

FINAL REPORT OF THE PROVOST'S IMPLEMENTATION ADVISORY COMMITTEE FOR GRADUATE EDUCATION

November 3, 2014

BACKGROUND

In 2012, the Joint Administration/Academic Senate Task Force on Graduate Education at UC Davis submitted its report, [Prioritizing and Strengthening Graduate Education at UC Davis](#), which articulates a comprehensive vision for enhancing graduate education and provides many thoughtful recommendations to guide our strategic planning. As an extension of that effort, the Provost's Implementation Advisory Committee for Graduate Education was established in 2013 under the leadership of the Vice Provost – Graduate Education and Dean – Graduate Studies to provide advice on the most appropriate ways to implement the recommendations of the Task Force.

ABOUT THE COMMITTEE

The charge to the committee (PIACGE) was to consider the entirety of the report and then strategize and recommend to the Provost activities, initiatives and funding strategies that address the critical issues identified. PIACGE mined the Task Force's final report for actionable recommendations and organized its work into three working subcommittees:

1. Subcommittee on Strategic Planning and Resource Allocation
2. Subcommittee on Graduate Student Success
3. Subcommittee on Graduate Faculty Engagement

Each subcommittee was comprised of PIACGE members, as well as other representatives of the campus community whose responsibilities and interests were closely aligned with the subject matter. Each subcommittee was assigned recommendations to consider and each developed a number of action items to address specific issues raised by the Task Force. PIACGE then considered each subcommittee's implementation plans and provided the attached report to the Provost with its final recommended implementation plan.

PIACGE Membership

Ms. Mandy Bachman, Languages and Literatures

Ms. Alisha Bartolomucci, Chemical Engineering and Materials Science

Professor Mario Biagioli, Science and Technology Studies

Ms. Rosalyn Earl, Doctoral Candidate, Education

Mr. Ethan Evans, Doctoral Candidate, Sociology

Vice Provost and Dean Jeffery C. Gibeling, Graduate Studies (Chair)

Professor Rachael Goodhue, Agricultural and Resource Economics

Professor Stacey Harmer, Plant Biology (Spring/Summer 2014)

Professor Wolfgang Polonik, Statistics

Professor Sharon Strauss, Evolution and Ecology (Fall 2013)

Professor Kyaw Tha Paw U, Land, Air, Water Resources

Associate Vice Chancellor and Dean Heather M. Young, Betty Irene Moore School of Nursing

Analyst to the Committee: Adrienne Wonhof, Graduate Studies

Provost's Implementation Advisory Committee for Graduate Education
November 3, 2014

Implementation Summary

Action Item	Action Description (PIACGE charge & reference number)	Who should implement	Projected timeframe	Projected budget
1	<p><i>Funding Required</i></p> <p>Allocate funding for a full-time development officer for graduate education in the Office of Graduate Studies. <i>(Commit to Graduate Education as a Strategic Priority: Develop Comprehensive Fundraising Plans, 1.4.)</i></p>	Provost	2014-15	\$140,000
2	<p>Every committee or work group appointed by the Chancellor or Provost charged with campus strategic planning must include a representative for graduate education and must address concerns related to graduate education. <i>(Commit to Graduate Education as a Strategic Priority: Explicitly Consider Graduate Education in All Planning Exercises, 1.1)</i></p>	Provost	Ongoing	-
3	<p>All strategic planning exercises related to enrollment planning should consider the graduate education planning principles developed by PIACGE. <i>(Commit to Graduate Education as a Strategic Priority: Consider Enrollment Planning, 1.6)</i></p>	Provost	Ongoing	-
4	<p>Reestablish the campus Enrollment Planning Committee to fully consider graduate enrollment planning in coordination with undergraduate enrollment planning. <i>(Commit to Graduate Education as a Strategic Priority: Consider Enrollment Planning, 1.6)</i></p>	Provost	2014-15	-
5	<p><i>Analysis Required</i></p> <p>Maintain purchasing power of program fellowship funds (block grant) considering decentralization of GSR benefits and new budget model. <i>(Commit to Graduate Education as a Strategic Priority: Increase Accountability Through Use of Metrics, 1.1. & 1.3.)</i></p>	Provost	Ongoing	TBD
6	<p><i>Analysis Required</i></p> <p>Resources should be provided for faculty to revise graduate courses to be more inclusive of research and theory that include cultural diversity, e.g., critical theory, race and gender theory, sexual orientation, and ability/disability. <i>(Enhance the Environment for Graduate Student Success: Support Graduate Diversity, 2.5.)</i></p>	Provost	2014-16	TBD
7	<ul style="list-style-type: none"> • Institute regular meetings between deans/associate deans and chairs of graduate groups. These meetings should be as frequent as the meetings that deans currently have with the department chairs of their schools/colleges/divisions. • Graduate groups should be represented in search committees for new faculty hires where the expertise and teaching portfolio overlaps with those of those specific group(s). • MOU's between departments and groups should be established reflecting agreed-upon and customary teaching commitments. New faculty should be given the appropriate MOU's in relevant groups from hire. • Departments should encourage faculty to teach a graduate course at least every other year to contribute to the growth and continued distinction in our graduate programs. <p><i>(Incentivize Faculty Participation in Graduate Education, 3.3.)</i></p>	Deans, Assoc. Deans, Department Chairs, Grad Group Chairs	Ongoing	-
8	<ul style="list-style-type: none"> • Merit and promotion review criteria should explicitly contain/call-out contributions to graduate education. The faculty should be instructed to write their candidate statement with subheadings for 	Vice Provost Stanton	2014-15	-

