

**REVISED COMMITTEE ON ACADEMIC PLANNING & RESOURCE
ALLOCATION (CAPRA)**

Wednesday, November 19, 2014

9:00 – 10:30 am

KL 362

[UCMCROPS/CAPRA1415/Resources](#)

I. Chair's Report – Anne Kelley

Updates from the Meeting of the Division on November 14.

II. Consent Calendar

Pg. 1-3

Action requested: approval of minutes from November 5 meeting

III. VPF Strategic Academic Focusing Memo

Pg. 4-10

Background: At the request of the Provost/EVC, VPF Camfield asked Division Council for faculty representation on a new committee that will be convened to facilitate discussions on how to refine the broad, thematic research areas in conjunction with the strategic academic focusing proposals.

Action requested: CAPRA to review the VPF's memo and formulate a response to the Provost/EVC expressing concern that this process will not reach a conclusion in time for faculty searches for next year. CAPRA will also request that the Provost/EVC release some number of regular, disciplinary hires through an FTE process that we can begin to formulate immediately.

IV. Revised Space Principles

Pg. 11

Background: CAPRA chair revised the space principles to address the concerns expressed by other Senate committees.

Discussion: committee to review the revised draft and finalize for submittal to Provost/EVC.

V. FTE Tracking

Pg. 12-18

Background: Last year's CAPRA requested that the Provost/EVC provide a list of (1) a list of all new faculty lines originally allocated for search at the start of the current academic year, and (2) a corresponding list of all other

new faculty lines that were approved through special mechanisms after the original allocation was made. CAPRA, for example, can use this information to assist the Provost in making the most efficient use of limited resources to meet ever increasing demands.

Action requested: CAPRA to discuss the Provost/EVC's response.

VI. Other Business

Committee on Academic Planning and Resource Allocation (CAPRA)
Minutes of Meeting
November 5, 2014

Pursuant to call, the Committee on Academic Planning and Resource Allocation met at 9:00 am on November 5, 2014 in Room 362 of the Kolligian Library, Chair Anne Kelley presiding.

I. Chair's Report

Chair Kelley updated the CAPRA members on the following:

--the University Committee on Planning & Budget (UCPB) meeting on November 4 included a discussion on investment strategies and the solvency of the UC Care health plan. An executive session was held to discuss President Napolitano's budget proposal; for reasons of confidentiality, UCPB members were not given background materials for distribution.

--Vice Provost for Faculty Gregg Camfield will attend today's Division Council meeting to request, on behalf of the Provost/EVC, faculty representation on a new committee to facilitate discussions on the proposals submitted as part of the strategic academic focusing initiative. CAPRA will monitor developments pertaining to this new committee.

II. Consent Calendar

ACTION: The October 8 meeting minutes were approved as presented.

III. Meeting of the Division – November 14

As Chair Kelley will join the last part of the meeting, another CAPRA representative is needed for the first half of the meeting.

ACTION: Analyst will inform the Senate Director that CAPRA member Wallander will represent CAPRA at the meeting of the division.

IV. Space Principles

Background: in response to the space crisis experienced by faculty, graduate students, and researchers, and as a result of meetings with the Provost/EVC,

members of the strategic academic focusing committee, and the discussion at the all-faculty forum on September 24, CAPRA drafted a statement of space principles. The principles were submitted to all Senate standing committees and school executive committees for review and comments.

CAPRA members discussed the responses received from Senate committees (school executive committee chairs have not yet submitted comments). Some comments referred to the need to include unit 18 lecturers in the consideration for office space. Lecturers do a great deal of lower division undergraduate teaching and hold office hours despite not having private offices. CAPRA members discussed whether to include provisions for lecturers and/or all instructional personnel or clarify that the principles only refer to Senate faculty. CAPRA members also agreed to make the language on moving administrators off campus more conciliatory but also agreed on allowing the substantive content to remain. Regarding a Senate committee's question about the intended audience of these space principles, Chair Kelley stated that she will clarify at today's Division Council meeting that the Provost/EVC is the intended recipient. CAPRA members also agreed to send the final version of the principles to school deans, school executive committees, the Campus Physical Planning Committee (CPPC), the Physical Planning, Design & Construction unit, and the campus architect

ACTION: Analyst will invite the faculty representative to the CPPC to a future CAPRA meeting. A revised version of the space principles will be circulated among the committee for review.

