March 18, 2013
Revised March 22, 2013

To: Bronwyn Leebaw (Political Science), Vice Chair
    Piotr Gorecki (History), Secretary/Parliamentarian
    Richard Luben (Biomed), Senior Assembly Representative
    Bahram Mobasher (Physics & Astronomy), Junior Assembly Representative
    Byron Adams (Music), Diversity & Equal Opportunity (CODEO)
    Bahman Anvari (Bioengineering), BCOE Executive Committee
    James Baldwin (Nematology), Physical Resources Planning (PRP)
    Gregory Beran (Chemistry), Academic Computing & Information Technology
    Ward Beyermann (Physics & Astronomy), Educational Policy (CEP)
    Jan Blacher (Graduate School of Education), Planning and Budget (P&B)
    Sarjeet Gill (Cell Biology & Neuroscience), Academic Personnel (CAP)
    David Glidden (Philosophy), Preparatory Education
    Irving Hendrick (GSOE), Faculty Welfare (FW)
    Jennifer Hughes (Religious Studies), CHASS Executive Committee
    Mariam Lam (Comparative Literature & Foreign Languages), Committees (COC)
    Mindy Marks (Economics), Undergraduate Admissions
    Connie Nugent (Cell Biology & Neuroscience), Graduate Council
    Leonard Nunney (Biology), Research (CoR)
    Melanie Sperling (Graduate School of Education), GSOE Executive Committee
    Ameae Walker (School of Medicine), School of Medicine Executive Committee
    Gillian Wilson (Physics & Astronomy), CNAS Executive Committee
    Rami Zwick (SoBA), SoBA Executive Committee

Fr: Jose Wudka, Chair
    Riverside Division

RE: Executive Council Agenda ~ March 25, 2013

This is to confirm the meeting of the Executive Council on Monday, March 25, 2013 at 1:00 p.m. to 3:00 p.m. in Room 220 2nd Floor, University Office Building.
### AGENDA

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EXECUTIVE COUNCIL MEETING
MINUTES
MARCH 11, 2013

Present:
Byron Adams, CoDEO  Bahman Anvari, BCOE Exec Committee
James Baldwin, PRP  Gregory Beran, Academic Computing
Ward Beyermann, Educational Policy  Jan Blacher, Planning & Budget
Sarjeet Gill, Academic Personnel  David Glidden, Preparatory Education
Irving Hendrick, Faculty Welfare  Mariam Lam, Committees
Bronwyn Leebaw, Division Vice-Chair  Richard Luben, Sr Assembly Representative
Mindy Marks, Undergraduate Admissions  Melanie Sperling, GSOE Exec Committee
Ameae Walker, SoM Executive Committee  Gillian Wilson, CNAS Executive Committee
Jose Wudka, Division Chair

Absent:
Piotr Gorecki, Secretary/Parliamentarian  Jennifer Hughes, CHASS Exec Committee
Bahram Mobasher, Jr Assembly  Connie Nugent, Graduate Council
Leonard Nunney, Research  Rami Zwick, SoBA Executive Committee

Guest:
Richard Olds, Dean of the School of Medicine

APPROVAL OF AGENDA & MINUTES
The agenda for March 11, the minutes for January 28 and the minutes for February 25 were approved as written.

ANNOUNCEMENTS BY THE CHAIR:
Health Insurance for Undergraduates
Chair Wudka reported that the Office of the President is addressing a large deficit that exists with the Health Care program for undergraduate students. It seems there were faulty estimations made about the cost of the program and the amount of contributions needed for program sustainability when the program was initially designed. The intent is for students not to be adversely affected.

Faculty Salary Increase
Faculty salaries are expected to increase by 3%, effective July 1, 2013, which is in alignment with the increase that represented (unionized) staff is expected to receive. The increase will off-set the higher contributions to the retirement plan, which are also effective July 1, 2013.

CCGA Update
In cooperation with Office of the President, the Coordinating Committee on Graduate Affairs (CCGA) is drafting a new policy for self-supporting and professional programs. This will include policies on supplemental tuition for professional state supported programs.
April Online Education Meeting
Chair Wudka reminded the Executive Council that there will be a “University of California All-Campus Working Meeting Innovative Learning Technology Initiative” on Saturday, April 13 at UC Irvine. The meeting is by invitation only but any interested party may request an invitation. The planning meeting is intended to address UC’s initiative to develop and implement high quality online courses and will include administration, faculty and staff from all campuses. It is anticipated that this meeting will generate a set of key findings, recommendations and next steps for moving forward with online learning for UC students and faculty.

