

Revised COMMITTEE ON RESEARCH (COR)

Wednesday, March 12, 2014

10:00 – 11:30 am

KL 324

Documents found at [UCMCROPS/COR1314/Resources](https://ucmcrops.com/COR1314/Resources)AGENDA

I. Chair's Report – Ruth Mostern

- A. Update from the February 21 UCOLASC meeting
- B. Update from the February 24 Division Council meeting
- C. Update from the March 10 UCORP meeting

II. Consent Calendar

- A. Approval of the agenda
- B. Approval of the February 12 meeting minutes

Pg. 1-3

III. Portfolio Review Group Cycle 1 and 2 Reports – Ruth Mostern

Prior to this meeting, the PRG's Cycle 1 and 2 reports were distributed to COR members. Chair Mostern will lead the discussion on the report's recommendations. Reports are located at [UCMCROPS/COR1314/Resources/Meetings/Spring 2014/March 12](https://ucmcrops.com/COR1314/Resources/Meetings/Spring 2014/March 12)

Action requested: COR members to review and comment on the reports. Chair Mostern will convey the comments to UCORP.

IV. Indirect Cost Return – YangQuan Chen

Prior to this meeting, member Chen reviewed the indirect cost return policies of other UC campuses. Chen will lead the discussion on Merced's indirect cost return. Current information on Merced's policy is located at [UCMCROPS/COR1314/Resources/Policies/Indirect Cost Return/Merced](https://ucmcrops.com/COR1314/Resources/Policies/Indirect Cost Return/Merced)

V. Campus Review Items

- A. Proposed Medical Education Task Force

Pg. 4-5

Background: The Director of HSRI was tasked last year by the Chancellor with reviewing the current status of the PRIME program and possible future steps.

This task force is being proposed to ensure broader consultation with faculty and administrators on the future UCM medical education program.

Action requested: COR to review the draft task force charge. Comments are due to the Senate Chair by Thursday, March 13.

B. Senate-Administration Library Working Group Report **Pg. 25-33**

Background: The Working Group was reformed in fall 2013 to seek input from campus stakeholders on the future of Library resources and role of the Library in the campus research mission. In January 2014, the Working Group submitted its final report of recommendations to the Provost and Senate Chair.

Action requested: COR to analyze the Working Group's recommendations and submit comments to the Senate Chair by Tuesday, March 25.

VI. **Systemwide Review Item** **Pg. 34-37**

A. Senate Bylaw 55 revisions. The Senate reviewed this item in October 2013 but new revisions have been proposed. CAP, CRE, and FWDAF are lead reviewers.

Action requested: COR to review the proposed policy changes and submit comments to the Senate Chair by Friday, April 18.

VII. **Other Business**

Ongoing Business

Lab Safety – *Jason Hein*

Indirect Cost Return – *YangQuan Chen*

Committee on Research (COR)
Minutes of Meeting
February 12, 2014

Pursuant to call, the Committee on Research met at 10:00 am on February 12, 2014, in Room 324 of the Kolligian Library, Chair Ruth Mostern presiding.

I. Chair's Report

Chair Mostern updated the COR members on the following topics from the February 10 UCORP meeting:

--the Portfolio Review Group (PRG), the committee that was tasked with reviewing all UC programs that are funded through the UC Office of Research, has issued a report that summarizes their first cycle of review. (UC Merced's representative to the PRG is SNS Dean Meza.) The report was circulated to COR members prior to this meeting. UCORP has asked each campus COR to review the report and submit comments.

-- Multicampus Research Programs and Initiatives (MRPI). OP acknowledges that MRPI is drastically underfunded but the UC Office of Research recognizes its worth. OP is allocating \$3 million for the program this year and at least \$6 million over the next two years. This is enough funding to move forward with RFPs which have until recently been on hiatus. Two-thirds of the funds will be earmarked for four-year programs that are renewable (via a peer-reviewed process) and one-third is earmarked for two-year, cross campus research intended for seed funding leading to extramural funding. The RFP call will be issued in April but funds will not be available until this fall. It is believed that there is enough money in the MRPI to request bridge funding.

--President Napolitano's office is preparing to announce her technology commercialization initiative, whereby, she is aiming to make UC inventions more visible and competitive in commercially viable industries in California. There is nothing for COR to circulate at this time.

ACTION: COR members will review the PRG report in advance of the next COR meeting on February 26.

II. Consent Calendar

ACTION: Today's agenda and the January 29 meeting minutes were approved as presented.

III. Indirect Cost Return

Due to the absence of COR member Chen, who was scheduled to lead the discussion, VCR Traina gave a brief overview of the history of indirect cost return (ICR) at Merced. ICR money is discretionary and relatively unrestrictive so the campus has some freedom on how to utilize it. The money we receive for the Senate faculty research grants comes from ICR; in addition, the money that former EVC Keith Alley allocated to supporting graduate education also came from ICR funds. ICR is also used to cover emergency funding gaps on campus.

Currently, UC Merced's ICR effective rate is about 19%. This is similar to other UC campuses. A COR member announced that Berkeley has begun a new practice this year in which their Senate faculty grants are funded entirely by ICR instead of Senate money. Each Berkeley faculty member who applies is given \$3,000 which he/she is allowed to save up to \$12,000. Another COR member inquired about other sources of discretionary funds besides ICR. VCR Traina responded that gift money and summer instructional funds (a fraction of the latter is discretionary and goes to the deans) are other sources. Another significant source of discretionary funds is an extension program and while UC Merced has not maintained such a program, Chancellor Leland has expressed interest in establishing it. The ultimate goal of any extension program is for it to be self-funding. VCR Traina also related that campus administrators want to maximize the flexibility of the ICR funds. VCR Traina also mentioned that campus administrators are interested in addressing ICR as soon as possible as they recognize the importance of this issue. A COR member pointed out that faculty request transparency with these funds since they are the generating force behind them.

ACTION: ICR will be added back on the agenda for the next COR meeting on February 26. COR's goal is to formulate a memo, by the end of the spring semester, that recommends the way forward in terms of reporting to faculty about ICR budget and recommending methods to utilize the money to advance the campus research enterprise. The COR analyst will invite Provost Peterson and VC for Planning & Budget Dan Feitelberg to the COR meeting in March.

- IV. Campus Research Safety Committee
VCR Traina will circulate among COR members a revised charge for this committee next week.

ACTION: This item will be placed back on the agenda for the March 12 COR meeting.

There being no further business, the meeting adjourned at 10:45 am.

Attest: Ruth Mostern, Chair

Minutes prepared by: Simrin Takhar, Senate Senior Analyst

Medical Education Task Force
Draft Charge

The Joint Senate-Administration Medical Education Task Force is an ad-hoc group established by the Chair of the Academic Senate and Provost/EVC.

It will convene in Spring 2014 to serve in an advisory capacity and to make a set of recommendations to the Academic Senate and the Chancellor regarding the future operation of the UC Merced San Joaquin Valley PRIME program and to provide an assessment of the feasibility of offering a Medical Education program on campus. Recognizing that development of a medical education program will have a large impact on the UC Merced campus and local area. It will consult broadly with campus academic and administrative units, and with the medical education and general communities.

Task Force Charge

1. Lead discussions with UC Davis regarding UC Merced faculty input into the San Joaquin Valley PRIME program and develop a proposal for involvement; identify opportunities for expanding the number of students involved in the PRIME program, as well as their understanding of Central Valley health challenges.
2. Complete a feasibility assessment of the UC Berkeley/UCSF Joint Medical Program and develop recommendations for establishing a medical education program modeled after it on campus. This should include considering variations based on existing faculty strengths on the UC Merced campus, as well as degree of overlap with partnering UCM academic or professional graduate programs, in terms of shared academic components and resources.
3. Identify, analyze and recommend potential faculty workloads, compensations, space needs, program budget impacts, funding resources, and regional partners associated with a medical program and its partnering academic or professional graduate programs.
4. Identify opportunities for collaboration, cooperation and synergy with other UCM graduate programs and within the medical education community.
5. Develop a final document with recommendations for the UC Merced Senate and the Chancellor that will describe the analyses and process, interpret key findings, and suggest recommendations.