	<p>graduate education and undergraduate education under each category. Faculty contributions should be measured against departmental expectations/benchmarks for undergraduate and graduate teaching, mentoring and service (see next point). CAP should consider developing model candidate statements and departmental letters that evaluate graduate education in all its aspects (teaching, TA training, committee service, serving as an adviser, etc.).</p> <ul style="list-style-type: none"> Departments should consider developing codified expectations of faculty regarding the balance between undergraduate and graduate teaching and mentoring and service; faculty in the department should come to an agreement regarding these expectations. CAP should be fully informed of these program-specific expectations. <p><i>(Incentivize Faculty Participation in Graduate Education, 3.3.)</i></p>			
9	<p>Analysis Required</p> <p>Provide two course vouchers per year to Graduate Group Chairs to buy out faculty for primary instruction. Cost estimated for 50 groups at \$5,000-10,000 per course (depending on college and unit load). <i>(Incentivize Faculty Participation in Graduate Education, 3.3.)</i></p>	Sr. Assoc. Vice Chancellor Ratliff	Develop 2014-15 Implement Fall 2015	\$500,000-1,000,000
10	<p>Analysis Required</p> <p>The Walker Hall Renovation Project should be leveraged to garner donations. An analysis of naming opportunities should be completed; because there are no funds needed to support the current project goal (funds are being provided by the State), the naming opportunities funds could be directed to student support. Donors funds could also be used to enhance spaces in Walker to encourage new pedagogical/active learning teaching spaces or name professional development programs (i.e. GradPathways). <i>(Commit to Graduate Education as a Strategic Priority: Develop Comprehensive Fundraising Plans, 1.4.)</i></p>	Vice Chancellor Keister	Fall 2014	-
11	<p>Develop a strong development case statement for graduate education and specifically graduate student support, for use by development officers in interactions with donors. <i>(Commit to Graduate Education as a Strategic Priority: Develop Comprehensive Fundraising Plans, 1.4.)</i></p>	Vice Chancellor Keister, Vice Provost Gibeling	Fall 2014	-
12	<p>Deans should adopt the development case statement and modify it to emphasize the specific research/activities in which their graduate students engage. This will assist the development officers in individual colleges with their activities, and unify the campus in its presentation of the needs and benefits of graduate education. <i>(Commit to Graduate Education as a Strategic Priority: Develop Comprehensive Fundraising Plans, 1.4.)</i></p>	Vice Provost Gibeling, Council of Deans	Winter 2015	-
13	<p>Attend a Development Office meeting to present the case statement and provide talking points to development staff regarding the need and use of funding from donors. <i>(Commit to Graduate Education as a Strategic Priority: Develop Comprehensive Fundraising Plans, 1.4.)</i></p>	Vice Provost Gibeling	Winter 2015	-
14	<p>Funding Required</p> <p>Expand Leadership Development & Mentoring Programs: Professors for Future, Leaders for Future, and Mentoring at Critical Transitions; provide "On-Demand" Web Resources. <i>(Enhance the Environment for Graduate Student Success: Improve Mentorship & Advising, Develop Leadership Skills, 2.3.1. & 2.6.2.)</i></p>	Vice Provost Gibeling	2014-16	\$280,000
15	<p>Funding Required</p> <p>Graduate Studies should be provided with needed funding to add technical programmers to its staff to address the technology needs of coordinators. Improvements/developments for GARD, GradHub, alumni tracking, and the website are slow in initiating and those tools</p>	Vice Provost Gibeling	2014-16	\$111,732

	are essential in the day-to-day duties of advisers/staff. <i>(Enhance the Environment for Graduate Student Success: Improve Mentorship & Advising, 2.3.)</i>			
16	Advocate to the Provost, Deans and CODVC to identify graduate student support as a priority/goal in the next fundraising campaign. <i>(Commit to Graduate Education as a Strategic Priority: Develop Comprehensive Fundraising Plans, 1.4.)</i>	Vice Provost Gibeling	Ongoing	-
17	The Graduate Program Fellowship Allocation Methodology proposed by Graduate Studies should be shared with graduate programs and their feedback should be incorporated. The new methodology should be implemented by Graduate Studies via a three year phase-in period. Individual data reports should be made available to graduate programs regarding their allocation and a dashboard developed. <i>(Commit to Graduate Education as a Strategic Priority: Increase Accountability Through Use of Metrics, 1.3)</i>	Vice Provost Gibeling	2014-16	-
18	Use the Master's Revenue Sharing Program analysis and report, along with any enrollment planning surveys conducted to inform future graduate enrollment planning processes. <i>(Commit to Graduate Education as a Strategic Priority: Consider Enrollment Planning, 1.6)</i>	Vice Provost Gibeling	Ongoing	-
19	Diversity Officers should work towards enacting the Graduate Diversity Strategic Plan developed in PIACGE. <i>(Enhance the Environment for Graduate Student Success: Support Graduate Diversity, 2.5.)</i>	Vice Provost Gibeling (Diversity Officers)	2014-16	-
20	<i>Analysis Required</i> Graduate programs should package and offer multi-year fellowships to better recruit and support graduate students financially. Additional resources should be directed towards multi-year fellowships to recruit and retain the best and brightest diversity graduate students. <i>(Enhance the Environment for Graduate Student Success: Support Graduate Diversity, 2 & 2.5.)</i>	Vice Provost Gibeling, Graduate Programs	Ongoing	TBD
21	<i>Analysis Required</i> A pilot one unit seminar on Acclimating to Graduate Studies should be instituted and offered to all new graduate students (domestic & international) offered fall & winter quarters. "First Year Seminar". <i>(Enhance the Environment for Graduate Student Success, 2 & 2.7.1.)</i>	Vice Provost Gibeling	2014-16	TBD
22	An advising tool should be developed that would assist faculty mentors/advisers in establishing expectations between mentors and mentees. This activity could be required and would define expectations clearly so that both parties are clear in their responsibilities, similar to the NIH IDP requirement. <i>(Enhance the Environment for Graduate Student Success, 2 & 2.7.1.)</i>	Vice Provost Gibeling	2014-15	-
23	Enhance support for graduate coordinators by providing a resource area on the Graduate Studies website that includes the information noted in the enclosed recommendation. Also, Graduate Studies should institute a more formal orientation for newly hired graduate coordinators that includes how the coordinators and OGS work together, the common calendar, recommendations on data collection, and an overview of resources and meetings. <i>(Enhance the Environment for Graduate Student Success: Improve Mentorship & Advising, 2.3.3.)</i>	Vice Provost Gibeling	2014-16	-
24	The Graduate Studies Advisory Committee should improve networking opportunities for Coordinators. GSAC should consider renaming monthly meetings as "Board Meetings" may suggest the monthly gatherings are only for specific coordinators. These meetings could also highlight certain staff on campus who assist students in distress, such as Thomas Roe (CAPS), Associate Dean Timm (OGS), Don Dudley (SJA), etc. <i>(Enhance the Environment for Graduate Student Success: Improve Mentorship & Advising, 2.3.3.)</i>	Vice Provost Gibeling, GSAC	2014-15	-