V. FTE Allocation – Next Steps

Subsequent to the Provost/EVC's attendance at the October 8 CAPRA meeting, a CAPRA member drafted a proposal to submit to the Provost/EVC, suggesting the next steps in the FTE allocation process. The strategic academic focusing committee, according to the Provost/EVC, is scheduled to complete its business at the end of this semester. It is still unknown how the campus will proceed with assigning a percentage of FTE lines to the broad, thematic hires and how many FTE lines to the foundational, disciplinary

areas. Furthermore, there is still concern about the timeline for external reviews to be conducted on the strategic academic focusing proposals.

Per the Provost/EVC's prior communications, AY 15-16 will see a resuming of faculty recruitment. A process for FTE allocation is needed now, and CAPRA members suggested that the Provost/EVC allocate a certain number of lines to the foundational, disciplinary research areas as soon as possible and allocate lines to the broad, thematic areas later when the strategic academic focusing initiative is complete.

VI. Systemwide Review Item

--Doctoral Student Support. Chair Kelley provided a summary of the proposed policy as well as the resource implications contained in the non-resident supplemental tuition component of the proposal.

ACTION: CAPRA will continue the discussion at the November 19 meeting.

There being no further business, the meeting adjourned at 10:00 am.

Attest:

Anne Kelley, Chair

Minutes prepared by:

Simrin Takhar, Senate Analyst

To: UCM Senate faculty
From: Gregg Camfield, Interim Vice Provost for the Faculty
Re: Strategic Academic Focusing, Next Steps

UC Merced, with 200 ladder-rank faculty, is about two-fifths the size of the next largest UC campus (Santa Cruz) and less than one eighth the size of the largest (UCLA).¹ Even when we reach our 2020 target of about 400 senate faculty, we are likely to continue to grow, though how quickly depends substantially on how well we can attract funding—from the state, from the federal government through grants and financial aid, from private foundations, through partnerships with private industry, and through the growth of our endowment.² No matter how quickly we grow after we reach the 2020 goal, we will find ourselves better positioned to advance all of our academic initiatives if we can present to all of our constituents a cogent picture of the work we do.

Thus the Strategic Academic Focusing Initiative workgroup has asked faculty to envision their scholarship and creative activity as a shared enterprise, first through group-based proposals, next by asking members of those groups to collaborate on larger-scale proposals. The SAFI workgroup then reviewed these round-two proposals to find clusters that might be the basis of our final research themes.³ These clusters are not yet actually research themes, however, as they do not represent an effort by the faculty to build intellectual coherence out of the raw material. At this stage, then, we must begin to build that coherence.

I have outlined five tasks, which we must at least begin to work on before we can respond to the next call for FTE with the intentional clarity that will enable us to build a distinctive campus profile. What is most important about this list, however, is that each step is more or less part of a recursive process. As the campus continues to grow, we will learn much about how best to build these areas, how best to govern them, and how best to use them to bring in external resources. The external contexts will change, too, as we and other researchers build knowledge and experience in each of these research areas. Thus, it is most important for us to address the first task right now, responding to the others mainly as they illuminate our work on the first. After we gain clarity in refining the research themes, we can address the other areas with greater care over time.

N.B. Most of the content required in this step is present in the various previous proposals. Our task is to push it to a higher level of generality in order both to inform FTE and infrastructure planning and to enable us to present our campus to external constituencies.

¹ http://legacy-its.ucop.edu/uwnews/stat/headcount_fte/apr2014/welcome.html. I've used internal data to give a current UCM ladder-rank FTE count. The data available at this URL are for April 2014.

² Originally, UCM was slated to reach 25,000 students and 1,000 ladder-rank faculty. The 2020 plan takes us to about 10,000 students and 400 ladder-rank faculty.

³ These five are: Chem/Bio/Materials; Computation/Analysis/Big Data; Entrepreneurship and Management; Sustainability; and Research for Community and Social Benefit. In addition, campus growth will include FTE allocated to foundations needed by any major university.

Task I To refine the five general research groupings so that each represents a clear area of focus, a distinctive theme that can be cogently and concisely articulated. Each should clearly identify what is at stake, i.e. what are the significant research questions, problems to be solved, services to be performed, value to be added to the valley, the state, and the world. Sufficient clarity will help us to:

- A Articulate the research theme concisely to external and internal constituencies, which will in turn enable the entire campus to
- B develop a faculty hiring plan (see Task V below)
- C facilitate recruitment of graduate students
- D direct fund-raising efforts
- E plan the correct scale for appropriate support systems, such as technological infrastructure, research support systems, technology transfer support, internship support, post-doc support, graduate student support, etc.
- F design and secure the space we will need to support our teaching, research, and service

Task II To explain the context of efforts to develop research programs in each theme