Proposed Membership:

Academic Senate

HSRI Faculty Representative
HSRI Faculty Representative
HSRI Faculty Representative
SSHA Faculty Representative
SNS Faculty Representative
SOE Faculty Representative

Suggested Administration

Vice Chancellor of Research and Economics
Vice Chancellor: Student Affairs
Vice Chancellor for Planning and Budget
Vice Chancellor for Business and Administrative Services

Graduate Council Representative (as one of the three school reps)
CAPRA Representative (as one of the three school reps)

Quorum:

A vote requires a balanced representation of the Senate and the Administration. A majority of members present at the meeting constitutes a quorum. In the absence of a quorum the task force may discuss business and vote on action items electronically.

Reporting:

As a joint Senate-Administration body, the task force shall report its recommendations to the Administration (through the Provost/EVC Office) and the Academic Senate (through the Chair of the Academic Senate) for dissemination to appropriate groups.

Timetable and Reporting:

March 17, 2014	Finalize charge and membership
April 25, 2014	SJV Prime proposal to Senate and Administration
May 16, 2014	Draft preliminary feasibility report/ "next steps" planning document to Senate and Administration
May 30, 2014	Final preliminary feasibility report/ "next steps" planning document to Senate and Administration

Date: Feb 1, 2014

To: Ignacio Lopez-Calvo

Re: Medical Education discussions: Agenda for Spring 2014

Dear Ignacio,

Thank you for participating in the discussions over the past several months regarding Medical Education at UC Merced. I thought it might be helpful to provide an overview of the current situation, HSRI's involvement with the Medical Education discussions, and the proposed next steps.

Though there has been a long history of discussions regarding medical education at UC Merced, HSRI's involvement began at the time of our initial charter (July of 2012). Noting the lack of engagement at the time, Chancellor Leland asked HSRI to take the lead in organizing our interactions with UC Davis and UCSF-Fresno on the SJV Prime Program and to facilitate discussions regarding the future of Medical Education on campus.

HSRI currently has 74 faculty members as members. In the ensuing 18 months, HSRI has worked with these faculty members to fulfill the Chancellor's request, including taking steps on two fronts: Integration of UC Merced faculty into the SJV Prime program, and identifying options for medical education in the future.

Below, I would summarize the current status of these efforts and our proposed next steps.

Sincerely,

Paul Brown
Director Health Sciences Research Institute
On behalf of the HSRI Executive

Current situation

Integration of UC Merced into the SJV Prime Program

In July of 2012, there was little or no involvement by UC Merced faculty in the SJV Prime program. Two faculty members (Jan Wallander and Rudy Ortiz) were representatives on the SJV Prime Board, but they were only peripherally involved with the SJV Prime students and UC Merced wider involvement. That task was left to David Hosley, Interim Vice Chancellor, Development and Alumni Relations. David was involved mainly because no faculty members nor the Senate were involved.

HSRI was asked by David and by UC Davis staff to help organize visits by the first year students and the incoming SJV students' visit to Merced and the San Joaquin Valley in late July. HSRI did organize these events, and they achieved their goal of exposing students to providers and the diverse populations in the SJV. However, those involved with the events felt that the students' experiences were somewhat limited (referred to by one faculty member as a 'drive by' visit to the SJV) with little involvement of UC Merced Faculty.

In order to increase our presence with the SJV Prime students and UC Merced's contribution to the SJV Prime program, HSRI held a series of discussions with UC Davis on ways to increase our involvement. As a result of these discussions, we identified 30 faculty members who were willing to travel to Davis to participate in a seminar on topics relevant to the SJV and UC Merced. We also offered to revamp the summer visits to make them more meaningful for the students and the faculty. However, in the end, none of the offers were acted upon by UC Davis, and they announced in early 2013 that the students would no longer have the SJV valley visits.

With regards to the year 3 and 4 students currently at UCSF-Fresno, UC Davis asked whether UC Merced would be able to provide a year-long course of study for interested 4th year SJV Prime students. We indicated that this was possible. UC Davis has also asked whether UC Merced faculty would be willing to teach research modules to SJV Prime students. At the current time, the details of such a program, including the compensation that UC Merced faculty would receive for teaching these courses, has not been described.

Assessment of current situation: The situation as it stands now is that SJV Prime students spend two years at UC Davis with little or no interaction with UC Merced faculty. At the present time, none of the 3rd year students currently at UCSF-Fresno have expressed an interest in taking a year to study at UC Merced, meaning that we have little or no interaction with these students. The lack of integration is partly reflective of the fact that medical students have very tightly controlled schedules and so there is limited flexibility for greater involvement of UC Merced faculty. The tight schedule, as well as funding limitations, means that it is unclear how UC Merced faculty will be more involved in the future.

Options for medical education

Since UC Merced's inception, there have been proposals to start a Medical School. These initial discussions were not altogether fruitful, and left a bitter taste with many faculty members regarding the potential for UC Merced to have a medical education program. Among the concerns/comments were:

- The campus is too new to develop a Medical School;
- Medical Education will divert resources away from other areas;
- It will stretch our already over-committed biomedical faculty;
- The cost will be exorbitant;
- The program will struggle to meet the specific needs of the region;
- The potential regional partners are not prepared to host clinical training.

The option that had originally been proposed (Medical School with a distributed model of clinical training) had not found much support among faculty and, as a result, the topic had languished. HSRI therefore sought to restart the discussions from scratch by bringing together any and all faculty who were interested to explore various models of Medical Education.

Over the past months, HSRI has:

- Led discussions of the future of Medical Education with regional partners, including UCSF-Fresno, Mercy Hospital, Children's Hospital, regional and state medical associations, and other universities in the region.
- Held a Medical Education forum in which representatives from UC Berkeley, UCSF, UC Davis, and the Office of the President met with UC Merced faculty to discuss options for Medical Education,
- Developed a report and recommendations summarizing the options for Medical Education at UC Merced that was subsequently presented to and discussed with the Provost and the Chancellor, and
- Developed a plan for continuing our development of Medical Education at UC Merced.

Our goal was not to provide a definitive statement on the option that would be best for UC Merced (that is the purview of the Senate), but rather to provide an expert assessment of the pros and cons of various models. This was seen as the first stage in the process of deciding whether or not to pursue a medical program, with the complete list being:

- Stage 1 - Review pros and cons of various models of medical education (2013)
- Stage 2 - Conduct an Academic Feasibility study for one or more of the models identified in Stage 1(2014)
- Stage 3 - If the decision was made to explore one of the options, conduct a Financial Feasibility study and a detailed assessment/development of the program, including working with regional partners to identify whether there are the appropriate clinical inputs (2015).

HSRI recommendations regarding Medical Education:

All members of HSRI and the three Deans were invited to participate in Stage 1 (no interested parties was turned away, and we actively canvassed senior faculty members). The Medical Education Forum was a day-long meeting in June 2013 to discuss options for medical education, the development of a consensus summary report that was presented to the Chancellor and Provost in July 2013, and a face-to-face meeting to discuss the results with the Chancellor and Provost in August 2013.

As described in the report to the Chancellor (Medical Education Summary July 2013), four options were considered:

- Continue or expand the SJV Prime program,
- Modify the SJV Prime program to have UC Merced provide the first two years of medical education using the UC Davis curriculum,
- Adopt the Joint Medical Program (JMP) model of UCSF/UC Berkeley, or
- Defer decision regarding Medical Education till a later date.