Campus Salary Equity Report
The Academic Council meeting of February 27 included discussion of plans submitted by the administrative offices of each campus in response to a 2010 study by Professor Emerita Pauline Yahr of UC (Department of Neurobiology and Behavior) on UC pay equity by sex and, among men, ethnicity. Unfortunately there were two Divisions whose Senate Chair was not included as a recipient of the campus plan in advance of it being submitted to Office of the President – with Riverside being one of them. The study found that there were huge discrepancies in the salary of women faculty, though the methodology was challenged by OP. As a result, OP asked each campus to come up with a plan to implement its own study to determine if these discrepancies exist. The Riverside salary equity study plan was submitted by AEVCP Bill Kidder and VPAP Bocian, without the knowledge of EVCP Rabenstein or of Chancellor Close Conoley. Chair Wudka has subsequently received a copy of the plan and is pursuing a request that the Senate be involved in the campus review.

Lecturers with Security of Employment
Chair Wudka advised the Executive Council that he intends to work on an APM change to the title of “Lecturer with Security of Employment.” Chair Wudka’s concern is that the title is not really aligned with the duties of the position, and is viewed as an inferior position. There is concern that the title is also difficult to recruit for since it does not hold much prestige in the academic community.

PRIORITY REGISTRATION – CHAIR WARD BEYERMANN, CEP
CEP Chair Beyermann advised the Executive Council of the Riverside priority registration policy – which allows priority registration for 7 groups of students: Chancellor & Regents Scholars, Disabled Student, Foster Youth, Student Athletes, University Honors Students, Veterans and Graduate Students. This group represents about 20% of our students, though the number is reduced to 8% if Graduate Students are not included. Three additional groups approached the registrar and requested priority registration. Registrar Bracken Daly asked CEP to confirm who has the authority to approve these types of requests, with CEP agreeing to take ownership of the process. CEP is drafting a written policy and is considering concentrating eligibility on 3 criteria:

1. Mandate – which would address individuals who are mandated by law such as foster youth,
2. Conflict of schedule – which will address student athletes,
3. Incentives or perks – which would address scholars and honor students.
CEP opted out of accepting responsibility for summer session propriety registration processes.

As CEP was examining the issues of priority registration they discussed related questions about the jurisdiction over Summer Session. The CEP concern was that there should be some Senate oversight of the curricula issues within Summer Session. Currently, the Senate is represented only by virtue of one seat (Vice Chair of the Academic Senate) on the “Summer Session Steering Committee” which deals primarily with resource and logistical issues. CEP suggests that this committee be divided into two separate committees with one committee having curricula/policy responsibility and the other overseeing the resource/logistical issues. The thought is that the curricula portion would include more Senate representation.

**IMPACTED COURSES – CHAIR WARD BEYERMANN, CEP**

CEP Chair Beyermann discussed the issue of impacted majors and impacted courses on the Riverside campus and explained that CEP believes the root cause of impaction is an issue of resources rather than curricula. CHASS in particular has difficulties with impacted courses because of the number of non-majors who take the classes as general education courses, such as in Psychology. Both the Committee on Courses and the CHASS Executive Council have been asked about creating a policy for priority enrollment for impacted courses, and both committees are hesitant to do so. In the interim, the Committee on Courses has adopted an interim policy with a sunset clause, and has asked CEP to formalize it. During the process of trying to create a policy, CEP determined that a priority enrollment policy could be identified as a resource issue, a policy would solve the problem for the administration, but may not be in the best interest of the Senate’s curricula responsibilities. Chair Beyermann will distribute a draft policy at the next Executive Committee meeting.

**REVIEW OF UC UNDERGRADUATE FINANCIAL AID FUNDING – Committee Responses**

There was considerable discussion of the three proposed options for UC undergraduate financial aid funding. All three committees applauded the intent to reevaluate the application form to get a better picture of parental contributions, and all three committees felt that the “blue and gold light” option would put a tough political sell. Undergraduate Chair Mindy Marks gave a thorough explanation of the financial implications of all 3 options, and all committees who reviewed the proposal shared the concern of a long term debt to students. Chair Wudka will draft the Riverside response.