25	<p><i>Analysis Required</i></p> <p>Graduate students on Filing Fee and PELP should be able to access counseling services for at least one quarter, if it is feasible. Also, when a new insurance carrier is instituted for SHIP, we need to make sure all community counselors get information required to be certified by that agency to offer services. This will ensure there are no gaps in coverage for students or gaps in referrals. (<i>Enhance the Environment for Graduate Student Success: Ensure Quality Mental Health Service, 2.4.4.</i>)</p>	Vice Provost Gibeling, Assoc. Vice Chancellor Bossio	2014-15	TBD
26	<p>The Student Family Housing Redevelopment Committee should consider the following as they develop recommendations for the future developments to meet the needs of graduate students: (1) possibility of a housing subsidy program similar to the child care subsidy program, (2) possibility of rent controls, (3) imposing a cap on upward annual adjustments to rents, and (4) prioritize family-friendly design/playgrounds and maximize green areas. (<i>Enhance the Environment for Graduate Student Success: Assess Graduate Student Housing Needs, 2.4.3.</i>)</p>	Vice Provost Gibeling, Assoc. Vice Chancellor Bossio	Vice Provost Gibeling, Assoc. Vice Chancellor Bossio	-
27	<p>International graduate students should be made more aware of the current workshops offered that may assist them in achieving academic success. To promote more person-to-person interactions, Graduate Studies and SISS outreach staff should regularly attend graduate program meetings to interact with and answer questions from the program faculty, staff and students. Staff should be able to address international students concerns and provide related resources. (<i>Enhance the Environment for Graduate Student Success: Attend to the Special Needs of International Students, 2.7.1.</i>)</p>	Vice Provost Gibeling, Director Young	2014-15	-
28	<p>Workshops should be developed and/or adapted and then offered to both TAs and faculty on teaching and understanding the special needs of international students. Not only should teaching responsibilities be addressed, but advising/mentoring, as well (differences in cultural norms regarding authority, speaking in public, and milestones like oral examinations, etc.). (<i>Enhance the Environment for Graduate Student Success: Attend to the Special Needs of International Students, 2.7.1.</i>)</p>	Vice Provost de la Pena (CTL)	2014-16	TBD
29	<p><i>Analysis Required</i></p> <p>Offer additional ESL sections:</p> <ul style="list-style-type: none"> •Linguistics 25, Adv. Academic English for International Students •Linguistics 26, Writing for ESL Graduate Students •Linguistics 391, Speaking Skills for ESL Graduate Students & TAs <p>(<i>Enhance the Environment for Graduate Student Success: Attend to the Special Needs of International Students, 2.7.1.</i>)</p>	Vice Provost de la Pena, Chair Ramanathan	2014-16	TBD
30	<p>Develop a Staff Development and Professional Services (SDPS) certificate series for Graduate Program Coordinators (similar to the other certificate programs offered through SDPS). Develop the courses with the Graduate Studies Advisory Committee and refer to the series topic areas developed by PIACGE (<i>Enhance the Environment for Graduate Student Success: Improve Mentorship & Advising, 2.3.3.</i>)</p>	Assoc. Vice Chancellor Gilbert, GSAC	2014-16	-

**Subcommittee on Strategic Planning & Resource Allocation
Provost's Implementation Advisory Committee for Graduate Education**

Commit to Graduate Education as a Strategic Priority

**Improve Strategic Planning and Budget Processes,
Use Metrics to Increase Accountability in Graduate Education, and
Graduate Enrollment Planning
(PIACGE Critical Issues 1.1., 1.3., & 1.6.)**

Action Items:	Who should implement?	Timeframe?	Budget?
Ensure graduate education is considered in every strategic planning exercise. Every committee or group appointed by the Provost or Chancellor that is involved in campus strategic planning must address graduate education in relation to their assigned topic and must contain a representative for Graduate Education.	Chancellor and Provost	Ongoing	N/A
The Graduate Program Fellowship Allocation Methodology proposed by Graduate Studies should be discussed with programs and feedback should be incorporated. The new methodology should be implemented by Graduate Studies via a three year phase-in period. Individual data reports should be made available to graduate programs regarding their allocation and a dashboard developed.	Graduate Studies	End of Spring quarter 2014 2015-16 Ongoing	N/A
All strategic planning exercises related to enrollment planning should consider the enclosed planning principles.	Chancellor and Provost	Ongoing	N/A
Considering the decentralization of GSR benefits and the new budget model, campus must at least maintain the purchasing power of program fellowship funds (formerly the Block Grant), or better, expand the funding.	Provost	Ongoing	TBA
Reestablish the campus Enrollment Planning Committee.	Provost	2014-15	N/A

**Subcommittee on Strategic Planning and Resource Allocation
Provost's Implementation Advisory Committee for Graduate Education**

Focus Fundraising Goals on Graduate Student Support

**Develop Comprehensive and Strategic Fundraising Plans/Goals
(PIACGE Critical Issues 1.4. & 1.4.1.)**

Action Items:	Who should implement?	Timeframe?	Budget?
Advocate to the Provost to prioritize graduate student support as a priority/goal in the next campaign.	PIACGE	Spring report	N/A
Advocate to the Deans and CODVC to prioritize graduate student support as a priority/goal in the next campaign.	VP/Dean Gibeling	Fall 2014	N/A
Develop a strong case statement for graduate education and specifically graduate student support, for use by development officers in interactions with donors. Collaborate with development staff to write a strong and feasible narrative. The case statement should emphasize: <ul style="list-style-type: none"> • Every dollar of graduate student support is directly employable and makes an immediate, as well as long-lasting impact. • Graduate research impacts locally, statewide, nationally and the world. (emphasize the ripple effect) • Positivity (not doom and gloom). • Good storytelling/narrative. • Distinguish UC Davis graduate education from other institutions. 	VP/Dean Gibeling, Janet Berry, with Development & Alumni Relations	Fall 2014	N/A
Attend a Development Office meeting to present the case statement and provide talking points to development staff regarding the need and use of funding from donors.	VP/Dean Gibeling	Winter 2015	N/A
Deans should adopt the case statement and modify it to emphasize the specific research/activities in which their graduate students engage. This will assist the development officers in individual colleges with their activities, and unify the campus in its presentation of the needs and benefits of graduate education.	Council of Deans	Winter 2015	N/A
The Walker Hall Renovation Project should be leveraged to garner donations. An analysis of naming opportunities should be completed; because there are no funds needed to support the current project goal (funds are being provided by the State), the naming opportunities funds could be directed to student support. Donors funds could also be used to enhance spaces in Walker to encourage new pedagogical/active learning teaching spaces or name professional development programs (i.e. GradPathways).	VP/Dean Gibeling, Janet Berry	Ongoing	N/A
Allocate funding for a full-time development officer for graduate education.	Provost	Fall 2014	\$140,000 1.0 FTE +benefits Fundraising Mgr 2