The pros and cons of each model are described in the report, but the overall recommendation to the Chancellor was that the JMP model held the greatest promise, and that UC Merced should consider this alternative only during Stage 2.

After much consultation and consideration of alternative models, a group of faculty consisting of representatives from all three schools recommended that UC Merced pursue a model similar to the UC Berkeley/UCSF Joint Medical Program (Summary of JMP Nov 13) in partnership with UCSF-Fresno. The UC Merced-UCSF-Fresno model might involve students spending three years at UC Merced, completing case-based or problem-based learning sessions led by UC Merced faculty and selected people from the region and initial clinical training at Mercy Hospital and/or Golden Valley Health Centers. Students would emerge with a Master of Science in either Public Health or Biomedicine, and then complete their clinical training at UCSF-Fresno. The advantages of the model include:

- *Relatively low cost and quick start-up* - The case based approach does not involve a significant investment in laboratory facilities and the entire program could be housed on a floor of a building. It could be up and running within 5 years.
- *High probability of success* - This model is already in existence within the UC system (UCSF/UC Berkeley), UCSF-Fresno is already providing medical training and has the patient base to expand its medical training program, and regional health providers (particularly Mercy Hospital and Golden Valley Health Centers) would be appropriate for the initial clinical training. UCSF-Fresno can coordinate the provision of the anatomy lab. UC Berkeley has been very supportive and is eager to help us adapt their model for our use.
- *Takes advantage of our current faculty* - The case based learning model is perfect for our faculty as it works best when different backgrounds and perspectives are represented; moreover, it does not require physician instructors.
- *Would be unique in the world* - The case based learning model could be developed by us to provide health professionals specifically with training in working with diverse (e.g.,

culture, ethnicity, language) disadvantaged communities in rural areas, such as the SJV. Training specifically for work with culturally/ethnically diverse populations at the start and throughout medical school, rather than as a secondary add-on to pre-existing programs, would be unique in the country. Thus UC Merced would be able to offer a program that would be recognized around the world as a leader in training health professionals to provide appropriate care to disadvantaged and diverse peoples and communities in the U.S.

A key question that was considered in making this recommendation was "*Why now?*" There were several reasons why it was decided that this was the appropriate time to move forward with medical education: maturation of UC Merced as a campus, closer ties between UC Merced and UCSF-Fresno, critical mass of health research on campus, and change of attitudes among UC Merced faculty. However, one reason that cannot be ignored is the views and expectations of UC Merced supporters and the broader community around us. Many have long advocated for us to move forward with Medical Education, and many are frustrated with the lack of progress. This includes the groups that would be our partners and financial backers in this venture. A decision to move forward does not commit us to action, and there are many factors that would have to fall in place for Medical Education to become a reality, Yet the alternative of delaying this decision would ultimately be a decision to kill the idea for a long time.

Assessment of current situation: HSRI has conducted an initial inquiry into the JMP (see Appendix B). However, because HSRI is not a Bylaw 55 Unit, the ownership and administrative structure of the program would eventually require the three schools. Thus, while HSRI is happy to continue acting on behalf of the faculty, the involvement of DIVCO and the Senate is key to ensuring that the decisions are in the best interest of UC Merced.

Proposed next steps

We would recommend the following:

SJV Prime program

HSRI will (at the Senate's bequest) lead discussions with UC Davis regarding UC Merced faculty input into the SJV Prime program. This will likely entail the following steps:

- Meet with Fred Meyers/UC Davis and UCSF-Fresno staff to identify the amount of leeway in their program for our involvement (Feb 5th)
- Work with UC Merced staff to develop proposal for involvement, including remuneration that would be required for UC Merced staff to participate (Mid Feb to Mid March)
- Present plan to DIVCO (Mid March)
- Send recommendations to Provost and Chancellor (end of March)
- Discuss final proposal with Fred Meyers (End of March)

Medical Education discussions (complete Stage 2)

HSRI will (at the Senate's bequest) lead a group that will do an academic feasibility assessment of the UC Berkeley/UCSF Joint Medical Program. This will likely entail the following steps:

- Identify members of the group, including the faculty members who have been involved to date and other nominations from DIVCO
- Discuss JMP with Joan Voris and Mike Peterson from UCSF-Fresno, inviting them to join us in the discussions (Week of Feb 3rd)
- Contact and update Cathryn Nation from UCOP about our activities (Week of Feb 3rd)
- Arrange and conduct meeting with members of UC Berkeley, including (schedule for late February/early March)
 - Director of the JMP program
 - Dean of School of Public Health
- Arrange and conduct meeting with representative from UCSF (schedule for late February/early March)
- Meet with DIVCO and Provost/Chancellor Leland to review our findings to date (late March)
- Meet with representatives from providers in the region who are likely to be involved should a program be developed (e.g., Mercy Hospital, Children's Hospital, Golden Valley) (Early April)
- Develop recommendations and report to DIVCO
- Send recommendations to Provost and Chancellor

Summary Points from June 17th Medical Education Discussions

July 12, 2013

Summary developed with input from:

Jan Wallander, Rudy Ortez, Linda Cameron, Peggy O'Day, Ariel Escobar, Mike Dawson, Steve Roussos, Paul Brown, Derry Ridgway

Overview:

Over the past year, HSRI (at the Chancellor's request) has been working to coordinate UC Merced's involvement with the SJV Prime Program and discussions regarding the future of Medical Education on campus. The purpose of the Medical Education day on June 17th was to help Faculty understand the advantages and disadvantages of options for Undergraduate Medical Education (i.e., the typical basic medical school program, hereafter referred to as just Medical Education in this document) at UC Merced. The discussions did not address the question of whether having Medical Education program would be beneficial to UC Merced or whether it is feasible to provide Medical Education on campus (questions best left to Senate and the Administration), but rather to provide some expert advice regarding the options for Medical Education should the decision be made to pursue further discussions.

The list of attendees of the June 17th meeting (included at the end of this document) included representatives from UC Davis, UC Berkeley, UCSF, and UCSF Fresno. The discussion centered on the three models of Medical Education:

- SJV Prime Program model of Medical Education
- UC Davis's model of Medical Education
- UC Berkeley/UCSF Joint Medical Program (JMP)

The discussion focused on the needs of the region and the extent to which a Medical Education could serve the needs of the community.

As a way of summarizing the impressions from the day, we have provided the following:

- Summary of the needs of the community with regards to Medical Education
- Advantages and disadvantages of four options:
 1. Continuing with the SJV Prime Program
 2. Transferring and expanding the SJV Prime Program by having students receive 2 years of training at UC Merced in the UC Davis's model and then their last two years at UCSF Fresno,
 3. Adopting the Berkeley model by having students receive 2 or 3 years of training at UC Merced in the UC Berkeley model and then their last two years at UCSF Fresno,
 4. Defer decision regarding Medical Education at UC Merced

It should be noted that none of the models under consideration involve UC Merced being the LCME accredited institution. While this might be considered at some point in the future, the models discussed all involve either UC Davis or UCSF being the degree granting institution.

Summary of the needs of the community with regards to Medical Education

The discussion made clear that there is a long-term shortage of physicians in the region and the community in the SJV sees a medical school as an important component to closing this gap. There was debate as to whether having a Medical Education program was indeed the best way to achieve the aim of getting more physicians in the region, with the discussion touching on other ways of getting more qualified physicians to remain in the region, including:

1. Better training for high school students to make them competitive at University, in particular a pre-med curriculum,
2. Better training for UC Merced students, making them more competitive for medical school,
3. Having a Medical Education program in the SJV,
4. Increasing the number and variety of physician residency programs in the SJV
5. Improving the experience for medical residents practicing in the SJV so that they want to stay after completing their residency.