- A 2009 Vision statement. Provost Peterson began our current focusing exercise by referring to the 2009 document, asking faculty to investigate continuities and changes.
<http://academicpersonnel.ucmerced.edu/pdf/090421-strategic-academic-vision.pdf>
- B Undergraduate education. The current balance between ladder and contingent faculty is inappropriate and unsustainable. Any hiring plan must account for the long-term teaching mission of the entire campus, not just in undergraduate majors, but also in general education and elective courses. Please consider:
 - 1) Opportunities for direct student engagement in the research agenda(s)
 - 2) The possibility that these research themes might provide a workable structure for UCM's vision for a 21st century undergraduate education—what relationships exist between this research area and what is essential to the education of our undergraduate students?
 - 3) The appropriate balance of faculty effort between research in thematic areas and programmatic needs that fall out of the research foci but are nonetheless central to the functioning of a major research university
- C Funding
 - 1) What is the relationship between student FTE and faculty FTE for this theme? Are there plans for new majors, minors, grad programs, professional programs?
 - 2) Realistically, how much of the research agenda can be supported
 - (a) by government grants?
 - (b) by private foundations?
 - (c) through public/private partnerships?
 - (d) through gifts?
- D Current strengths and synergies. Where do we have critical mass of intellectual and support resources to move quickly? What additional key hires would leverage our current strengths?
- E Current weaknesses. Are there significant weaknesses that would impede the development of research in each theme? What would it take to overcome such weaknesses and over what time?

- F State of the field: mature fields tend to be high profile, highly prestigious, and slow to accept newcomers. New fields are more accessible, but may never “pan out.” Some old fields are in flux that might provide us opportunities to become well known.

Task III Measures of and plans for measuring success. Some measures of success (egs., AAU membership, hosting a chapter of Phi Beta Kappa) are too far off to be reasonable criteria for the success of this plan. Some shorter term measures are already taken, but are not currently aggregated or disaggregated in ways that would help us understand how well any one area of research is developing. But the principle of peer review on which higher education is based means that some rigorous review of each theme will be requisite down the road. Please propose how best to measure success. We will undoubtedly use, *as appropriate*, some combination of the following:

- A Research productivity (data collected in the personnel process, and the Academic Personnel Office can aggregate the research output of individual faculty members by their affiliation with a research theme. Criteria by which to analyze these data need to be outlined.)
- B Student success
 - 1) Graduation rates and time to degree for undergrads and grad students (monitored by institutional research and reported in IPEDS data and in accreditation, but current methods would make it difficult to track by research theme. Moreover, the appropriateness of using any of these data will depend on a number of choices made in Task II and Task IV)
 - 2) Placements of graduates
- C Post-doc placements

Again, this list is neither exhaustive nor exclusive. Refine and expand as you see fit.

Task IV Develop an administrative structure or mechanism for each group. The simpler the better, unless Task II yields strong connections to educational programs such that a robust administrative system is needed. The current need is no more than to articulate how to mediate FTE requests between By-law 55 units, graduate groups, and faculty engaged in the work of the thematic cluster so that we can develop and maintain some kind of coherence within a theme. (After the last town-hall meeting, one faculty member suggested that each theme have a steering committee composed of the chairs of each constituent By-law 55 group. Another two suggested that the themes merely be used as guidance by any By-law 55 group that wishes to propose a hire that fits into any theme.)

Task V Develop a Faculty Hiring Plan for the theme, considering:

- A Fundamental research needs
- B Applied research needs
- C General teaching needs (coverage of undergrad curricula, graduate curricula)
- D Specific teaching needs (theme-specific graduate advising, off-campus field work and internship supervision, etc.)
- E Faculty governance needs (eg faculty/administrators for personnel groups, ORUs, centers, grad groups, etc.)

For each of the five themes, I will post this document on the UCF proposal site. Currently, the work-group is drafting descriptions for each theme. I will add these when they become available. I will also post further documentation on how the various proposals might connect to the various themes.

I ask faculty who see themselves as working within any theme to post comments on this material, using the five tasks I enumerate above to guide the commentary. Responding to these drafts and comments, I will develop an agenda for five meetings, one for each research theme, to be scheduled in the week after Thanksgiving break. By the end of these meetings, we will have, at minimum, a clear, concise description of each theme. We also should have sketched out how to carry forward on-going planning for each theme.