**Subcommittee on Strategic Planning and Resource Allocation
Provost's Implementation Advisory Committee for Graduate Education**

Graduate Enrollment Planning Principles & Survey

**Consider Graduate Enrollment Planning
(PIACGE Critical Issues 1.6)**

Action Items:	Who should implement?	Timeframe?	Budget?
Endorse the Graduate Enrollment Planning Principles (enclosed here) and utilize these principles in all campus enrollment planning processes (from centralized discussions to program discussions).	PIACGE, Provost	Ongoing	N/A
Conduct a Graduate Enrollment Planning Survey (enclosed here) to gauge the impact of the new graduate tuition budget model, HIP, and the 2020 initiative on graduate program planning. In addition, using the last survey and enrollment data from fall 2013 as a reference, we will be able evaluate whether program action matched their expectations. Analyzing the survey responses and the data should provide a good enrollment projection.	VP/Dean Gibeling	Fall 2014	N/A
Reinstate the Enrollment Policy Board so that discussions on growth can be had amongst a larger group of constituents and graduate enrollment planning can receive attention equal to undergraduate enrollment planning. The 2020 Initiative assumed proportional growth in graduate students to undergrads; however, when polled in 2013 for a UCOP planning exercise, graduate programs themselves estimated a 45% growth. To match peer institutions to which we aspire, we would need to grow by 88% as those peers have much greater numbers of graduate students to UG students. If we want to achieve a 75:25 ratio (Grad: UG) then we would need to grow by 49% which is consistent with what the graduate program faculty themselves tell us. Comparison data are needed from peer and aspirant institutions regarding enrollment planning strategies for this committee to consider.	Provost	Fall 2014	N/A
Use the Master's Revenue Sharing Program analysis and report to inform future graduate enrollment planning processes.	VP/Dean Gibeling, Provost	Winter 2015	N/A

Enrollment Planning Survey to Graduate Program Chairs

In the spring of 2013, we asked all graduate programs to prepare a long-range enrollment plan for graduate students through the year 2020. Considering the information you now have on the new Graduate Tuition Budget Model, the implementation plan for the 2020 Initiative and any plans your school, college or division has for faculty hiring, we are again asking graduate program chairs to consult with their executive, admissions or program committees to identify the “right size” for each program to see if these new initiatives have impacted your long-range plans. The results of this survey will inform the work of the Provost’s Implementation Advisory Committee for Graduate Education—Subcommittee on Strategic Planning and Resource Allocation.

Right size estimates are the total enrollment to which each program aspires in order to offer a robust and sustainable academic experience for its graduate students and for which the program has a reasonable expectation that graduates will obtain employment. At a minimum, this estimate should maximize the capacity of your program now; for those programs that can meet the Graduate Enrollment Planning Principles in the attached document, the aspirational estimate may be greater than capacity.

Of course, we all know that student financial support is a major determinant of program size and we continue to seek ways to increase student support funding. We ask that you look beyond support to consider the other factors that might be important in determining the size of your program. These include the number and quality of applicants, the number of faculty mentors, available research and office facilities, the resources to offer courses and a coherent curriculum, desired enrollments in core courses and the ability of your program to place students in appropriate and high quality positions upon graduation. There are likely other factors that you wish to consider.

In addition to entering your enrollment estimates into the attached enrollment spreadsheet, we ask that you provide answers to the following specific questions:

1. What is the right size for your graduate program in terms of total number of students?
2. What is the desired distribution among degree offerings (e.g. master's and doctorate)?
3. Which two or three primary factors did you use to develop the size estimate (as constraints or opportunities)?
4. Which one or two challenges will your program need to overcome to achieve this right size?
5. How were your estimates impacted by your understanding of the new graduate tuition budget model?
6. How do you propose to meet the target enrollment plan you presented?
7. Are you aware of any faculty interest in developing new programs that would fill a need?

Encl. Graduate Enrollment Planning Principles
Enrollment Summary Spreadsheet

Graduate Enrollment Planning Principles

The Graduate Education Task Force envisioned UC Davis as one of the top five public research universities in the country. To achieve this vision of excellence, graduate education must be recognized as an integral and vital part of the university's mission and must be central in all strategic planning and resource allocation processes. The Provost's Implementation Advisory Committee for Graduate Education considers graduate enrollment planning as an integral component in meeting this goal and has developed the following principles for campus planning activities.

- Those engaged in graduate enrollment planning activities should consider the following issues:
 - The array or mix of graduate programs
 - Demographics of the students and degree objectives (bachelor's, master's, doctoral)
 - Assessing and achieving academic excellence
 - Diversity goals
 - Employment opportunities for graduates, including the quality of placements

- Graduate enrollment planning should be linked to resources and infrastructure to support growth:
 - Plans for graduate enrollment growth should explicitly consider the availability of a sufficient number of faculty mentors.
 - Any graduate enrollment growth should be coordinated with a growth in support staff and space to support new students.
 - All doctoral students should receive adequate financial support. For any doctoral growth planned, there should be net growth in funding for students (including fellowships, TA and GSR positions) to ensure this goal is met.

Subcommittee on Graduate Student Success
Provost's Implementation Advisory Committee for Graduate Education

Expand Leadership Development and Mentoring Programs

Improve Mentorship and Professional Advising for a Range of Careers

(PIACGE Critical Issues 2.3.1. & 2.6.2.)