While these are related, UC Merced could (in theory) choose to address any these without dealing with the others. For instance, UC Merced might choose to focus on introducing programs to enhance the residency experience (4) by working with existing residency programs (UCSF Fresno, but also Sutter Gould in Modesto and others around the region) without having a Medical Education program on campus. Many in the region are focused on the notion that doctors settle within a short distance of the place where they do their residency, suggesting that enhancing the residency experience may lead more physicians to stay in the region. The meeting participants pointed out that in addition to the site of residency training, other factors are important as well, including where they grew up, where they attended medical school, where they performed internship/residency, and spousal preference. However, it was recognized that these aspects (1 to 4) are interlinked (i.e., can you enhance the residency experience without having a Medical Education program on site?), and no consensus was researched whether focusing on the components individually would be successful.

There was also discussion regarding whether having a Medical Education program was the most effective way to improve the health of the community. It was pointed out that many of the problems in the region would be best addressed by having a Public Health School at UC Merced rather than focusing on producing more physicians. Public health is the field within the health sciences and professions that is better equipped to address the determinants of health and health care. But the consensus was that while this is an important consideration, the point of the discussion was to discuss models of medical education at UC Merced.

Strengths and weaknesses of models of Medical Education

1. Continuing with the SJV Prime Program

Overview

The current SJV Prime program is run by UC Davis, with students spending their first two years at Davis and then their final two years (clerkship) at UCSF Fresno. UC Merced's involvement with the program is minimal, being confined to presenting occasionally at a one-hour lunch time seminar, and two representatives (Wallander and Ortez) serving on the Advisory Board and interviewing some of the applicants.

The SJV Prime curriculum during the first two years is almost identical to the non-SJV Prime students. SJV Prime students have a one hour lunch-time seminar each week, shared with the other UC Davis rural prime program. In previous years, the SJV Prime cohorts visited UC Merced and toured several SJV medical sites as part of their orientation, though this activity was removed from the program for the current (third) class of students. Presenters from UC Davis pointed out that the geographic separation of the Davis and Merced campuses made any cooperative experience difficult. The consensus was that there is currently little or no active role for UC Merced in the education of the SJV Prime students. Presenters from UC Davis did suggest some other ways that UC Merced faculty might be involved, but these were mainly peripheral to the Medical Education curriculum.

The first group of 5 SJV Prime students have begun their final two clerkship years at UCSF Fresno. Because UC Davis remains the granter of the degree, the training at UCSF Fresno must be consistent with UC Davis' accreditation. This has apparently led to some friction between the campuses, but appears to have been resolved for the first SJV Prime Class. UC Merced has been asked by UC Davis whether SJV Prime students might have the option of completing a one-year Masters in Public Health at UC Merced. Because we are planning on having a Public Health masters program in Fall 2014, UC Merced could accommodate these students. However, conversations with the current SJV Prime students suggests that interest might be low due to it delaying their graduation by a year and adding to the costs of their medical education. Interest in a year of public health training and masters degree may increase as the first SJV Prime cohort gets more exposure to health concerns in the valley, and may depend on the university's ability to provide financial support.

Finally, Fred Meyers was asked about the potential to expand the program and get more UC Merced involvement. He stated that:

- The number of students could increase to 8 to 10 per year
- There were other options for involving UC Merced, such as having a summer program, but that would have to be paid for by UC Merced and it was not clear how much interest there would be from students, and

- The estimated cost per SJV Prime student to UC Merced is between \$10,000 and \$15,000, although the breakdown of how much of this covers the UCSF Fresno training and how much it covers the UC Davis training was unclear.

In summary, except for the open question of a year of public health study and research on our campus for the SJV Prime students, there does not appear to be a major role for UC Merced to play in the UCSF Fresno component of the SJV Prime Program.

Advantages	Disadvantages
1. Part of an established, accredited Medical Education program resulting in relatively low cost	1. Minimal role for UC Merced, with little to no hope of influencing the course of study to emphasize the unique nature of the SJV
2. Selection process might result in medical students who are likely to want to stay in the SJV	2. Quality of students appears to vary and suggest that students appear to require substantial academic support to succeed
3. Attachment of UC Merced name, for minimal efforts and moderate cost, may modulate community expectations.	3. The basic Medical Education program on which this is placed uses an approach to training that has been shown to be less optimal for preparing physicians of the future and/or to be most effective in preparing them to deal with the local conditions.
4. Makes use of resources at UCSF-Fresno.	4. Continuing the program depends upon the continued cooperation and good will between UCSF Fresno and UC Davis
5. This choice is the default, meaning no action required. If we acknowledge and accept our non-participation in SJV Prime education, then the demands made on us are modest.	5. If the location of medical school contributes to the practice location decision of newly trained physicians, then the 2 years at UCD (not in the SJV) may blunt the intended plan to ‘raise and train locally’ as an approach to keeping physicians in the valley.
6. If we offer and promote the 5th year of Public Health, we will be helping to fulfill our goal of providing SJV students with an understanding of the health needs of the region.	6. Current student interest in taking up the Public Health program seems limited unless we can fully fund their study.
	7. The size of the class (at most 8 to 10) is too small to make a noticeable difference to the health of the region.

2. Transferring and Expanding the SJV Prime Program by having students receive 2 years of training at UC Merced in the UC Davis's model and then their last two years at UCSF Fresno

Overview

A second option that was discussed was for UC Merced to wholly adopt the UC Davis model:

- UC Davis remain the accrediting university
- UC Merced offering the first two years of medical education using the curriculum from UC Davis, and
- Students doing their final two (or three, if a Public Health year is offered) at UCSF Fresno

This would be an expansion of the current model, and the number of students could (potentially) expand from the 8 to 10 maximum under option 1 to that of a normal medical education program.

The UC Davis pre-clinical curriculum is a traditional block model, with approximately half of faculty contact time spent in a large class lecture setting (estimate from the UC Davis faculty presenters). Some of the class blocks are organ oriented (for example, renal physiology + renal and urologic pathology + fluid management) while others are subject-matter specific (for example, microbiology). Some classes are offered in an electronic access format; a UC Davis SJV Prime student presenter's current schedule included one such class taken entirely 'on line'. Small discussion group sessions with faculty represent a small part of the basic science curriculum; problem based learning is not an important part of the Davis approach. During the 2 pre-clinical years at Davis, students are also exposed to clinical medicine and patient contact in a variety of settings; for the SJV Prime students, these settings have focused on underserved populations.

Beginning with the third SJV Prime cohort, clinical exposure for SJV Prime students will include clinics in the San Joaquin Valley (Modesto and perhaps Stockton). The block curricular model is the most common model used in American medical schools. The model is easily adapted to preparing students for the USMLE Step 1 exam and takes advantage of the specialty organization of university faculty (so, for example, microbiology is taught by microbiologists). The Step 1 exam is the single biggest graduation impediment for matriculating medical students; in this setting, teaching to the test has a strong appeal. Several medical schools, including schools in the UC system, have revised their curriculum during the past 2 decades to new models that put greater emphasis on small group interaction. Professor Irby pointed out that for schools like UCSF, the choice of curriculum and quality of teaching may be important for the faculty and may have an important influence on the satisfaction (happiness) of the medical students, but seem to have little effect on the knowledge transferred, according to test results or other formal assessments of student performance.

In summary, this option would expand on the existing program by having the first two years of UC Davis training done at UC Merced.