OFFICE OF THE ACADEMIC SENATE
JIAN-QIAO SUN, CHAIR
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November 12, 2014

To: Gregg Camfield, Vice Provost for Faculty
From: Jian-Qiao Sun, Chair, Division Council
Re: Faculty Facilitators

Dear VPF Camfield,

Thank you for attending the November 5, 2014 Division Council (DivCo) meeting where we discussed the Strategic Academic Focusing Initiative (SAFI) and your request for DivCo to provide a list of faculty capable of facilitating conversations between different groups of faculty on the five focus areas. DivCo would like you to provide a memo formally requesting the nominations of facilitators. In particular, please state clearly the facilitators' scope of the work and time commitment.

While DivCo supports campus efforts to design and implement the academic strategic plan, DivCo has concerns with the length of time the process is taking and the diminished enthusiasm and engagement of the faculty. DivCo believes that it is time for the Provost/EVC to make hard choices based on the abundant information the SAFI Working Group has gathered.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Sun".

Jian-Qiao Sun, Chair
Division Council

CC: Division Council
Senate Office



ACADEMIC SENATE, MERCED DIVISION
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November 17, 2014

To: Thomas W. Peterson, Provost and Executive Vice Chancellor

From: Anne Kelley, Chair, Committee on Academic Planning and Resource Allocation *Anne Kelley*
(CAPRA)

Re: Strategic Focusing and FTEs

CAPRA has met with you and with some of the faculty representatives on the Strategic Focusing working group several times during the summer and fall to gain information about the process, expected outcome, and time scale. We appreciate your willingness, and that of the faculty representatives, to meet with us and keep us informed. As the deliverables expected to result from this exercise were still unclear to us, we had begun to draft a set of recommendations for the form that these deliverables might take. During this process, however, Vice Provost for Faculty Gregg Camfield sent a memo to the faculty outlining a rather detailed plan that anticipates many of the requests that CAPRA was going to make.

We continue to be concerned about the time scale for this process. We know that Gregg has asked Divisional Council to identify faculty to serve as facilitators for discussions aimed at further clarifying and focusing the research themes. We are skeptical that this process can progress to the stage of a faculty hiring plan in time for faculty lines to be allocated for search next year. We also feel that it would be disastrous to the quality of teaching and research at UC Merced, and to faculty morale, to have a second year with no new faculty lines. Therefore, we request that you consider releasing a set of “disciplinary” faculty lines on the usual time scale, meaning that a call for FTE requests would go out before the end of the calendar year. You have stated all along that in addition to the Strategic Focusing-based hires, there will continue to be hires in the foundational areas. We are asking that you “front-load” these hires into next year, and release at least 20 new hires at the present time for search during academic year 2015-2016. If you are willing to do this, we will slightly revise the FTE request process and criteria document that we prepared last year and send it to you. Everyone can then address the question of how to assign Strategic Focusing faculty lines at a later date, without the pressure of having to meet deadlines for next year’s searches.

We understand your desire to seek extensive faculty input in order to build a broad consensus around Strategic Focusing. However, CAPRA considers it unlikely that most faculty will support a plan that excludes their own research areas from those that are to be emphasized. We think that the more you involve faculty in the “focus narrowing” process, the less likely it is that any meaningful narrowing will be achieved; you will end up with something like the 2009 “vision statement”, which has something for everyone. This is only to be expected; we hope that all UC Merced faculty believe that their own research areas are more exciting and important than anything else! We therefore recommend that rather than continue to expend faculty time and effort on an exercise we think is unlikely to be productive, you simply use all of the information you have gathered to select the key research focus areas (and provide your rationale for doing so!) and define approximately how this will translate into a faculty hiring plan. No matter who makes these decisions, any meaningful decision will make many faculty unhappy. We think that the faculty have already been given the opportunity to provide their input, and further involvement is not a productive use of faculty time.

cc: CAPRA members
Senate office

Principles for space allocation

The UC Merced campus is currently experiencing a severe shortage of space which is unlikely to be relieved in the near future. We believe that decisions about allocation of this scarce resource should be based on fundamental principles.

Because the core missions of the University of California are (1) creating and disseminating new knowledge, and (2) educating the people of California, CAPRA believes that priority for space on campus should be given to those individuals directly involved in those missions: faculty, graduate and undergraduate students, other research staff such as postdocs and technicians, and administrative and support staff who require direct, face to face contact with students or researchers or who physically manage campus facilities. This latter category includes, for example, student advisors and staff who maintain buildings and operate shops and research instruments.

More specifically:

- All Senate faculty should have a private office and, as appropriate, laboratory and/or computational facilities on the main campus.
- All other instructional staff (lecturers, graduate students, etc.) should have adequate space on campus for meeting with students.
- All graduate students, postdocs, and research staff should have a private desk in a shared office or other office accommodations in keeping with the needs of their specific discipline.
- Administrators and other staff who meet with students should have offices on campus in administrative support buildings, but not in buildings specifically designed for research, which should be prioritized for faculty, researchers, and graduate students. Buildings designed for mixed use should be prioritized for student support services requiring direct contact, and secondly for administrative staff and non-research employees only after suitable off campus alternatives have been exhausted.