**FINAL REVIEW OF APM 700**

Chair Wudka summarized the responses received to the request for a final review of the proposed changes to APM 700 and Faculty Welfare Chair Hendrick informed the Executive Council that the changes suggested by UCFW were incorporated into the final draft. Chair Wudka will draft the Riverside response.

**REGULATION 6.3 AND 6.4**

After a short discussion, the Executive Council passed a motion to accept the regulation change as proposed. The motion passed with 15 voting yes, none voting against and no abstentions.
UPDATES FROM SENATE COMMITTEE CHAIRS

Melanie Sperling – Chair, GSOE Executive Council
Chair Sperling advised that there is a new Director of Teacher Education and new departmental faculty colleague in the area of school psychology within the Graduate School of Education.

Sarjeet Gill – Chair, Committee on Academic Personnel
Chair Gill reported that the Committee on Academic Personnel is on track to complete all reviews by the end of the academic year. There is some slowness of files being submitted by the college offices, but all are ultimately meeting their deadlines.

Jan Blacher – Chair, Committee on Planning & Budget
Chair Blacher offered that the Committee on Planning and Budget is working on 7 main areas 1) Measures of Quality Indicators, 2) Enrollment Targets, 3) Composite Benefit Rates, 4) Faculty Teaching Workload, 5) Funding Streams and Rebenching, 6) Annual Retirement Contributions, and 7) Energy Efficiency Models. In addition, P&B will spend the next several meetings with several administrative officials, including all of the campus deans, to discuss the budget planning process and to review budget priorities.

DISCUSSION WITH DEAN RICHARD OLDS – SCHOOL OF MEDICINE
Dean Olds shared and discussed the growth plan for the School of Medicine and gave a student enrollment update.

The meeting was adjourned at 2:55 pm.

Respectfully submitted,
Cindy Palmer
Executive Director,
Office of the Academic Senate
Committee on Committees
Report to the Riverside Division
May 28, 2013

To Be Adopted:

Proposed Committee on Memorial Resolutions

Present

8.28 Committee on Memorial Resolutions
8.28.1 This committee consists of seven members of the Division, including a representative from each College and Professional School.

8.28.2 This Committee is responsible, on behalf of the Division, for preparation and publication of commemorative statements concerning the lives and services to the University of deceased members of the Division, and other members of the University community whom the Committee, at its discretion, may choose to memorialize.

8.28.3 The Committee may appoint ad hoc committees as may be appropriate in each case.

Justification:
The Committee on Committees annually receives a handful of requests for In Memorium Committees. The haphazard receipt of these requests does not allow for efficient coordination of the ad hoc committee, nor does it assure that the commemorative statements are completed in a timely manner. A standing committee will allow for better organization and efficiency and will help ensure that our deceased faculty are appropriately honored and remembered.

Approvals

Effective upon approval

Approved by the Committee on Committees: March 7, 2013

The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate: March 12, 2013

Received by Executive Council:
OPEN LETTER TO MEMBERS OF THE ACADEMIC SENATE ABOUT SB 520

Dear Colleagues:

Senate Bill 520 raises grave concerns. We were not consulted in the writing of this legislation, which purports to address course access problems experienced by students in public higher education. Next week, we plan to meet with Senator Steinberg’s staff in order to discuss this bill.

First, limits on student access to the courses this bill targets are in large part the result of significant reductions in public state higher education funding, especially over the last six years. Second, the clear self-interest of for profit corporations in promoting the privatization of public higher education through this legislation is dismaying. In fact, UC’s graduation rates and time to degree performance show that access to courses for our students is not an acute issue as it may be in the other segments. Lastly, the faculty of the University of California, through the Academic Senate, approves courses for credit at the University and reviews courses offered for transfer credit to determine whether they cover the same material with equal rigor. There is no possibility that UC faculty will shirk its responsibility to our students by ceding authority over courses to any outside agency.