Action Items:	Who should implement?	Timeframe?	Budget?
<p>Expand the Professors for the Future Program (PFTF). Due to the high demand for and proven results of the PFTF, participation slots should be added so that more graduate students can take advantage of the program and be privy to the wealth of information presented in the cohort meetings. Expanding from one cohort into multiple small cohorts of discipline-mixed students would retain the successful design of the program – e.g. keeping participants accountable to each other, providing cross-discipline interactions, and building community amongst participants. The cohorts could then meet as a big group occasionally or at the end of the program. In order to expand the PFTF, the stipend of \$3,000 per participant would have to be reduced or the financial support to the program would have to be significantly increased to provide the stipend to all new participants (there are currently only 12-13 participants per year, \$36,000). There are currently about 45 applicants who are turned away, so it seems plausible that at least 1-2 more cohorts may be formed to serve the <i>eligible</i> students interested.</p>	<p>Provost, Graduate Studies</p>	<p>Begin planning 2014-15</p>	<p style="text-align: right;">\$36,000 stipends + \$25,000 faculty buy out + \$5,600 supplies/space + \$2,000 catering = \$68,600 + \$52,121 .5 FTE = \$120,721</p>
<p>Allocate new resources to develop a “Leaders for the Future” Program (similar to PFTF). In order to serve master’s students and those students not interested in the PFTF program, a complementary program should be developed with similar goals and processes but focuses on career and leadership development for settings outside academia. A possible structure for this program <i>could be</i> focusing on transitions: 1) becoming a new graduate student and building community, 2) end of course work/passing the qualifying exam, 3) completing the thesis/dissertation, and 4) transitioning to a career. When developing this program, organizers could explore the new concept of “flipped classes” when the seminar follows the discussion.</p>	<p>Provost, Graduate Studies</p>	<p>Begin planning 2014-15</p>	<p style="text-align: right;">\$36,000 stipends + \$25,000 faculty buy out + \$5,600 supplies/space + \$2,000 catering = \$68,600 + \$52,121 .5 FTE = \$120,721</p>
<p>Allocate new resources for video recording of presentations offered through GradPathways, PFTF and Mentoring at Critical Transitions. An investment should be made to make these valuable presentations available to those who cannot attend. Students and faculty need this information “On Demand” when their need arises and if they have not been able to attend in person. Because there are limited resources, the resources we do allocate should focus on reaching larger audiences.</p>	<p>Provost, Graduate Studies</p>	<p>Fall 2014</p>	<p style="text-align: right;">*one-time cost \$300 per x 125 events = \$37,500</p>

Subcommittee on Graduate Student Success
Provost's Implementation Advisory Committee for Graduate Education

Graduate Diversity Strategic Planning

Increase and Retain a Diverse Graduate Student Body and be Deliberate about Diversity Goals
(PIACGE Critical Issues 2.5. and 2.5.1.)

Broad goals regarding recruitment and retention:	Who should implement?	Timeframe?	Budget?
Establish a campus-wide Graduate Diversity Network to share successful strategies and collaborate on diversity initiatives across all disciplines, incorporating administrators, faculty, staff, and students in this network.	Diversity Officers	Summer 2014	NA
Graduate program leadership meet with the diversity officers to discuss enrollment and student success data and develop specific goals for increasing and retaining diverse students and faculty. Each program must develop a diversity strategic vision and plan.	Diversity Officers	Ongoing, beginning Winter 2014	NA
Direct resources toward research-based diversity initiatives so we know we are using our resources for activities that have been shown to make positive inroads and are based on sound research. (See also the Understanding Interventions that Broaden Participation in Research Careers Conference).	Diversity Officers; Graduate Studies (Analysis and Policy); BIA	Ongoing, beginning Summer 2014	NA
Use data strategically. UCD diversity data (including student AND faculty data) should be compared with the other UC's, as well as peer and aspirant universities and should be utilized in establishing goals for UCD as a whole and at the individual program level. Provide these data and expectations to every program and develop goals collaboratively.	Graduate Studies, Institutional Analysis	Ongoing, beginning Fall 2014	FTE commitment
Graduate programs should package and offer multi-year fellowships to better recruit and support graduate students financially.	Graduate Programs	Ongoing, beginning Spring 2014	variable
Additional resources should be directed towards multi-year fellowships to recruit and retain the best and brightest diversity graduate students.	Graduate Programs; Graduate Studies	Ongoing, beginning Fall 2014	variable

Retention-specific efforts:	Who should implement?	Timeframe?	Budget?
Initiate activities around and following the Graduate Week of Welcome (WOW) to further acclimate and create community for URM graduate students.	Diversity Officers	Ongoing, beginning Fall 2014	\$15,000
Integrate diversity goals into graduate professional development activities including GradPathways, Professors for the Future, CETL, ICC, etc.	Diversity Officers; Graduate Studies (Manager of Prof. Dev. Programs)	Ongoing, beginning Fall 2014	NA
Resources should be provided for faculty to revise graduate courses to be more inclusive of research and theory that include cultural diversity, e.g., critical theory, race and gender theory, sexual orientation, and ability/disability.	Provost, Deans and Chairs	2014-16	variable
All faculty should be prepared to mentor graduate students from diverse backgrounds. Faculty must be provided with training in developing mentoring skills and faculty must take advantage of such opportunities. Incorporate the Mentoring at Critical Transitions (MCT) activities in the mentoring training.	Provost, Deans and Chairs; Diversity Officers	2014-16	FTE commitment

Recruitment-specific efforts:	Who should implement?	Timeframe?	Budget?
Develop general guidelines for graduate admission committees regarding the institution of holistic application reviews that take into account diversity goals as the committees vary widely in terms of experience and attitude towards achieving diversity goals.	Diversity Officers	Ongoing, beginning Fall 2014	NA
Modify and adopt the UC Berkeley model of “faculty equity advisors” who are trained to serve on faculty hiring committees and other diversity related initiatives and programs.	Graduate Programs, Academic Affairs	Pilot?	Incentive plan?
Offer workshops regularly for faculty on admission committees regarding holistic reviews and the legality of considering diversity in admissions (Prop 209, etc.). These workshops should also provide evidence to the faculty that diversity can promote excellence and an enhanced, creative research environment.	Diversity Officers, Campus Counsel	Ongoing, beginning Fall 2014	Incentive plan?
Graduate Diversity Officers should be included in the graduate admission process as diversity advisers and liaisons to Graduate Studies.	Diversity Officers, Graduate Programs	Pilot?	NA
Faculty should be provided with training and appropriate outreach materials to conduct graduate recruiting workshops that target prospective diversity graduate students when traveling to colleges and universities during the academic year. (Training and ready-made talking points/PowerPoints, etc.)	Diversity Officers	Ongoing, beginning fall 2014	FTE commitment
To better determine why admitted URM graduate students chose not to attend UCD, resources should be directed to assessment of this loss (surveys, contact, etc.). If it is determined after examination of this data that personal outreach to these students would positively impact their matriculation, then a program to do so should be instituted.	Graduate Studies (incl. Diversity Officers)	Ongoing, beginning Spring 2015	FTE commitment
Programs should consider diversity when sending students and faculty to conferences and summer opportunity programs, as these are representatives of our campus to other institutions and can make a positive impact on our reputation.	Graduate Programs	Ongoing, beginning Fall 2014	Need more info on expenses needed

Subcommittee on Graduate Student Success
Provost's Implementation Advisory Committee for Graduate Education

Improving Services for Graduate Student Mental Health

Provide Quality Mental Health Services for Graduate Students

(PIACGE Critical Issue 2.4.4.)