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September 17, 2014

To: Thomas W. Peterson, Provost and Executive Vice Chancellor

From: Anne Kelley, Chair, Committee on Academic Planning and Resource Allocation *Anne Kelley*
(CAPRA)

Re: Update on FTE Tracking Request

On May 14, CAPRA submitted the attached memo to you regarding the committee's request for two lists of faculty lines allocations in order to more efficiently advise on the utilization and allocation of resources. This memo is to inquire about the status update of this request.

CAPRA thanks you for your attention to this matter as we collaborate on strategic planning.

cc: CAPRA Members
DivCo Members
Susan Sims, Special Assistant and Chief of Staff to the Provost & Executive Vice Chancellor
Becky Gubser, Associate Director, Academic Personnel
Senate office

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May 14, 2014

To: Thomas W. Peterson, Provost & Executive Vice Chancellor

From: Anne Kelley, Chair, Committee on Academic Planning and Resource Allocation *Anne Kelley*
(CAPRA)

Re: Tracking FTE Allocations

The memo sent to faculty on May 1 (attached) explained a rationale for holding off on allocating new faculty lines for the coming academic year. Part of this rationale was that the number of faculty lines actually approved for search during this current year exceeds the target originally discussed by last year's CAPRA, in part owing to additional allocations made for spousal hires and other special circumstances. CAPRA recognizes that these special circumstance hires, which are often considered to be "borrowed" or "accelerated" from lines to be approved in subsequent years, are an expected practice. We also recognize that our ability to hire the best faculty sometimes requires that the Provost have the flexibility to allocate additional faculty lines on a short time scale, without broader faculty consultation. However, CAPRA also believes that all new faculty lines, whatever their method of allocation, should be made known to the faculty at the close of the process. Faculty will find this information useful as it will improve strategic planning and ensure trust in shared governance. CAPRA, for example, can use this information to assist the Provost in making the most efficient use of limited resources to meet ever increasing demands.

Accordingly, CAPRA is requesting (1) a list of all new faculty lines originally allocated for search at the start of the current academic year, and (2) a corresponding list of all other new faculty lines that were approved through special mechanisms after the original allocation was made. In each case we would like to have the title and identifying number of the position, rank(s) of the search, and unit(s) to which the allocation was made. We would also like to receive a list of all currently allocated faculty lines by their identifying number, whether they are currently vacant or filled, and if filled, the rank and unit to which the line is assigned. CAPRA recognizes that "historical" information includes positions that were allocated prior to your appointment at UC Merced, but these data are vital to establishing a baseline for future reference. CAPRA also recognizes that this information may need to come directly from the Academic Personnel Office; however, we are making a formal request from you, as that office is under your authority.

In closing, we want to emphasize that this information request is fundamentally to improve how our committee can assist you and our campus community in decision making. Everyone recognizes and appreciates that faculty hiring is a very complicated process. Fulfillment of this request will provide a necessary baseline as strategic plans move forward and hiring commences once again.

CAPRA looks forward to future collaboration.

cc: Susan Sims, Special Assistant and Chief of Staff to the Provost & Executive Vice Chancellor
Becky Gubser, Associate Director, Academic Personnel
Division Council
CAPRA members
Senate office



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Thursday, May 01, 2014

TO: The Campus Academic Community
FROM: Tom Peterson, Provost and Executive Vice Chancellor
RE: Recruitment of Ladder Rank Faculty in AY14-15

As you may know, the rate of increase in our freshman enrollments will slow for the next two years (especially for next year) before it returns to a growth rate more typical of what we experience annually here at UC Merced. Specifically, while we increased freshman enrollments by 600 to 800 students in recent years, we will increase our enrollments by about 100 students in AY 2014-15 and by about 400 students in AY 2015-16. Because a higher than projected fraction of students who were admitted to UC Merced chose to come to our campus for their studies, our growth rate has been higher than the rate we projected for funding models used by the Office of the President. Since our campus revenues are strongly tied to undergraduate enrollments, a slower rate of increasing enrollments means a slower rate of increasing revenues. This dictates the need for a temporary reduction in the number of faculty positions to be filled; approximately 10 to be recruited in AY14-15 (to arrive in fall 2015) and approximately 16 in AY15-16.

