REINVENTING UC SAN DIEGO HEALTH IN HILLCREST
TRANSFORMATION FROM THE GROUND UP

- $2.5-3B Investment in transforming Hillcrest Campus
- 34 of 36 buildings will be replaced
- Five phases of development
- 15-year project
- The first new building — the Hillcrest Outpatient Pavilion — will break ground 2021
EVC STRATEGY OVERVIEW

EVC Simmons
12 October 2021
UC San Diego’s Strategic Plan calls on us to become a student-centered, research-focused, service-oriented university.

Our history reveals that strongly individualistic traditions combined with rapid recent growth has produced pockets of excellence and yielded uneven outcomes. External reviews confirm this.

Together, we have established overarching goals and strategic approaches to attaining them by building on our existing strengths and unique programs.

Let’s discuss the underlying vision that unites them.
VISION STATEMENT

I aspire for UC San Diego to work collectively and coherently in becoming an inclusive student-centered, research-focused, service-oriented university

I envision that we will:
• scale up the size, connectivity, and impact of our research collaborations
• be as proudly innovative in education as we are in scholarship
• empower every Triton to succeed – undergraduates, graduate students, staff, and faculty
ATTAINING OUR ASPIRATIONS

Shared Overarching Goals:
• Erasing opportunity gaps for undergraduates, graduate students, and employees
• Developing a culture of educational innovation
• Promoting large-scale, interdisciplinary, community-engaged research initiatives
• Uplifting the arts and humanities within our campus identity
• Emphasizing the interplay between societal and scientific advances

Habits of Purposeful Collaboration:
• Institutionalizing inclusive, equitable practices
• Extending our partnerships throughout campus and the wider community
• Cultivating diverse revenue streams to support new academic initiatives
• Pursuing continuous improvement – including lessons from the COVID area
• Employing collective impact to manifest our shared goals and leverage common datasets, tools, and assessments across our many unique programs
WHAT IS COLLECTIVE IMPACT?

- Collective Impact (CI) is a collaborative approach to tackling complex challenges by bringing people together in a structured way to achieve major change.

- For comprehensive solutions to the complex issues facing our campus, we must:
  - Create connections between campus partners
  - Combine our expertise
  - Leverage our collective efforts

---

**Individual Actions**
Programs, units, and populations across the sector act in silo with different objectives

**Coordinated Effort**
Groups align their efforts and share information to collaborate towards a shared goal

**Isolated Impacts**
Various initiatives are working on related issues, using data to evaluate their impacts
<table>
<thead>
<tr>
<th><strong>Five conditions of collective impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common agenda</strong></td>
</tr>
<tr>
<td>Participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions.</td>
</tr>
<tr>
<td><strong>Shared measurement</strong></td>
</tr>
<tr>
<td>Collecting data and measuring results consistently ensures efforts remain aligned and participants hold each other accountable.</td>
</tr>
<tr>
<td><strong>Mutually reinforcing activities</strong></td>
</tr>
<tr>
<td>A diverse set of stakeholders coordinate a set of differentiated activities through a mutually reinforcing plan of action.</td>
</tr>
<tr>
<td><strong>Continuous communication</strong></td>
</tr>
<tr>
<td>Structured and open communication is needed across participants to build trust, assure mutual objectives, and develop common motivation.</td>
</tr>
<tr>
<td><strong>Backbone support</strong></td>
</tr>
<tr>
<td>A dedicated team provides ongoing support by guiding the initiative's vision and strategy, supporting aligned activities, establishing shared measurement practices, and facilitating participant interactions.</td>
</tr>
<tr>
<td>Phase</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1. Assess Readiness</td>
</tr>
<tr>
<td>2. Initiate Action</td>
</tr>
<tr>
<td>3. Organize for Impact</td>
</tr>
<tr>
<td>4. Implementation</td>
</tr>
<tr>
<td>5. Sustain Action and Impact</td>
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</tbody>
</table>
WHAT IS A COLLECTIVE IMPACT NETWORK?

- In the CI model, stakeholders are organized into a network that builds capacity for more efficiency and greater impact
  - University Partners
  - Working Groups
  - Steering Committee
  - Backbone
WHAT MIGHT THE CI NETWORK LOOK LIKE HERE?

At UC San Diego, the network elements might map onto campus rather like this:

- **University Partners**: individuals, initiatives, academic programs, administrative units
- **Working Groups**: often led by cross-cutting units such as the Library, Teaching + Learning Commons, Graduate Division, EDI, or Student Affairs
- **Steering Committee**: drawn from multiple levels and areas
- **Backbone**: unifying data, organizational, and assessment services provided by Extended Studies (funded centrally)
Vision

I aspire for UC San Diego to work \textit{collectively and coherently} in becoming an inclusive student-centered, research-focused, service-oriented university.