Action Items:	Who should implement?	Timeframe?	Budget?
<p>When a new insurance carrier is instituted for SHIP, we need to make sure all community counselors get information required to be certified by that agency to offer services. This will ensure there are no gaps in coverage for students or gaps in referrals from Student Health and Counseling Services (formerly CAPS).</p>	<p style="text-align: center;">Student Affairs, SHIP Board</p>	<p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">N/A</p>
<p>The smaller the lab or grad program the more isolated the students feel. Same goes for those in off-campus or remote settings. The lack of central gathering location for grads contributes to the feelings of isolation. The new Graduate Community Center concept should include central gathering spaces and be a place where all graduate students want to gather.</p>	<p style="text-align: center;">Walker Hall Project Advisory Committee</p>	<p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">N/A</p>
<p>Graduate students on Filing Fee and PELP should be able to access counseling services for at least one quarter, if it is feasible (as determined through discussions between Graduate Studies and SHCS).</p>	<p style="text-align: center;">Graduate Studies and SHCS</p>	<p style="text-align: center;">2014-15</p>	<p style="text-align: center;">TBD</p>
<p>DUPLICATE ACTION ITEM (see Int'l Student Success) Faculty mentors and their advisees should be provided with an "Expectations Tool" to more clearly identify the roles and responsibilities of each party. This tool needs to be developed from the existing resources that have already been gathered.</p>	<p style="text-align: center;">Graduate Studies</p>	<p style="text-align: center;">2014-15</p>	<p style="text-align: center;">N/A</p>
<p>Graduate Studies and programs must do a better job communicating the process for resolving conflict with, or making a complaint against, a students' PI/Adviser. It should be in the Graduate Student Guide, posted in student spaces/labs, and the process communicated to Graduate Program Coordinators.</p>	<p style="text-align: center;">Graduate Studies</p>	<p style="text-align: center;">2014-15</p>	<p style="text-align: center;">N/A</p>
<p>DUPLICATE ACTION ITEM (see Int'l Student Success) Students "live" mainly in their own departments/programs so more personal outreach is needed. To promote more person-to-person interactions, Graduate Studies and SISS outreach staff should regularly attend graduate program meetings to interact with and answer questions from the program faculty, staff and students. Staff should be able to address international students concerns and provide related resources to faculty. This would also be an opportunity for Graduate Studies to share information on upcoming workshops or SHCS to share mental health resources. Graduate programs will need to host regular gatherings for all their faculty and students, if they don't already. (<i>inspiration: Dialogue with the Dean</i>)</p>	<p style="text-align: center;">Graduate Studies, SISS, SHCS, Graduate Programs</p>	<p style="text-align: center;">2014-15</p>	<p style="text-align: center;">N/A</p>

Subcommittee on Graduate Student Success
Provost's Implementation Advisory Committee for Graduate Education

International Graduate Student Success

Attend to the Special Needs of International Graduate Students

(PIACGE Critical Issue 2.7.1.)

Action Items:	Who should implement?	Timeframe?	Budget?
<p>Offer additional ESL courses and sections:</p> <ul style="list-style-type: none"> • Linguistics 25, Advanced Academic English for International Students • Linguistics 26, Writing for ESL Graduate Students • Linguistics 391, Speaking Skills for ESL Graduate Students and TAs 	<p>Linguistics, UWP, Extension</p>	<p>2014-15</p>	<p>TBD</p>
<p>A pilot one unit seminar on Acclimating to Graduate Studies should be instituted and offered to all new graduate students (domestic & international) offered fall & winter quarters. "First Year Seminar". This course would include: (1) Information about the American University System (state universities vs privates, community college, etc.), (2) professional/leadership development topics, (3) acclimation to graduate studies (vs undergraduate studies), (4) writing for the discipline, (5) adaption to specific disciplines. The pilot could begin with just the international students in mind, and then broaden to include domestic graduate students.</p> <p><i>Serves as an additional opportunity for international students to interact more informally with peers and acclimate to cultural norms, as well as for both domestic and international students to mingle informally. There is a disparity in the quality of information provided to new students depending on program, etc., so this seminar would level the information field.</i></p>	<p>Graduate Studies, UWP, CETL (assessment/evaluation)</p>	<p>Fall 2014, team assembled and begin work/research</p>	<p>TBD</p>
<p>An advising tool should be developed that would assist faculty mentors/advisers in establishing expectations between mentors and mentees. This activity could be required and would define expectations clearly so that both parties are clear in their responsibilities. (NIH IDP requirement)</p>	<p>Graduate Studies</p>	<p>Summer 2014</p>	<p>N/A</p>
<p>Workshops should be developed and/or adapted and then offered to both TAs and faculty on teaching and understanding the special needs of international students. Not only should teaching responsibilities be addressed, but advising/mentoring, as well (differences in cultural norms regarding authority, speaking in public, and milestones like oral examinations, etc.). See attached workshop flyers: (1) <i>Understanding and Supporting English Learners</i>, (2) <i>Finding Your Voice: Classroom Communication Skills for International TAs</i>.</p>	<p>Center for Excellence in Teaching, Academic Affairs, Professors for the Future, SISS</p>	<p>2014-15</p>	<p>TBD</p>