Further, it will be approximately 2 more years before additional classroom capacity or faculty office space comes online through the completion of the second classroom and office building.

This year we are recruiting to fill nearly 35 positions. Hopefully most, if not all, of those recruitments will be successful. History has shown, however, that it is likely we will not fill all of those positions. Any unfilled positions this year will automatically be carried over for recruitment into next year. That is, no units will lose the right to recruit if they are unable to hire the best possible candidate this year.

In the course of recruiting to fill these 35 positions this year, each one of the schools has also requested the opportunity to expand their hiring either to accommodate spousal hiring requests, or because multiple outstanding candidates have been identified. Once again, it is impossible to predict exactly how many of those additional hires will be successful. The current number of requests for such positions is in the range of 8-12, and this would clearly have to come out of next year's allocation.

For all these reasons (the most important being a significant reduction in the rate of increase in campus revenue), one year of significant reduction in the rapid pace of faculty hiring is in order, followed by a year of modest increase in faculty recruitment before returning to a hiring rate in the range of 25 new ladder rank faculty per year. Therefore, I am recommending that we focus next year solely on faculty recruitments that will complete those recruitments that were unsuccessful this year. There is no reason to put the entire faculty and the academic Senate through a formal FTE request process for what would be only a few new positions, if any. An additional benefit to this approach is that it will allow all of us to complete the strategic academic focusing process which, in concert with traditional disciplinary hires, will shape our hiring strategy for the next 6 to 8 years.

While there may be a brief lull in the active recruitment of faculty, there must be no lull in the strategic "planning and doing" for processes going forward. If we do not use the time wisely, we will have wasted an opportunity to thoughtfully and efficiently shape the campus trajectory for many years to come.

**2013-14 LADDER RANK and L(P)SOE PROVISIONS / AUTHORIZATION TO SEARCH
STATUS AS OF: 9/23/2014**

FTE Provisions Allocated / Authorized for Recruitment

| | | |
|------------------|----|---|
| 13-14 Original | 36 | 3 |
| 13-14 Additional | 9 | 0 |
| Previous (Year) | 11 | 6 |

| | | | |
|---------------------------------------|---------------|---------------------------|---|
| TOTAL FTE/RECRUITMENT AY 13-14 | 56 FTE | 9 Vacant Positions | <i>(Assumption all "Candidate Identified" are offered / accepted)</i> |
|---------------------------------------|---------------|---------------------------|---|

Authorized 13-14 School Yr Allocated Prov#

(Shading Key: Yellow = 13-14 Allocation / Blue = Advanced / Green = 12-13 Searches)

SCHOOL OF ENGINEERING

| | | | | | | | | | | |
|-----------|----------------------------------|-------------|-----|----|------|-----------------------------|-------------|-----------------------------------|------|-----------|
| Senior | Mechanical Eng | 200-05-0056 | 200 | 05 | 0056 | <i>Candidate Identified</i> | Engineering | Mechanical Eng | 1.00 | Open |
| Senior | Bioengineering Modeling | 200-12-0179 | 200 | 12 | 0179 | <i>Candidate Identified</i> | Engineering | Bioengineering Modeling | 1.00 | Senior |
| Senior | Parks & Natural Resources Manage | 200-12-0200 | 200 | 12 | 0200 | <i>Candidate Identified</i> | Engineering | Parks & Natural Resources Managem | 1.00 | Senior |
| Assistant | Design and Manufacturing | 200-13-0222 | 200 | 13 | 0222 | Qattawi, Ala | Engineering | Design and Manufacturing | 1.00 | Junior |
| Open | High Performance Computing | 200-13-0223 | 200 | 13 | 0223 | Li, Dong | Engineering | High Performance Computing | 1.00 | Open |
| Assistant | Biomaterials | 200-13-0224 | 200 | 13 | 0224 | Subramaniam, Anand B | Engineering | Biomaterials | 1.00 | Junior |
| Open | Ecological Engineering | 200-13-0225 | 200 | 13 | 0225 | <i>Candidate Identified</i> | Engineering | Ecological Engineering | 1.00 | Open |
| Assistant | Sustainable Energy | 200-13-0226 | 200 | 13 | 0226 | Chuang, Po-Ya Abel | Engineering | Sustainable Energy | 1.00 | Assistant |

| | | |
|------------------|---|---|
| 13-14 Original | 8 | 0 |
| 13-14 Additional | 0 | 0 |

| | | | | |
|--------------------|--------------|--------------|-----------------|---|
| Summary SOE | Count | 8 FTE | 0 Vacant | <i>(Assumption all "Candidate Identified" are offered / accepted)</i> |
|--------------------|--------------|--------------|-----------------|---|