I envision that we will:

• scale up the size, connectivity, and impact of our research collaborations
• be as proudly innovative in education as we are in scholarship
• \textbf{empower every Triton to succeed} – undergraduates, graduate students, staff, and faculty

Shared Overarching Goals:

• \textbf{Erasing opportunity gaps} for undergraduates, graduate students, and employees

Habits of Purposeful Collaboration:

• Employing \textbf{collective impact} to manifest our shared goals and leverage common datasets, tools, and assessments across our many unique programs
CI CASE STUDY – SUMMER BRIDGE
HTTPS://SUMMERBRIDGE.UCSD.EDU

• The Teaching and Learning Commons partnered with OASIS to revamp Summer Bridge

• The six-week academic acceleration program provides students the opportunity to:
  • Earn up to 8 college credits
  • Develop academic success skills
  • Connect to university resources
  • Develop a sense of belonging
  • Receive support during their first year
CI CASE STUDY – MENTORING FOR ALL
HTTPS://VCSA.UCSD.EDU/STUDENT-SUCCESS/MENTORING-FOR-ALL/INDEX.HTML

• Mentors assist students, connect them with campus resources, and enhance student well-being

• The Mentoring for All initiative:
  • Enhances the visibility of existing mentor programs
  • Is implementing inclusive and student-centered mentor and mentee training programs
  • Will engage alumni, donors, staff, and faculty in supporting students' success via mentoring
CI CASE STUDY - OARR GRADUATE RECRUITMENT

- Assisting departments to grow the numbers of students traditionally underrepresented in graduate education (URM students in all disciplines, and women in STEM).
- OARR will partner closely with departments on their individual outreach, access, recruitment and retention efforts.
- OARR will also coordinate centralized efforts and spearhead new programming and support activities.
METRICS FOR CI SUCCESS [EXAMPLES]

Campus Level: Students of all demographics should attain same graduation rates, time-to-degree, and participation in high-impact educational experiences

Project Level:
- **Summer Bridge:**
  - *Larger footprint:* All students who can benefit are accommodated
  - *Increased impact:* Participants succeed academically in Summer Bridge and thereafter; UCUES data shows improved student sense of belonging
- **Mentoring for All:**
  - *Larger footprint:* All undergraduates have a mentor
  - *Increased impact:* Student persistence improves; UCUES data shows more personalized experience, ability to get letter of recommendation
- **Graduate Recruitment:**
  - *Larger footprint:* Effective approaches adopted across campus
  - *Increased impact:* All programs improve graduate cohort diversity, retention, graduation rates
BENEFITS OF USING COLLECTIVE IMPACT [EXAMPLES]

**Student Level:** Supportive services and high-impact practices become readily and consistently available to everyone regardless of college or major

**Project Level:**
- Clear goals and metrics keep existing efforts aligned with campus priorities
- Partners help existing efforts have a larger footprint and equitable impact
- Backbone support provides the data-driven assessment that boosts quality

**Individual/Unit Level:**
- Communication and partnership enable local efforts to incorporate proven approaches others have piloted, expanding impact on local participants
- Mutually reinforcing activities add new dimension to existing efforts
- Being part of larger footprint and equitable impact builds community
- Data-driven assessment provides proof of effectiveness for positive use in evaluations of employees or academic programs
WHERE DO YOU START WITH COLLECTIVE IMPACT?

Engage with Collective Impact through the four Cs:

• **Commitment**
  • Resolve to augment your idea or initiative through collective impact

• **Coordination**
  • See how your idea or initiative complements existing efforts

• **Collaboration**
  • Bring your unique efforts into partnership with others

• **Continuous communication**
  • Ask questions, reach out to related initiatives, and ask your partners about the networks they’re connected with
TRITONS BRINGING IT TOGETHER

How can you participate?

• Email Deputy Chief of Staff Gillian Hemingway at CollectiveImpact@ucsd.edu expressing interest in Collective Impact

• She will reach out to you with additional information and next steps about connecting you with the CI backbone
ACADEMIC SENATE OVERVIEW

Steven Constable
2020/21 Chair
UCSD Division of the Academic Senate
What is the Academic Senate?

The Academic Senate is the primary vehicle through which faculty participate in shared governance.