<p>International graduate students should be made more aware of the current workshops offered that may assist them in achieving academic success; for example, see attached flyers: (1) <i>Academic Writing Practices for Multilingual Writers</i>, and (2) <i>Jobs, Conferences & Publications: the Rise of International Student Stars</i>. Listserv developed (SISS may have one to use). <i>See next action item for related solution.</i></p>	<p>Graduate Studies, GSAC, SISS, University Writing Program</p>	<p>Ongoing</p>	<p>N/A</p>
<p>Students “live” mainly in their own departments/programs so more personal outreach is needed. To promote more person-to-person interactions, Graduate Studies and SISS outreach staff should regularly attend graduate program meetings to interact with and answer questions from the program faculty, staff and students. Staff should be able to address international students concerns and provide related resources. This would also be an opportunity for Graduate Studies to share information on upcoming workshops or SHCS to share mental health resources.</p> <p>Graduate programs will need to host regular gatherings for all their faculty and students, if they don’t already. An inventory of what programs do currently is needed to organize this initiative. <i>(inspiration: Dialogue with the Dean)</i></p>	<p>Graduate Studies, SISS (monthly coffee/tea socials), Graduate Programs, GSA (bagel/donut day), 8th & Wake</p>	<p>Fall 2014</p>	<p>N/A</p>
<p>Because international students may not be eligible to receive the same funding opportunities as domestic students, these limitations should be communicated to incoming international graduate students in their admission letters so they understand the realities of student support.</p> <p>The Graduate Student Guide should be updated with accurate financial information (including NRST programs).</p> <p><i>There are funding programs in place to offset these limitations including the UCOP NRST Waiver Program (years 1-3 after advancing to candidacy), the UCD NRST Fellowship Program (years 4-5 after advancing to candidacy), and the new Graduate Tuition Budget Model (returns a portion of NRST paid to graduate programs for student support).</i></p>	<p>Graduate Programs, Graduate Studies</p>	<p>Letters: Fall 2015</p> <p>Guide: Summer 2014</p>	<p>N/A</p>
<p>Recruitment and retention activities could be coordinated with culturally-specific student associations. A pilot mentorship program could be developed that includes a mentor from the culturally-specific group a student identifies with and an experienced graduate student who may or may not be of the same identity.</p>	<p>Graduate Studies, Graduate Programs, Student Organizations</p>	<p>Ongoing</p>	<p>TBD</p>
<p>When the University is implementing a program or action to address an international student concern, that solution should be communicated to the students so that they can see that the University is responsive to their concerns.</p>	<p>Graduate Studies, SISS</p>	<p>Ongoing</p>	<p>N/A</p>

**Subcommittee on Graduate Student Success
Provost's Implementation Advisory Committee for Graduate Education**

Provide Resources to Graduate Program Staff

**Supporting Graduate Program Coordinators
(PIACGE Critical Issue 2.3.3.)**

Action Items:	Who should implement?	Timeframe?	Budget?
<p>Develop a Staff Development and Professional Services (SDPS) certificate series for Graduate Program Coordinators (similar to the other certificate programs offered through SDPS). This series should be developed by constituents and should include areas such as:</p> <ul style="list-style-type: none"> • Advising: similar to the existing series but more of a graduate student focus, including the “Students in Distress” workshop currently offered. • Referral to other campus services with an aim at creating ongoing relationships with those staff (CAPS, SJA, SDC, ASSC, OGS, etc.). If the coordinator knows the person he/she is referring a student to, the more comfortable they can be explaining the process to the student and knowing that the student is in competent hands. • Admissions: training regarding what OGS provides to applicants, how coordinators can effectively use email templates to manage inquiries, retrieving data and preparing data for faculty review using existing technology, international transcript review, best practices, “holistic reviews”, etc. • Recruitment and Retention: trends and strategies that produce in effective results, including coordination of activities with OGS and diversity initiatives and recruitment. Event management and best practices for hosting recruits should be included. • Funding Processes: internal fellowships process, external fellowships, financial aid (incl. work study, and common issues that delay aid, result in over awards, eligibility for programs, short term/emergency loan options, etc.). • Student Employment: beyond the current PPS-based course offered by OGS, a broad course covering policies, contracts, remission (and its impact on fellowships/aid), offer letters, interacting with Employee Labor Relations, etc. • Technology: An overview course on the current systems and best uses of these systems for specific needs (e.g. what system shows the best information for filling out eligibility forms, etc.). Systems include: Banner, SISDS, DESII, GradTracking, GradHub, my.ucdavis, students.ucdavis, PPS/PPS DS, DaFIS/DaFIS DS, Quali, MyTravel, Aggie Job Link, TAF, ICMS, etc. *this is not training on using these systems, just overviews of what each system provides in the coordinator role. • Marketing skills (handouts, video editing, website content, etc.) along with resources for developing materials (on-campus resources). • Managing operating budgets and more specific training regarding funding scenarios (maximizing grants and campus resources to stretch the program budget as far as possible). 	<p style="text-align: center;">Staff Development & Professional Services (HR) with Graduate Studies Advisory Committee (GSAC) and Graduate Studies</p>	<p style="text-align: center;">2014-15</p>	<p style="text-align: center;">TBD</p>

<p>The Graduate Studies website should include a resource area for Graduate Coordinators that includes:</p> <ul style="list-style-type: none"> • Directory of Coordinators (GS300) • Templates and samples of offer letters and funding spreadsheets, and other tools (upload by both GS and Coordinators) • Handouts from SDPS workshops, GSAC, etc. • FAQs • List of self-designated mentors (help with specific areas – GSR calculator, SSDP, recruitment trips, etc.) 	<p>Graduate Studies</p>	<p>Summer/Fall 2014</p>	<p>N/A</p>
<p>Graduate Studies should be provided with needed funding to add technical programmers to its staff to address the technology needs of coordinators. Improvements/developments for GARD, GradHub, alumni tracking, and the website are slow in initiating and those tools are essential in the day-to-day duties of coordinators.</p>	<p>Provost and Graduate Studies</p>	<p>2014-15</p>	<p>\$111,732 (Salary+Benefits Programmer V, midpoint)</p>
<p>Graduate Studies should institute a more formalized orientation for newly hired coordinators (even those moving from one program to another). This orientation should include:</p> <ul style="list-style-type: none"> • Overview of the coordination and advising that OGS does and what the coordinator does with an aim to explain how the two staff partner together. • Using the existing OGS calendar, run through an overview of the year and differing responsibilities as year progresses (timing). • Provide recommendations to coordinator about what data they will want to track (alumni placements for program review – first and current job; Grad Program/Grad Group/DE/GAC Faculty membership lists and membership of graduate committees; Designated Emphasis & Graduate Academic Certificate enrollments, if applicable; List of Students’ Major Professor(s) (GSI); Fellowship expenditures, Recruitment expenditures, and Operating expenditures, if applicable; employment/funding limits, if applicable; customized calendar (what you work on in a given month). • Overview of the OGS website and where important information is located (forms, graduate student guide, graduate adviser’s handbook, resource area (described above), etc.) • Go over recommended meetings and resources, such as Quarterly Dean’s Meeting, Quarterly Registrar Meeting, GSAC, SDPS series, etc. 	<p>Graduate Studies</p>	<p>2014-15</p>	<p>N/A</p>
<p>Networking opportunities for Coordinators should be improved. GSAC should consider renaming monthly meetings as “Board Meetings” may suggest the monthly gatherings are only for specific coordinators. These meetings could also highlight certain staff on campus who assist students in distress, such as Thomas Roe (CAPS), Associate Dean Timm (OGS), Don Dudley (SJA), etc. These highlighted positions could be separate meetings, but that may introduce more meetings than coordinators have time to attend on a monthly basis.</p>	<p>GSAC</p>	<p>2014-15</p>	<p>N/A</p>