Advantages	Disadvantages
1. UC Merced would have a Medical Education program located on campus, not just a symbolic program	1. Because of the nature of the Davis program, a major resource allocation will be necessary, especially in the areas of biomedical research and teaching.
2. The number of medical students could expand beyond the 8 to 10 limit under the current arrangement. This might help fill the gap in the region	2. Requires that UC Davis remain willing to be the accrediting program for students who never set foot on the Davis campus. Expect there to be major concerns and negotiations regarding the transfer of pre-clinical class credits.
3. It would continue to take advantage of the resources available at UCSF Fresno	3. The block curriculum is seen as somewhat outdated and not innovative. There is a chance that UC Davis will look to change their curriculum in the near future, meaning that UC Merced would need to change ours as well.
4. The traditional block model is relatively inexpensive to deliver to students since much of the instruction is in-class lectures.	4. Changing to another model, such as having UCSF be the degree granting institution, would be very difficult once we have adopted the Davis program
	5. One meeting presenter reminded us that when UC Riverside established its medical school partnership with UCLA, an admissions policy that gave preference to local students resulted in complaints about sub-standard student outcome. Classes included cohorts of students with strong local ties and cohorts of high-performing students and very little overlap.

3. Adopting the Berkeley model by having students receive 2 or 3 years of training at UC Merced in the UC Berkeley model and then their last two years at UCSF Fresno,

Overview

A third option that was discussed was adopting a program such as UC Berkeley's Medical Education model. The basics of this model are:

- UCSF is the degree granting institution, with joint control over admissions
- Students spend 3 years at Berkeley, coming out with an Masters of Public Health as well as their first two years of medical education
- Students spend the final two years at UCSF (or UCSF Fresno) as other students.

UC Berkeley created the preclinical medical program (the Joint Medical Program, JMP) 40+ years ago, in association with the UCSF School of Medicine. The program is now run out of the School of Public Health and extends over 3 years. After successful completion of the 3 years at Cal and 2 years of clinical training at UCSF, graduates receive an MD and MS (Public Health) degree. Since about 10 years ago, the medical curriculum is entirely Problem Based Learning (PBL). The PBL preclinical training and the course work and research for the master degree run concurrently. Two MD clinician SPH faculty oversee the PBL program (1.5 FTE). The UC Berkeley PBL curriculum consists of a series of defined clinical scenarios (problems) presented step-wise to student groups of 6 students in a series of 2.5h meetings (3 per week). Problem presentation is under the control of a preceptor who attends the meetings as a reasoning facilitator (called a process expert), but not as a knowledge resource. Based on the problem, students identify topics and questions that require research and, between meetings, prepare written learning objects and present their research findings at the next meeting.

The Joint Medical Program at UC Berkeley uses 14 core faculty from the School of Public Health and other campus disciplines, and in addition employs 60 or more tutors drawn from the community. While small group preceptors are not required to be clinicians or to have medical training, they do require orientation to the problem-solving preceptorship role. Preceptors change with each problem and problems are reviewed over the course of 2 weeks. Presenters from UC Berkeley provided several lines of evidence that the Joint Medical Program students meet or exceed national standards for preclinical education. Review of the student learning objects shows that the majority of topics covered by the Step 1 exam are addressed on multiple occasions by each study group.

In summary, this option would adopt the UC Berkeley/UCSF model by having the first two/three years of UCSF training done at UC Merced using the UC Berkeley model, and then have the last two years at UCSF Fresno.

Advantages	Disadvantages
1. UC Merced would have a Medical Education program located on campus, not just a symbolic program	1. Still requires significant resources
2. The number of medical students could expand beyond the 8 to 10 limit under the current arrangement. This might help fill the gap in the region	2. While the JPM program is highly respected and could be adopted, it is unknown whether UC Merced could obtain the same level of academic quality and respect
3. It would continue to take advantage of the resources available at UCSF Fresno	3. To keep costs down, it would require current faculty to divert some time away from other needs to meet this need.
4. Can be started small and is easy to scale up, requiring somewhat fewer immediate resources	4. It is unclear whether the UC Berkeley student success is due to the program or to the quality of students they enroll. If the latter, then it is unclear whether UC Merced can attract the same quality of students. However, if the MD degree comes from UCSF, then it is likely we will attract quality applicants.
5. Model is touted to be good for preparing physicians of the future	5. While some UC Merced faculty may embrace the innovative aspect of a JMP-like PBL curriculum, others are likely to object that in a new school struggling to achieve academic distinction during a period of constrained resources, the gamble on a highly innovative curriculum that relinquishes faculty control takes on too much risk.
6. The additional 1-year curriculum can develop competencies to address health needs of SJV better	
7. UC Berkeley's program is portable, meaning we could conceivably adopt the same sequence of problems with some adaptation to the SJV. The Joint Medical Program has recently sold its program to another institution. If UC Merced adopted the same PBL curriculum as the JMP, our students would have training that is familiar to the UCSF clinical faculty.	

8. Using the JMP as our model, we could incorporate the 5th year (as a 3-year preclinical program on the UC Merced campus), copying a successful, experienced, and highly respected program.	
9. Assuming faculty and administrative commitment to the teaching FTE requirements, instituting a PBL program could occur without the hiring of large numbers of clinical faculty.	

4. Defer decision regarding Medical Education at UC Merced

Overview

At present, UC Merced has no formal program for undergraduates interested in applying for medical education, no meaningful involvement with the SJV Prime Program, and no program to assist residents in the region. We could defer the decision till a later date.

In a post-meeting communication, Dr. Peterson reminded us that a private, for-profit health education effort in Fresno may be able (eager) to fill the void if UC Merced elects not to support a substantial medical education effort. This sequence would substitute a credentialing MD program for the knowledge-advancing medical science campus that would result.

Advantages	Disadvantages
1. Avoid risks and resource needs associated with starting a new educational program.	1. UC Merced is seen as ignoring the health needs and clear demands of the region
2. If UC Merced can continue to attract resources and funding, then these resources might be used for other purposes.	2. Limits our ability to attract resources. Status in community and is jeopardized and political capital disappears
3. Allows UC Merced to consider other models of medical education	3. Delaying may mean that UC Merced never has a medical education program.
4. Would allow UC Merced to place more efforts on developing a School of Public Health in order to meet the needs of the region.	4. The presence of a medical program on a university campus makes the school more attractive to undergraduate applicants, sweetening the pool of candidate undergraduate students.

List of attendees:

Tom Peterson	UC Merced
Dan Hirleman	UC Merced
Mike Peterson	UCSF – Fresno
Joan Voris	UCSF – Fresno
David Irby	UCSF
Ann Stevens	UC Berkeley
Cathryn Nation	UC Office of the President
Tonya Fancher	UC Davis
Kenny Banh	UCSF – Fresno
Fabian Alberto	SJV Prime
Paty Gonzales	UC Davis
Fred Meyers	UC Davis
Amin Azzam	UC Berkeley
Michael Dawson	UC Merced
Stergios Roussos	UC Merced
Erin Gaab	UC Merced
Paul Brown	UC Merced
Peggy O’Day	UC Merced
Jan Wallander	UC Merced
Ariel Escobar	UC Merced
Linda Cameron	UC Merced
Derry Ridgway	UC Merced

Medical Education
 Discussion of 21st Century Medical Curricula at the
 Northern campuses of the University of California

June 17, 2013
 Half Dome Room, SSM Building, UC Merced

Meeting objectives: Provide an opportunity for interested UC Merced faculty members from the Schools of Engineering, Natural Science, and Social Science, Humanities, and Arts to learn about 21st century approaches to medical school curricula.

Provide a forum for discussion about possible academic and practical implications of a medical education program on the UC Merced campus.