**2013-14 LADDER RANK and L(P)SOE PROVISIONS / AUTHORIZATION TO SEARCH
STATUS AS OF: 9/23/2014**

SCHOOL OF SOCIAL SCIENCES, HUMANITIES, AND ARTS

| | | |
|-----------|--------------------------------------|-------------|
| Senior | Economics | 300-02-0006 |
| Assistant | Psychology | 300-02-0011 |
| #REF! | Economics | 300-05-0019 |
| Senior | World Heritage | 300-05-0085 |
| Assistant | Health Psychology | 300-12-0185 |
| Open | Developmental/Health | 300-12-0199 |
| Open | Prevention Sciences | 300-12-0201 |
| Assistant | Computational Linguistics | 30-13-0209 |
| Assistant | Economics | 300-13-0210 |
| Assistant | Political & Cognitive Behavior | 300-13-0211 |
| Open | Psychology - Research & Analytical M | 300-13-0212 |
| Assistant | Sociocultural Anthropology | 300-13-0213 |
| Assistant | Sociological Theory | 300-13-0214 |
| Assistant | Romantic/Victorian British Lit | 300-13-0215 |

| | | | | | | | |
|-----|---------|------|-----------------------------|----------|---------------------------------------|------|-------------|
| 300 | 02 | 0006 | Cook, Justin | SSM | Economics | 1.00 | Assistant |
| 300 | 02 | 0011 | Main, Alexandra | PSY | Psychology | 1.00 | Assistant |
| 300 | 02 | 0019 | Sheth, Ketki | SSM | Economics | 1.00 | Acting Asst |
| 300 | 05 | 0085 | <i>Candidate Identified</i> | HWC | World Heritage | 1.00 | Senior |
| 300 | 12 | 0185 | Zawadzki, Matthew | PSY | Health Psychology | 1.00 | Assistant |
| 300 | 12 | 0199 | <i>Failed</i> | PSY | Developmental/Health | 1.00 | Open |
| 300 | 12 | 0201 | Goldman-Mellor, Sidra | PSY | Prevention Sciences | 1.00 | Assistant |
| 300 | 13 | 0209 | Shih, Stephanie | CIS | Computational Linguistics | 1.00 | Junior |
| 300 | 13 | 0210 | Rubio, Gabriela | ECON | Economics | 1.00 | Junior |
| 300 | 13 | 0211 | LeVeck, Brad | POLI SCI | Political & Cognitive Behavior | 1.00 | Assistant |
| 300 | 13 | 0212 | Lai, Keke | PSY | Psychology - Research & Analytical Me | 1.00 | Assistant |
| 300 | 13 | 0213 | Hundle, Anneeth | SSM | Sociocultural Anthropology | 1.00 | Junior |
| 300 | 13 | 0214 | Laster, Whitney | SSM | Sociological Theory | 1.00 | Junior |
| 300 | 13 | 0215 | Kaiser, M. | HWC | Romantic/Victorian British Lit | 1.00 | Associate |
| 300 | 13 | 0227 | Hicks, Justin | SSM | Economics | 1.00 | LPSOE |
| 300 | ADV | 0229 | Wooding, Steve | PSY | Public Health | 1.00 | Junior |
| 300 | ADV | 0230 | Ryavec, K. | HWC | World Heritage | 1.00 | Associate |
| 300 | ADV | 0231 | <i>Candidate Identified</i> | PSY | Public Health | 1.00 | Junior |
| 300 | ADV | 0232 | Flores, Edward | SOC | Sociology | 1.00 | Junior |
| 300 | ADV | 0233 | <i>Candidate Identified</i> | HWC | Literature | 1.00 | Open |
| 300 | ADV/SOE | 0235 | <i>Candidate Identified</i> | HWC | | 1.00 | Open |

| | | | | | | | |
|-----|-----|------|--------------------------------|-----|-------------------------|------|-----------|
| 300 | 07 | 0104 | Beaster-Jones, J | HWC | Music Studies | 1.00 | Assistant |
| 300 | 10 | 0163 | <i>Vacant (Mgmt Grp)</i> | SSM | Marketing | 1.00 | Senior |
| 300 | 10 | 0166 | Schnier, Kurt | SSM | Public Economics | 1.00 | Senior |
| 300 | 12 | 0186 | <i>Failed</i> | PSY | Quantitative Psychology | 1.00 | Open |
| 300 | 12 | 0188 | <i>Vacant</i> | CIS | Cognitive Science | 1.00 | Junior |
| 300 | 18 | 0203 | <i>Failed 12-13</i> | SOC | Sociology | 1.00 | Junior |
| 300 | 13 | 0206 | Joyce, Andrea | PSY | Public Health | 0.52 | Assistant |
| 300 | 18 | 0208 | <i>Vang, Ma</i> | HWC | | 1.00 | Assistant |
| 300 | ADV | 0205 | <i>Opportunity Hire Failed</i> | SOC | Sociology | 1.00 | Senior |

| | | |
|------------------|----|---|
| 13-14 Original | 14 | 1 |
| 13-14 Additional | 7 | 0 |
| Previous (12-13) | 8 | 3 |

