.
Policy on Distance Education Courses

1. Rename the Policy
   - Change the name from CEP Policy on Remote and Distance Instruction to UC San Diego Policy on Distance Education Courses

Why?
   - The new policy eliminates the distinction between remote (i.e. asynchronous) and distance (i.e. synchronous) instruction.
Policy on Distance Education Courses

2. Provide a clear and standard definition for distance education courses.

- A distance education course must support regular and substantive interaction between the students and the instructor, either synchronously (live but remote) or asynchronously (on demand and remote).
- A course will be considered a distance education course if (for some or all students) less than 50% of student-instructor interaction time was designed to occur face-to-face.

Why?

- To provide more guidance to proposers about what constitutes a distance education course.
- To recognize that distance education courses can employ several different mechanisms of instruction.
Policy on Distance Education Courses

3. Articulate standards and requirements that all distance education courses must meet.

- EPC developed standards for instruction, verification of student identity, academic integrity, and synchronous interaction that distance education courses must meet.
- EPC defined requirements for how to identify distance education courses and obtain Senate approval.

Why?

- To clearly outline expectations for distance education courses.
Policy on Distance Education Courses

4. Provide clearer guidance on the proposal requirements and review procedures to establish a distance education course.

- The policy requires review by Digital Learning in the Teaching + Learning Commons prior to Senate review.
- The policy states what information is required for courses proposals submitted to the Undergraduate or Graduate Councils, including supplementary questions to be answered as part of the course proposal.

Why?

- To ensure that new distance education courses meet quality assurance standards.
Questions?
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# All UC and Graduate Requirements

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