9:45-10:00 am	Coffee and pastries
10:00-10:15 am	Welcome and Introduction of Program – UC Merced and HSRI
10:15-11:45 am	<p>Presentation about UC Health Care Programs. Cathryn Nation</p> <p>Discussion of the findings and recommendations from the Carnegie Foundation’s 2010 report [Cooke, Irby, O’Brien. <u>Educating Physicians: A Call for Reform of Medical School and Residency</u>]. All attendees, discussion led by David Irby</p>
11:45-12:10	Break; buffet for working lunch
12:10-1:00 pm	<p><u>UC Davis</u></p> <p>Presentation: The Medical Curriculum at UC Davis</p> <p>Presentation: The Preclinical curriculum for students in the San Joaquin Valley Prime Program</p> <p>Presentations by Tonya Fancher, Fred Meyers, and Paty Gonzales.</p> <p>Presentation by Fabian Alberto.</p> <p>Discussion</p>
1:00-1:50 pm	<p><u>UC Berkeley School of Public Health – Joint Medical Program</u></p> <p>Presentation: The Preclinical curriculum of the JMP</p> <p>Presentation by Amin Azzam and Ann Stevens</p> <p>Discussion</p>
1:50-2:05	Break
2:-05-3:00 pm	<p><u>UCSF-Fresno</u></p> <p>Presentation: The clinical curriculum at UCSF-F</p> <p>Presentation: The clinical curriculum for students in the San Joaquin Valley Prime Program</p> <p>Presentation by Michael Peterson, Kenny Banh, and Joan Voris</p> <p>Discussion</p> <p>Thanks and Conclusion. UC Merced and HSRI</p>

Academic Senate-Administration Library Working Group Final Report

The Academic Senate-Administration Library Working Group (LWG) met three times during the 2013 Fall Semester to address the items in its charge. In addition, the LWG solicited comments from stakeholders from the faculty, student body, and administration.

The LWG reached consensus on two matters. First, the library is an academic unit and the library budget needs to grow significantly in order to reflect past growth at UC Merced and to keep pace with continued growth. The current budget is not adequate to meet the diverse requirements for print and digital information and scholarly communication at a research university, nor to address inflation in scholarly information costs. Second, the LWG strongly supports the creation of a permanent Library and Scholarly Information Advisory Committee with a membership and charge akin to such committees at other UC campuses (see Appendix A). The Library and Scholarly Information Advisory Committee should be charged with addressing the major library issues and potential directions that the LWG surfaced, which include:

Budget

- How, and how much, to grow the library budget and staff to support all areas of activity as the campus adds faculty, students, and new programs.
- Potential budget impacts of open-access publishing, cost inflation of scholarly information, and changing models for acquiring and accessing information.

Space and Infrastructure

- Library public spaces are being used at maximum capacity.
- Space for printed books. There is sufficient stack space to get to 2020, but space needs for 2030 and beyond are uncertain.
- There is not enough space for physical non-book materials to get to 2020, such as manuscripts, university archives, art work, and realia.
- There is a need for digital labs and workspaces, staff and network/hardware infrastructure for digital collaboration and for activities such as data curation. Campus core facilities with missions synergistic to the library (e.g. digital humanities, spatial analysis) could be located in the library.
- Possible solutions include (re)claiming space in Kolligian Library Building or creating library common spaces in new buildings.

Non-Commodity Information

- Non-commodity information is any campus-generated information (physical or digital) for which the campus or individual researchers retain or are granted usage rights.
- Assist researchers in handling non-commodity content through the entire lifecycle of collection, digitization, design, analysis, sharing, discovery, and archiving.

- Management of digital and physical non-commodity information produced as the result of research, instruction, or campus initiatives to digitize and/or preserve non-university information.

Educational Role

- Develop research-ready students (undergraduate and graduate) who have the skills to discover, access, evaluate, and apply information throughout their scholarly, professional, civic, and personal lives.
- Identify and acquire core print and digital collections that are adequate and systematic in coverage and appropriate to student learning and research in all disciplines and at all levels from general education through Ph.D.
- Respond to newly enhanced WASC requirements for information-literacy outcomes and provide in-person and online information-literacy instruction.
- Provide library support for online courses as they emerge.

Research Role

- Support campus research by developing mechanisms to identify collection needs and by providing access to adequate and comprehensive print and digital resources appropriate to all disciplines at the university, as well as aiding in managing the non-commodity information (data, print, other formats) produced by university researchers.
- The growth of the library staff should reflect the expertise needed to support faculty and student research and publication in all forms and disciplines.
- The library itself could be studied by researchers interested in organizational management, economics, educational outcomes, etc.
- The library should be a partner in research projects that would benefit from librarian input and expertise.

Library and Scholarly Communication Advisory Committee

We propose the establishment of a Senate standing committee, the Library and Scholarly Communication Advisory Committee (LSCAC). We believe that a free-standing LSCAC will best meet the needs of the campus, since the issues that such a committee will address are unique to this domain, and since the ex officio membership of this committee will not overlap with that of other standing committees. However, if it proves difficult to staff a free-standing LSCAC, we note that it would be feasible to make the LSCAC charge a part of the Committee on Research charge (as at UC Irvine, see Appendix A), presumably with the LSCAC a semi-autonomous subcommittee of CoR. We note further that LSCAC will generally need to meet only once or twice per semester.

The LSCAC will, of course, aid the library by serving as a two-way conduit for mutual exchanges of information and ideas between the library and its stakeholders. In keeping with such committees on other UC campuses, the committee will advise the Chancellor regarding administration of the Library, and, in accordance with the

Standing Orders of the Regents, advise the University Librarian regarding acquisition, storage and provision of library holdings; and to perform such other duties relative to the Library as may be committed to the Senate by proper authority. The committee will participate with the University Librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds; and will prepare and submit to the Division an annual report on financial problems, allocation of space, facilities for research, and any other matters within its jurisdiction. The LSCAC will also advise the library on matters of importance to the university community, and will liaise with the CIO on matters related to research computing. Finally, the LSCAC will study and report on issues of scholarly communication, including technology, publishing, teaching, archiving, and copyright. The LSCAC promotes education and advocacy for matters concerning the library and scholarly communication.

The proposed membership of the LSCAC is as follows:

- Faculty member representing the Academic Senate Committee on Research
- Faculty member representing School of Social Sciences, Humanities, and Arts
- Faculty member representing School of Natural Sciences
- Faculty member representing School of Engineering
- Librarian representing the Librarians Association of the University of California—Merced Division
- University Librarian (ex officio)
- Vice Chancellor for Research (ex officio)
- Chief Information Officer (ex officio)
- Representative of the Graduate Student Association
- Representative of the Associated Students of the University of California, Merced
- Vice Provost and Dean of Undergraduate Education (ex officio)

APPENDIX A

University of California Library Advisory Structures

<p>UC Berkeley</p> <p style="text-align: center;">Library Committee</p> <p>Membership: This Committee has two student members (one graduate, one undergraduate); number of Senate members not specified. 2013-2014 Library Committee has 11 faculty members plus University Librarian “by invitation.”</p> <p>Charge:</p> <ul style="list-style-type: none">• Advises the Chancellor regarding administration of the Library; and• Performs such other duties relative to the Library as may be committed to the Division. <p>http://academic-senate.berkeley.edu/committees/libr</p>
<p>UC Davis</p> <p style="text-align: center;">Library Committee</p> <p>Membership: This committee shall consist of at least ten members, including the following: one undergraduate student representative; one graduate student representative; one representative appointed by the Davis Academic Federation; the chair of the library committee of each college or school having a library committee on the Davis campus; a faculty member from each college or school on the Davis campus that does not have a library committee but does have a committee with responsibility for library matters; and the University Librarian of the Davis campus ex-officio. (Am. 3/16/92; 10/20/97)</p> <p>Charge: It shall be the duty of this committee to advise the Chief Campus Officer regarding the administration of the Library on the Davis campus, in accordance with the Standing Orders of the Regents, to advise the University Librarian regarding removal and storage of library holdings, and to perform such other duties relative to the Library as may be committed to the Senate by proper authority. The committee shall report at least once a year to the Representative Assembly. (Am. 6/10/93; effective 1/1/94)</p> <p>http://academicsenate.ucdavis.edu/committees/committee-list/library.cfm</p>
<p>UC Irvine</p> <p style="text-align: center;">Council on Research Computing and Libraries</p> <p>Membership: The Council on Research, Computing, and Libraries shall consist of at least one member</p>

from each Faculty and no more than one member from any academic department. To balance the responsibilities of service among the members, each of the following Faculties shall have the following number of members:

- 1) Biological Sciences (2 members), Health Sciences (2 members);
- 2) Physical Sciences (2 members), Engineering (2 members), ICS (1 member);
- 3) The Arts (1 member), Humanities (2 members); Education (1 member); and
- 4) Social Sciences (2 members), Social Ecology (1 member), Business (1 member), Law (1 member).