The UC Academic Senate was established in the UC’s founding charter in 1868.

Shared governance was codified by the Regents in 1920, by which the Faculty shares the management of the University with the Administration.
Regents Standing Order 105

Defines the duties and authority of the Academic Senate:

- Sets admissions requirements
- Sets graduation requirements
- Approves courses and curriculum
- Approves publications by UC Press
- Advises on the budget and other matters pertaining to the conduct and welfare of the University

Defines membership:

- Most Professorial positions, L(P)SOEs, and select administrators
- San Diego Division ~ 2,000 Senate members
The tradition of shared governance has endured at the University of California not because it has insured consensus, but because it has proved fundamental to the full discussion of the university’s role in society and in the management of its important affairs. Faculty ... are critical not only in maintaining the quality of the university’s academic programs, but also in advising the president and the chancellors.

... shared governance also can provide an additional important benefit: the maintenance of a high level of morale within the academic community. “The process of consultation,” wrote John J. Corson in 1941, “strengthens the allegiance to the institution and their individual zeal and satisfaction.”

Certainly, shared governance has added to the complexity of decision-making. Foremost, it has proven an important and evolving tool established by the Regents for management of the University of California – a tool that works best in an atmosphere of respect and understanding of the differing roles of faculty, students, administrators and the Regents.
How is the Senate organized?

Academic Senate = UC Academic Senate (systemwide)

Each UC campus has a Division of the UC Academic Senate

**Senate:** UC systemwide & San Diego Divisional bylaws and regulations

**Administration (Senate is advisory):** UC APM and UCSD PPM

In both cases UC bylaws/policy trump UCSD bylaws/policy
Senate leadership

UC Chair: Robert Horwitz, UCSD
UC Vice Chair: Susan Cochran, UCLA

UCSD Chair: Tara Javidi, JSOE-ECE
UCSD Vice Chair: Nancy Postero, Anthropology

UCSD Senate Council consists of the Chair, Vice-Chair, and past Chair, select committee chairs, 2 elected members of Representative Assembly, 2 senior representatives of UC Assembly, and any UCSD members of UC Academic Council.

Guests (by invitation) include junior representatives of UC Assembly and Chairs of the HS and SIO Faculties.
## Committee Structure

<table>
<thead>
<tr>
<th>Systemwide</th>
<th>San Diego</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic Council</td>
<td>• Senate Council</td>
</tr>
<tr>
<td>• 22 standing committees</td>
<td>• Senate Administration Council</td>
</tr>
<tr>
<td>• Assembly</td>
<td>• 27 standing committees</td>
</tr>
<tr>
<td></td>
<td>• Representative Assembly</td>
</tr>
</tbody>
</table>

The **committees** are the deliberative bodies that do the transactional work of the Senate.

**Representative Assembly** is the legislative body which votes on bylaw and regulation changes.
<table>
<thead>
<tr>
<th>Committee</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Freedom</td>
<td>International Education</td>
</tr>
<tr>
<td>Academic Information Technology</td>
<td>Library</td>
</tr>
<tr>
<td>Academic Personnel*</td>
<td>Planning and Budget*</td>
</tr>
<tr>
<td>Admissions*</td>
<td>Preparatory Education</td>
</tr>
<tr>
<td>Campus and Community Environment*</td>
<td>Privilege and Tenure*</td>
</tr>
<tr>
<td>Committee on Campus Climate Change</td>
<td>Research*</td>
</tr>
<tr>
<td>Committee On Committees*</td>
<td>Research Grants - General Campus</td>
</tr>
<tr>
<td>Diversity and Equity*</td>
<td>Research Grants - Health Sciences</td>
</tr>
<tr>
<td>DEI Course Requirement Committee</td>
<td>Research Grants - Marine Sciences</td>
</tr>
<tr>
<td>Educational Policy*</td>
<td>Rules and Jurisdiction</td>
</tr>
<tr>
<td>Extended Studies and Public Service</td>
<td>Senate Awards</td>
</tr>
<tr>
<td>Faculty Welfare*</td>
<td>Undergraduate Council*</td>
</tr>
<tr>
<td>Graduate Council*</td>
<td>Undergraduate Scholarships and Honors</td>
</tr>
</tbody>
</table>

* = Senate Council committees
Members of the Committee on Committees are elected by Senate faculty. The Committee on Committees is responsible for populating all the other Senate committees, and appointing committee chairs and vice-chairs.

The chair and vice-chair of the Division are also elected by the Senate faculty.

Thus, at least indirectly, Senate faculty have control over the composition of Senate leadership.