The Academic Senate is committed to exploring how important measures of student success, such as graduation rates and time-to-degree, can be improved. Indeed, over the last two decades we have made remarkable progress on such measures. For example, we have developed innovative ways of using summer sessions and our own online course offerings to ensure that students can enroll in the courses they need when they need them. Individual academic programs and campus academic leadership must ensure that courses and outstanding student advising are available. There is no alternative to the deep involvement of faculty in courses and curricula and the validation provided by rigorous and continuing review of these.

The University of California offers access to the highest quality degrees in a public research university. Our faculty are committed to this vision for our current students and those yet to set foot on our campuses.

Robert L. Powell    Bill Jacob
Chair, Academic Council   Vice Chair, Academic Council
AMENDMENTS TO SENATE BILL NO. 520

Amendment 1
In the title, in line 1, after "of" insert:
, and to add Section 66409.3 to,

Amendment 2
On page 2, before line 1, insert:

SECTION 1. The Legislature finds and declares all of the following:
(a) In recent years, California’s public higher education institutions have faced skyrocketing demand for enrollment at a time when they lack capacity to provide students with access to courses necessary for program completion and success.
(b) In the 2012–13 academic year, 85 percent of California Community Colleges (CCC) reported having waiting lists for their fall 2012 course sections, with a statewide average of more than 7,000 students on waiting lists per college.
(c) Similarly, impacted courses have contributed significantly to difficulties within the University of California (UC) and California State University (CSU) systems, with figures indicating that only 60 percent and 16 percent of students, respectively, are able to earn a degree within four years, with lack of access to key courses a factor in increased time-to-degree.
(d) With rapidly developing innovation in online course delivery models, California’s public institutions of higher education have a unique opportunity to meet critical demands for enrollment and reduce time-to-degree by providing students with access to high-quality, alternative, online pathways to successfully complete and obtain credit for the most impacted lower division courses.
(e) California could significantly benefit from a statutorily enacted, quality-first, faculty-led framework allowing students in online courses in strategically selected lower division majors and general education fields to be awarded credit at the UC, CSU, and CCC systems. While providing easy access to these courses, these systems could also continually assess the value of the courses and the rates of student success in utilizing these alternative online pathways.
SEC. 2. Section 66409.3 is added to the Education Code, to read:
66409.3. (a) The California Online Student Access Platform is hereby established. The platform shall be administered by the California Open Education Resources Council established pursuant to Section 66409. As used in this section, "platform" means the California Online Student Access Platform established by this section.
(b) The platform shall accomplish all of the following objectives:
(1) Provide an efficient statewide mechanism for online course providers to offer transferable courses for credit.
(2) Create a pool of approved and transferable online courses for credit through which students seeking to enroll may easily access those courses and related content.
(3) Provide a faculty-led process that places the highest priority on educational quality through which online courses can be subjected to high-quality standards and review.

(4) Allow the state, the public, students, faculty, and other stakeholders to examine student success rates within the platform.

(c) For purposes of accomplishing all of the objectives of the platform as specified in subdivision (b), the California Open Education Resources Council shall do all of the following:

(1) (A) Develop a list of the 50 most impacted lower division courses at the University of California, the California State University, and the California Community Colleges that are deemed necessary for program completion or fulfilling transfer requirements, or deemed satisfactory for meeting general education requirements.

(B) For purposes of this paragraph, “impacted lower division course” means a course in which, during most academic terms, the number of students seeking to enroll in the course exceeds the number spaces available in the course.

(2) Create and administer a standardized review and approval process for online courses in which most or all course instruction is delivered online and is open to any interested person. When reviewing online courses for purposes of this section, the council shall, at minimum, consider the extent to which each course does any of the following:

(A) Provides students with instructional support and related services to promote retention and success.

(B) Provides students with interaction with instructors and other students.

(C) Contains a proctored student assessment and examination process that ensures academic integrity and satisfactorily measures student learning.

(D) Provides a student with an opportunity to assess the extent to which he or she is suited for online learning prior to enrolling.

(E) Utilizes, as the primary course text or as a wholly acceptable alternative, content, where it exists, from the California Digital Open Source Library established pursuant to Section 66408.

(F) Includes adaptive learning technology systems or comparable technologies that can provide significant improvement in the learning of students.

(G) Includes content that has been reviewed and recommended by the American Council on Education.