Summary SSHA **Count** **29** **FTE** **5** **Vacant** *(Assumption all "Candidate Identified" are offered / accepted)*

SCHOOL OF NATURAL SCIENCES

| | | |
|--------|-------------------------------|-------------|
| Senior | Life & Environmental Sciences | 250-02-0073 |
|--------|-------------------------------|-------------|

| | | | | | | | |
|-----|----|------|-----------------------------|-----|--------------------|------|--------|
| 250 | 02 | 0073 | <i>Candidate Identified</i> | LES | Ecology/Ecosys Sci | 1.00 | Junior |
|-----|----|------|-----------------------------|-----|--------------------|------|--------|

| 2013-14 LADD | 250 | 05 | 0079 | PROVISIONS / AUTHORIZATION | DATE TO SEARCH | | |
|--|-------------|----------|------|----------------------------|----------------|------------------------------|----------------|
| Assistant Molecular & Cell Biology | 250-05-019 | | | Stokes, Benjamin | CCB | Organic Chemistry | 1.00 Junior |
| Assistant Chemistry & Chemical Biology | 250-05-0082 | | | AS OF 9/23/2014 | | | |
| Senior Physics | 250-07-0124 | | | Liu, Bin | Physics | Condensed Matter Physics | 1.00 Assistant |
| Assistant Applied Mathematics | 250-12-0182 | | | Khatri Shipa | Applied Math | Applied Mathematics | 1.00 Junior |
| Open Organic Chemistry | 250-13-0216 | | | Baxter, Ryan | CCB | Organic Chemistry | 1.00 Assistant |
| Open Applied Mathematics | 250-13-0217 | | | Petra, Noemi | Applied Math | Applied Mathematics | 1.00 Junior |
| Assistant Molecular Systems Biology | 250-13-0218 | | | Hernday, Aaron | MCB | Systems Biology | 1.00 Assistant |
| Assistant Immunology | 250-13-0219 | | | Jensen, Kirk | MCB | Immunology | 1.00 Junior |
| Assistant AMO Physics Experimentalis | 250-13-0220 | | | Failed | Physics | AMO Physics | 1.00 Junior |
| Open Comp Environmental Sciences | 250-13-0221 | | | Candidate Identified | LES | Comp. Environmental Sciences | 1.00 Junior |
| | 250 | ADV/SSHA | 0234 | Beaster-Jones, L. | MCB | Systems Biology | 1.00 LPSOE |
| | 250 | ADV | 0228 | Opportunity Hire Failed | Applied Math | Applied Mathematics | 1.00 Junior |

13-14 Original 11 2
13-14 Additional 2 0

| | | | | | | |
|--------------------|--------------|-----------|------------|----------|---------------|---|
| Summary SNS | Count | 13 | FTE | 2 | Vacant | (Assumption all "Candidate Identified" are offered / accepted) |
|--------------------|--------------|-----------|------------|----------|---------------|---|

MANAGEMENT GROUP

| | | | |
|-----------------|-------------|---------------------------|--------|
| Open Management | TBD-12-0194 | Search initiation delayed | Senior |
| Open Management | TBD-12-0195 | Search initiation delayed | Senior |
| Open Management | TBD-12-0196 | Search initiation delayed | Senior |

| | | | | | |
|---------------------------|--------------|----------|------------|----------|---------------|
| Summary Management | Count | 3 | FTE | 3 | Vacant |
|---------------------------|--------------|----------|------------|----------|---------------|

Additional note regarding spousal hires:

| | | |
|---|------|-----------|
| L. Beaster-Jones | SNS | LPSOE |
| J. Beaster-Jones | SSHA | Assistant |
| A. Joyce | SSHA | Assistant |
| S. Wooding | SSHA | Assistant |
| Spousal hire - Postdoctoral Scholar (Senate new hire - M. Vang) | SSHA | Assistant |

Pending approval and acceptance
SOE Assistant Professor
SSHA Assistant Prfessor

Updated: 09/17/14