The committees are where the real work of the Senate happens. They are a great way to get to know how the system is organized, get to meet your colleagues from other departments, and fulfill your local service obligations in an easy to document way.
Representative Assembly

- Composed of representatives from all academic departments, schools, and colleges, often elected.

- Governed by parliamentary procedure.

- Deals with matters vetted by standing Senate committees.

- Agenda is approved by Senate Council and distributed 5 instructional days before the meeting (therefore RA cannot meet in summer).
Workflow 1 - review

Systemwide Senate
UCSD Administration
UCOP

Divisional Chair

Senate Council

Divisional Chair

request for review

Committees

P&B

EPC

etc.

etc.

...
Workflow 2 - bylaws

UCSD Senate Committee or Faculty, AS Chair, or Council

Divisional Chair

Rules & Jurisdiction

Senate Council

Representative Assembly
Workflow 3 - U/G degree programs

**Dept. Chair or Dean**

- Divisional Chair

**Undergraduate Council**

Stop at UGC if new major

Undergraduate degree programs can be approved at the Divisional level.

**Senate Council**

**Representative Assembly**

Changes to requirements or regulations
Workflow 4 - Grad. Degrees and Academic/Research Units

The **Compendium** presents system-level review processes for creating and modifying academic degree programs, academic units, and research units.
Conclusion

May you live in interesting times

From Wikipedia, the free encyclopedia

"Chinese curse" redirects here. For Chinese-language swearing, see Mandarin Chinese profanity.

"May you live in interesting times" is an English expression that is claimed to be a translation of a traditional Chinese curse. While seemingly a blessing, the expression is normally used ironically; life is better in "uninteresting times" of peace and tranquility than in "interesting" ones, which are usually times of trouble.

Despite being so common in English as to be known as the "Chinese curse", the saying is apocryphal, and no actual Chinese source has ever been produced. The most likely connection to Chinese culture may be deduced from analysis of the late-19th-century speeches of Joseph Chamberlain, probably erroneously transmitted and revised through his son Austen Chamberlain.[1]

When you run for Vice-Chair of the UCSD Senate, you are committed to two years work on behalf of the Faculty. I was always expecting it to be a big job, but had no idea what was to come. However, there is deep satisfaction in doing something that can make a difference, and I was pleased to be of service to the UCSD community. But I wasn’t on my own, and I would like to extend gratitude to my previous Chair, Maripat Corr, my Vice Chair, Tara Javidi, and all the committees and committee chairs from 2019 to 2021 who did the heavy lifting during my terms. And, the Chancellor and Vice-Chancellors who worked with the Senate to make UCSD the great university that it is. Thank you all.
Open Access update

Fall 2021

Mark Hanna, Chair Committee on the Library
Erik Mitchell, University Librarian
Berlin 15 conference

- As part of our continued commitment to Open access UC co-led the Berlin 15 conference in early October 2021
- Focus on a right to read; a right to publish
- Transformative Agreements (TAs) have seen considerable growth in US and Europe; new strategies are needed to extend OA globally
- UC can directly influence a right to read by publishing more articles through our OA agreements
UC Open Access Update

- UC has Ten Transformative Agreements with publishers, resulting in over 30% of UC articles being eligible for OA publishing.
- UC Libraries continue to negotiate with additional publishers as well as beginning renewal of our initial Transformative Agreements.
- Initial data shows that only around 40-50% of authors are taking advantage of OA options in these agreements.
  - Low OA adoption does not save the university money - in fact it could contribute to sustainability problems over time.
Successful transformative agreements

- Association for Computing Machinery (ACM) (Non-APC model)
- Cambridge University Press*
- JMI Publications
- Public Library of Science (PLOS)*
- Springer Nature*
- Canadian Science Publishing
- Company of Biologists
- The Royal Society
- Elsevier
- National Academy of Sciences (Reduced APC)

*Agreements that are up for review / renewal in next year
# OA opt outs in UC open access agreements

<table>
<thead>
<tr>
<th></th>
<th>Cambridge</th>
<th>Springer / Nature*</th>
<th>Elsevier*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All UC</strong></td>
<td>Opt out rate: 56%</td>
<td>Opt out rate: 48%</td>
<td>Opt out: rate 59%</td>
</tr>
<tr>
<td></td>
<td>Total articles published: 515</td>
<td>Total articles published: 1,013</td>
<td>Total articles published: 985</td>
</tr>
<tr>
<td><strong>UC San Diego</strong></td>
<td>Opt out rate: 52%</td>
<td>Opt out rate: 54%</td>
<td>Opt out rate: 61%</td>
</tr>
<tr>
<td></td>
<td>Total articles published: 106</td>
<td>Total articles published: 136</td>
<td>Total articles published: 165</td>
</tr>
</tbody>
</table>