Subcommittee on Graduate Student Success
Provost's Implementation Advisory Committee for Graduate Education

Ensure Affordability of On-Campus Graduate Student Housing

Assess Need for Graduate Student Housing

(PIACGE Critical Issue 2.4.3.)

Action Items:	Who should implement?	Timeframe?	Budget?
Consider a housing subsidy program , similar to the child care subsidy program, for the campus to invest in that would incentivize the graduate students to choose on-campus housing. This program could be need-based in order to prioritize graduate students with families/dependents and those who are lower-income.	Student Affairs, Graduate Studies	Ongoing	TBD
Graduate Student and Family Housing should be under rent control in terms of dollars and not the 85% of the local rental market (unless that market study includes older apartments and homes and not just new builds that are physically comparable).	Student Affairs, Graduate Studies	Ongoing	N/A
Graduate Student and Family Housing should have a cap imposed on how much housing can be upwardly adjusted per month/quarter/year so that students can budget without surprise increases.	Student Affairs, Graduate Studies	Ongoing	N/A
Proposed Graduate Student and Family Housing design should be family-friendly and maximize green space for children play space.	Student Affairs, Graduate Studies	Ongoing	N/A

Subcommittee on Faculty Engagement
Provost's Implementation Advisory Committee for Graduate Education

Recognize Faculty Participation in Graduate Courses

Provide Faculty Incentives for Participation in Graduate Education

(PIACGE Critical Issues 3.3.2. and 3.3.3.)

Give chairs of grad groups more resources, voice, and leverage:	Who should implement?	Timeframe?	Budget?
<p>Institute regular meetings between divisional deans/associate deans and chairs of graduate groups active in such divisions. These meetings should be as frequent as the meetings that deans currently have with the department chairs of their divisions. The Dean of Graduate Studies should attend these new meetings.</p>	<p>Provost, Associate Deans</p>	<p>Fall 2014</p>	<p>N/A</p>
<p>Graduate groups should be represented in search committees for new faculty hires where the expertise and teaching portfolio overlaps with those of those specific group(s).</p>	<p>Provost, Vice Provost Academic Affairs</p>	<p>Summer 2014</p>	<p>N/A</p>
<p>Graduate Group Chairs should be provided with teaching "vouchers" (funds needed to teach core graduate courses) which they may use to hire faculty to teach required courses. The amount of vouchers should be given to groups in advance to cover 3 to 5 years of required courses (2 courses per group, per year). The standard buy-out rate should be \$5,000 for a 3 credit course and \$10,000 for a 5 credit course (the amount may need to fluctuate depending on college norms).</p> <p>The assumption is that certain courses could be taught by different faculty from different departments, and that the voucher system could enable a 'market' in which the group chair could 'shop' for instructors in whatever suitable departments s/he sees fit. These vouchers may only be used for primary instruction purposes (not for TA support, not for daily lecturers). Additionally, groups may want to consider combining resources to meet shared need for core courses.</p> <p>The voucher system may provide additional teaching support for master's-only programs since many professors/PI's gravitate towards doctoral programs where they can train PhD students rather than teach master's students.</p>	<p>Provost, Graduate Studies</p>	<p>Develop 2014-15, Implement Fall 2015</p>	<p>\$500,000- 1,000,000 <i>(2 courses/year for 50 groups)</i></p>
<p>MOU's between departments and groups should be established reflecting agreed-upon and customary teaching commitments. New relevant faculty should be given the appropriate MOU's in relevant groups from hire. MOU's provide group chairs with more leverage to staff group courses and enable a conversation 'starter' point in discussions with department chairs and deans.</p>	<p>Associate Deans</p>	<p>Fall 2014</p>	<p>N/A</p>
<p>The Graduate Education Task Force envisioned UC Davis as one of the top five public research universities in the country with graduate education at the heart of the university. Accordingly, departments should encourage faculty to teach a graduate course at least every other year to contribute to the growth and continued distinction in our graduate programs. Excellence of a research university without excellence in graduate education is not possible.</p> <p>Any requirement regarding instruction should have senate review within the bounds of the APM. This action item relates to our previous action item to revise the merit/review process to specifically callout contributions to graduate education (Winter quarterly report).</p>	<p>Vice Provost Academic Affairs, Associate Deans</p>	<p>Ongoing</p>	<p>N/A</p>

Be clear about teaching expectations for faculty:	Who should implement?	Timeframe?	Budget?
<p>Merit and promotion review criteria should explicitly contain/call-out contributions to graduate education.</p> <p>The faculty should be instructed to write their candidate statement with subheadings for graduate education and undergraduate education under each category. Faculty contributions should be measured against departmental expectations/benchmarks for undergraduate and graduate teaching, mentoring and service (see related action item below). The department letter should evaluate these contributions and chairs should consider the balance of activities against departmental need.</p> <p>CAP should consider developing model candidate statements and departmental letters that evaluate graduate education in all its aspects (teaching, TA training, committee service, serving as an adviser, etc.).</p>	<p>Graduate Programs, Academic Senate</p>	<p>2014-15, ongoing</p>	<p>N/A</p>
<p>Departments should consider what the expectation is regarding the balance between undergraduate and graduate teaching, mentoring and service and faculty should come to an agreement regarding these expectations. CAP should be fully informed of these program-specific expectations and credit for faculty involvement in graduate education. Each department-based graduate program and each graduate group should write a page to CAP laying down such expectations about credit and responsibilities to make sure that knowledge is both clear and stable and not dependent on the specific disciplinary makeup of the CAP year-to-year.</p>	<p>Department Chairs, Academic Senate</p>	<p>2014-15, ongoing</p>	<p>N/A</p>