The Vice Chancellor for Research, the Associate Vice Chancellor of Information Technology, and the University Librarian shall be ex officio non-voting members.

Charge:

- (1) Consider issues pertaining to fostering research.
- (2) Advise the Chancellor and represent the Division on matters relating to research policy and administration and academic resources, including information technology, telecommunications, and library policies and administration on the Irvine campus.
- (3) Administer general campus funds for faculty research and review and evaluate University-recognized research programs and units.
- (4) Advise the Vice Chancellor for Research on campus nominees or applicants for research awards from foundations and other granting agencies which restrict the number of proposals submitted.
- (5) Represent the Division on the University Committee on Research Policy, the University Committee on Library & Scholarly Communication, and the University Committee on Computing & Communications
- (6) A designated library representative shall be responsible for maintaining Council liaison with the University Librarian, and with any library committees that may exist in any of the Faculties.

Activities of CORCL should take into consideration the university's mission to promote diversity.

<http://www.senate.uci.edu/Councils/CORCL/index.asp>

UCLA

Committee on Library and Scholarly Communication

Membership:

Nine voting faculty appointed by the Committee on Committees and confirmed by the Legislative Assembly for up to 3 years,
The UCLA University Librarian, ex-officio,
Two student representatives, 1 undergraduate and 1 graduate appointed by their respective student government.

Charge:

The Committee on Library and Scholarly Communication (COLASC) takes, as its principal obligation, to reflect and articulate the views of UCLA faculty members concerning the role

of the University Library in the acquisition, storage, and provision of scholarly materials.

COLASC advises the Chancellor concerning the administration of the Library and scholarly communication. The Committee represents the Division and the faculty in all matters of library policy and advises the Library administration accordingly. COLASC meets twice per quarter

Interactions with Administration:

Primary interactions are with the University Librarian.

<http://www.senate.ucla.edu/committees/library/>

UC Riverside

Library & Scholarly Communication

Membership:

This committee consists of seven members of the Division, including the University librarian of the Riverside campus, ex officio. The Chair normally also serves on the University Library Committee.

Charge:

It is the duty of this committee to:

- (1) Advise the President and the Chancellor regarding the administration of the library and matters concerning scholarly communication at Riverside in accordance with the Standing Orders of the Regents and perform such other duties relative to the library as may be referred by proper authority;
- (2) Participate with the librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds;
- (3) Provide liaison between the Faculty and the library administration in all matters of library policy;
- (4) Prepare and submit to the Division an annual report on financial problems, allocation of space, facilities for research, and any other matters within its jurisdiction;
- (5) Participate in an advisory capacity in the appointment of the librarian.

<http://senate.ucr.edu/committee/?do=info&id=15>

UC San Diego

Library

Membership:

This committee shall consist of seven ordinary members of the Division, including ex officio the University Librarian at San Diego, who shall not become chair. It shall also have one representative of the Librarians Association of University of California, one undergraduate student representative, and one graduate student representative, who shall not have the right to vote. One member shall also serve on the University Library Committee.

Charge:

The Library Committee shall have the following duties:

- (1) It shall advise the President of the University and the Chancellor at San Diego regarding the administration of the Library at San Diego [see 105.2(f) of the Standing Orders of The Regents]. Such advice shall include recommendations concerning the Library budget, the formulation of Library policies, the allocation of space, and the apportionment of funds.
- (2) It shall perform such other duties relative to the Library at San Diego as may be committed to the Division by proper authority.
- (3) It shall provide liaison between the faculty and the Library administration in all matters of Library policy.
- (4) It shall prepare and submit to the Division an annual report on financial problems, allocation of space, facilities for research in campus libraries, and any other matters within its jurisdiction.
- (5) It shall participate in an advisory capacity to the Chancellor at San Diego and the President of the University preliminary to the appointment of the University Librarian.

<http://senate.ucsd.edu/committees/library.htm>

UC San Francisco

Library & Scholarly Communication

Membership:

This Committee shall consist of ten members, including the University Librarian of the San Francisco Division, a representative of the Librarians Association of the University of California - San Francisco Division (LAUC-SF), and one representative from either the UCSF Graduate Student Association or Associated Students of the University of California, San Francisco as ex officio members. The student representative groups shall in alternate years provide representatives (in odd years – GSA, in even years – ASUCSF), with each group serving to coordinate and communicate matters of importance relative to the Library on behalf of both groups. In the event that the Student Associations are unable to alternate representation, they shall determine amongst themselves which organization will send representation.

Charge:

- (1) To advise the President and the Chancellor regarding the administration of the library at San Francisco, in accordance with the Standing Orders of The Regents, and perform such duties relative to the Libraries at San Francisco as may be assigned to the Division by proper authority.
- (2) To provide liaison between Faculty and Library Administration on all matters of library policy.
- (3) To participate with the University Librarian on matters relating to library budget formulation policy and the allocation of space and apportionment of funds.
- (4) To prepare and submit to the San Francisco Division an annual report on financial problems, allocation of space, facilities for Library research and any other matters within its jurisdiction.

http://senate.ucsf.edu/committee/index.php?committee_id=10

UC Santa Barbara

Committee on Library, Information, & Instructional Resources

(The Committee on Library, Information, & Instructional Resources functions as a subcommittee of the Council on Research and Instructional Resources.)

Membership:

Committee on Library, Information & Instructional Resources consisting of a Chair and five (5) Council members. The University Librarian and Associate Vice Chancellor of Academic Programs serve ex-officio;

Charge:

Acts for the Division in all matters of Library policy and administration and advises the Chancellor and the Division accordingly; reviews and makes recommendations concerning the print, electronic, space and growth needs of the Library; participates in administrative reviews of the Library and formulates recommendations to the Chancellor, the Division and the Council on Planning and Budget as appropriate.

<https://senate.ucsb.edu/~councils.and.committees/index.cfm?V=F996622685347CB78BE C86C39837969D>

UC Santa Cruz

Committee on the Library and Scholarly Communication

Membership:

There are five Santa Cruz Division members, plus the University Librarian at Santa Cruz serving ex officio. In addition, there are no more than two student representatives. The Chair and Chair-elect of the UCSC Librarians Association are invited to sit with the Committee. The University Librarian does not serve as Chair.

Charge:

- 1) The Committee advises the President of the University and the Chancellor at Santa Cruz regarding the administration of the libraries at Santa Cruz, in accordance with the Standing Orders of the Regents. It consults with campus and library administration on local and Universitywide library and scholarly communication policies. Scholarly communication refers to the modalities by which research and creative work are made public, as described in 13.23.4. Whenever appropriate, the Committee joins the library administration in providing representation at Universitywide discussions of library policy. It assists the library administration in determining acquisition and management policies for collections, considering changing patterns of faculty and student use of the library, and the varied needs of the different disciplines.
- 2) In consultation with the University Librarian, the Committee advises the Chancellor

and the Committee on Planning and Budget on the library budget, apportionment of funds, allocation of space, and other matters concerning the library. Advises and consults with the Chancellor on administrative reviews of the library.