*Post-publishing surveys now in place*
Possible causes for opting out based on survey/observations

● Hypothesis 1: Multi-payer workflow is confusing / time consuming
  ○ This could be the case as publishers have had to build these workflows to support our agreements. For example Cambridge UP is still unable to make OA the default path, meaning that authors have to actively select OA

● Hypothesis 2: Authors believe that OA costs the library more
  ○ A foundational principle of all of our OA agreements is that cost/risk is managed. For transformative agreements OA does not cost the library more and opting out of OA provides the publisher with the ability to continue to sell access to that article

● Hypothesis 3: Authors did not have funds to contribute
  ○ While our transformative agreements with publishers are based on the expectation that researchers will contribute OA funds when they have them every agreement is setup so that authors can still publish OA if they do not have funding
How you can help

- When you publish in a journal with a transformative agreement publish OA; reach out for help if you have questions
- Share this information with colleagues including students and postdocs; our librarians are glad to visit faculty meetings, research meetings and classes to explain the OA options available to researchers
- Consider how else you might make your scholarship open. In addition to OA journal articles the library provides support for OA monographs, open educational resources and open journal publishing

Open Access week 2021 Oct 27 - Nov 3 will focus on education and outreach; Contact Allegra Swift for more information
UC’s path to Open Access

UC Academic Senate adopted an Open Access Policy on July 24, 2013, research articles authored by faculty made available to the public.

Presidential Open Access Policy of October 23, 2015 expanded open access to all other authors who write scholarly articles while at UC.

UC San Diego joins OA 2020 - a commitment to transform subscription dollars to Library dollars.

Benefits of OA publishing @ UC

- UC’s agreements enable OA in publications researchers are choosing to share results of work.
- OA expands access to and readership of publications.
- OA is for all UC corresponding authors - faculty, graduate students, undergraduates, staff.
EPC Updates:

* Policy for Calculation of GPA in the Major
* Policy on Distance Education Courses
* Policy on Syllabi for Courses

Padmini Rangamani, Chair
Educational Policy Committee
Policy for Calculation of GPA in the Major

- The **Policy for Calculation of GPA in the Major** states which course grades are included in the major GPA calculation.
- EPC approved updates to the policy, effective Fall 2022.
- The revisions were initiated by EPC in response to requests for clarification from the Office of the Registrar and department academic advisors.
Revisions include:

1. Clarifying that only upper division courses that are used to fulfill a major requirement and are consistent with the general GPA calculation requirements (SD Regulation 503(A)(3), are included in the major GPA calculation.

2. Simplifying the policy language to be clearer on which course grades are included in the major GPA calculation and which are not.
Policy on Distance Education Courses

• In Spring 2021, EPC approved updates to Section III of the **Policy on Distance Education Courses**.
  • Section III provides the guidelines for distance education course proposals (R courses).
• Characteristics of an R Course remain unchanged:
  • Designed with less than 50% of student-instructor interaction time occurring face-to-face
  • Some or all students are separated from the instructor
  • Synchronous or asynchronous student-instructor interactions
Policy on Distance Education Courses

• Purpose of the changes:
  1. Provide departments and programs with more guidance on proposal requirements.
  2. Address areas where additional information would facilitate Senate review of the proposal.

• Updates include:
  • A letter from the department addressing how the proposed R course fits into the curriculum.
  • Asking proposers to explain why the course is being offered in a distance education modality.
  • Addressing the accessibility of technological tools required for the course (as applicable)
Policy on Syllabi for Courses

- In Spring 2021, EPC approved a new Policy on Syllabi for Courses.
- Effective Fall 2022, a syllabus is required for all classes, with the exception of independent study courses.
- Reasons for establishing the new Policy:
  - Promote consistency across campus.
  - Improve the student experience.
  - While a widely recognized best practice, there is no current requirement that instructors provide a syllabus to students.
Policy on Syllabi for Courses

• The Policy sets the minimum requirements for a syllabus:
  o Instructor contact information, office hours, availability.
  o TA and IA contact information and availability (if applicable).
  o An explanation of the grading policy.
  o Course information, including tentative schedule that specifies exam dates and modality.

• Instructors are encouraged to make use of additional resources available through the Teaching + Learning Commons.
Thank you!

Questions?