- 3) The Committee studies and reports on issues of scholarly communication, including technology, publishing, teaching, archiving, and copyright. The Committee promotes education and advocacy for matters concerning the library and scholarly communication.

<http://senate.ucsc.edu/committees/colasc-committee-on-library-and-scholarly-communication/index.html>

California Digital Library

Systemwide Library and Scholarly Information Committee

The Systemwide Library and Scholarly Information Committee was established to advise the University on systemwide library policies and strategic priorities, on systemwide long term planning for the UC libraries including the ten campus libraries and the California Digital Library (CDL), and on strategies to enhance and facilitate the transmission of scholarly and scientific communication in a digital environment.

SLASIAC Membership and Charge:

http://libraries.universityofcalifornia.edu/groups/files/slasiac/docs/SLASIAC_charge_revised_final_111411.pdf

<http://libraries.universityofcalifornia.edu/slasiac>



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March 4, 2014

**SENATE DIVISION CHAIRS
SENATE COMMITTEE CHAIRS**

Re: Systemwide Review of Proposal to Amend Senate Bylaw 55 - Round 2

Dear Colleagues:

As you know, the San Diego division has proposed an amendment to Bylaw 55 that would permit the Senate members of an academic department in the health sciences to extend voting rights on personnel cases to specified classes of non-Senate faculty colleagues in that department. You reviewed the original version of this proposal last fall, and Council discussed the responses in January. Council then asked the San Diego division to revise its [proposed amendment to Bylaw 55](#) to address concerns raised in the systemwide Senate review, and to resubmit a revision for Council's consideration and a second review. Council considered a revised proposal at its February 26 meeting. After an extended discussion, Council agreed to send two versions of the revised submission for a simultaneous second review, believing that the revision had addressed many of the original concerns, so that a second review would be appropriate. Both alternatives are attached to this memo. They maintain track changes to clarify how the original proposal has been modified.

San Diego's original proposed amendment would allow a department or school in the health sciences to extend voting privileges on personnel matters, including rank and step, to non-Academic Senate members of the department upon a two-thirds vote of the department's Senate faculty, and would require reconsideration after a year if requested by a Senate member of the department. San Diego's revision maintains those basic provisions, but clarifies that the vote to extend privileges would be limited to faculty with the rank of Associate Professor and higher, and that the votes of Senate and non-Senate faculty would be reported separately to CAPs.

A major revision, which was requested by Council in January, is a new requirement that the relevant Division or its Legislative Assembly must first act to allow departments or schools to determine whether to extend voting rights. The intent is to transfer the initial authority to the divisional level, recognizing that some divisions may not want to extend voting rights but do not object allowing other divisions this option.

The two versions being sent to you are identical except for the scope of their applicability. By deleting the three words "in health sciences," the second version would make the proposed amendment applicable to departments and schools in any discipline. Only one of these alternative versions of the amendment could be enacted as legislation. Council asks you to opine as to whether

you would support enactment of one of the alternatives, both, or neither. Both alternatives are attached to this memo.

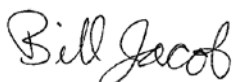
San Diego and other supporters maintain that the Bylaw amendment can help address the disenfranchisement felt by a large and growing number of contingent faculty who support UC's teaching mission substantially, but lack the privileges and protections of Senate membership. Council's second alternative recognizes that because the growth of contingent faculty is not limited to the health sciences but extends throughout UC's academic enterprise, it may be logical to extend the voting provision to non-Senate members more broadly. Council is aware that its alternative represents a significant difference from the original proposal and needs to be discussed further by Senate divisions and committees. Council will not determine whether to propose legislation to the Assembly until it receives and is able to deliberate on the next round of comments.

In the Council discussion it was noted that strictly speaking, all votes sent to CAP are "advisory" (as are CAP's recommendations to the Chancellor), and the possibility of reporting a separate non-Senate member "advisory vote" to CAP is already available to schools or departments. Nothing in the proposed revision would change the ability of schools or departments to take and report separate votes on personnel actions. Proponents believe that enacting this change will clarify the availability of recording non-Senate votes in documents sent to CAP and will signal that CAPs must consider such advice when departments or schools elect to offer it.

I ask that you distribute these materials for review and that you submit responses to SenateReview@ucop.edu by **Friday, April 25, 2014** so that Council can discuss the responses at its meeting on April 30. As always, committee chairs who determine that the subject is not in the purview of their committee need not reply.

Please do not hesitate to contact me if you have any questions.

Sincerely,



Bill Jacob

Encl (1)

Cc: Senate Executive Directors
Senate Committee Analysts

Bylaw 55 Proposed Amendment Version 1

E. Extension of Voting Privileges to non-Academic Senate Faculty in Health Sciences

- Subject to prior approval by a Division or its Legislative Assembly, voting privileges on personnel matters within any department or school in Health Sciences may be extended to one or more of the classes of career (i.e. >50% effort) non-Academic Senate members of that department, who are not otherwise entitled to vote under the provisions of paragraphs 1 to 6 of Article B of this Bylaw. This requires at least a two-thirds majority vote by secret ballot of all Senate faculty who have achieved the Associate Professor rank or its equivalent to vote on the cases in question under the provisions of paragraphs 1 to 6 of Article B of this Bylaw.
- The extension of voting privileges to each class of non-Senate faculty should be considered separately. Voting privileges with regard to rank and step would apply equally to Senate faculty and non-Senate faculty. In departments that have adopted these voting privileges, the Chair shall report separately the votes of Senate and non-Senate faculty.
- Any extensions of the voting privilege under this Article E must remain in effect for at least one calendar year (twelve months); thereafter, any Senate faculty member who has achieved the Associate Professor rank or its equivalent may request reconsideration. Following a request for reconsideration, and prior to any subsequent vote on personnel matters, the Chair or other appropriate departmental officer shall put the question of renewal of voting privileges to a vote. In this case, an extension of voting privileges will be renewed only upon at least a two-thirds majority vote by secret ballot of all Senate faculty who have achieved the Associate Professor rank or its equivalent.

Bylaw 55 Proposed Amendment Version 2

E. Extension of Voting Privileges to non-Academic Senate Faculty

Deleted: in Health Sciences

- Subject to prior approval by a Division or its Legislative Assembly, voting privileges on personnel matters within any department or school may be extended to one or more of the classes of career (i.e. >50% effort) non-Academic Senate members of that department, who are not otherwise entitled to vote under the provisions of paragraphs 1 to 6 of Article B of this Bylaw. This requires at least a two-thirds majority vote by secret ballot of all Senate faculty who have achieved the Associate Professor rank or its equivalent to vote on the cases in question under the provisions of paragraphs 1 to 6 of Article B of this Bylaw.
- The extension of voting privileges to each class of non-Senate faculty should be considered separately. Voting privileges with regard to rank and step would apply equally to Senate faculty and non-Senate faculty. In departments that have adopted these voting privileges, the Chair shall report separately the votes of Senate and non-Senate faculty.
- Any extensions of the voting privilege under this Article E must remain in effect for at least one calendar year (twelve months); thereafter, any Senate faculty member who has achieved the Associate Professor rank or its equivalent may request reconsideration. Following a request for reconsideration, and prior to any subsequent vote on personnel matters, the Chair or other appropriate departmental officer shall put the question of renewal of voting privileges to a vote. In this case, an extension of voting privileges will be renewed only upon at least a two-thirds majority vote by secret ballot of all Senate faculty who have achieved the Associate Professor rank or its equivalent.

Deleted: in Health Sciences