(3) Regularly solicit and consider from each of the respective statewide student associations of the University of California, the California State University, and the California Community Colleges, advice and guidance on implementation of the platform.

(4) Collect, review, and make public data and other information related to student success within the platform by gathering and reporting data on accepted student success metrics, including, but not necessarily limited to, student enrollment in approved online courses through the platform, and student retention and completion rates.

(5) Utilize the state’s current common course numbering system for approved courses so as to simplify the identification and articulation of comparable courses.

(d) Online courses approved by the California Open Education Resources Council pursuant to this section shall be placed in the California Student Access Course Pool, which is hereby created, through which students may access the courses. Students
taking an online course available in the California Student Access Course Pool and achieving a passing score on the course examination shall be awarded full academic credit for the comparable course at the University of California, the California State University, or the California Community Colleges.

Amendment 3
On page 2, in line 1, strike out "SECTION 1." and insert:
SEC. 3.

Amendment 4
On page 7, in line 15, strike out "SEC. 2." and insert:
SEC. 4.

Amendment 5
On page 7, in line 21, strike out "SEC. 3." and insert:
SEC. 5.

- 0 -
An act to add Chapter 11.5 (commencing with Section 66950) to Part 40 of Division 5 of Title 3 of the Education Code, relating to public postsecondary education.

LEGISLATIVE COUNSEL’S DIGEST

SB 547, as introduced, Block. Public postsecondary education: online courses.

(1) Existing law, the Donahoe Higher Education Act, sets forth the missions and functions of the segments of the public postsecondary education system in the state, including the University of California administered by the Regents of the University of California, the California State University administered by the Trustees of the California State University, and the California Community Colleges administered by the Board of Governors of the California Community Colleges. Provisions of the act are applicable to the University of California only to the extent that the regents, by appropriate resolution, make them applicable.

Existing law requires the Board of Governors, the Trustees, and the Regents, with appropriate consultation with the academic senates of the respective segments, to jointly develop, maintain, and disseminate a common core curriculum in general education courses for the purpose of transfer. Existing law deems any person who completes this transfer core curriculum as having completed all lower division general education requirements for the University of California and the California State University.

This bill would require the academic senates of the University of California, the California State University, and the California
Community Colleges to jointly develop and identify online courses that would be made available to students of each of the 3 segments for enrollment by the fall of 2014. The bill would require the online courses to be in areas defined as high demand transferable lower division courses under the Intersegmental General Education Transfer Curriculum and to be deemed to meet the lower division transfer and degree requirements for the 3 segments. The bill would require the board of governors to create an Internet portal through the California Virtual Campus that facilitates enrollment in the online courses. The bill would require funding for implementation of the bill to be provided for in the annual Budget Act, and would state the intent of the Legislature that the University of California’s receipt of this funding be contingent upon its compliance with the bill’s requirements.

Pursuant to existing law, this bill would be applicable to the University of California only upon the adoption of an appropriate resolution by the Regents.

By placing additional requirements on community college districts, the bill would impose a state-mandated local program.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.


The people of the State of California do enact as follows:

SECTION 1. Chapter 11.5 (commencing with Section 66950) is added to Part 40 of Division 5 of Title 3 of the Education Code, to read:

Chapter 11.5. Online Courses

66950. (a) The academic senates of the University of California, the California State University, and the California Community Colleges shall jointly develop and identify online courses that shall be made available to students of each of the three
segments for enrollment by the fall of 2014. The online courses shall be in areas defined as high demand transferable lower division courses under the Intersegmental General Education Transfer Curriculum.

(b) The online courses developed pursuant to subdivision (a) shall be deemed to meet the lower division transfer and degree requirements for the University of California, the California State University, and the California Community Colleges.

(c) The Board of Governors of the California Community Colleges shall create an Internet portal through the California Virtual Campus that facilitates enrollment in the courses developed pursuant to subdivision (a).

(d) The University of California, the California State University, and the California Community Colleges shall do both of the following:

1. Develop a process for determining and identifying which students are most likely to succeed in the online courses developed pursuant to subdivision (a) and target enrollment efforts toward those students.

2. Inform students of the technical requirements a student must satisfy in order to successfully participate in and complete the online courses developed pursuant to subdivision (a).

(e) (1) Funding for the implementation of this section shall be provided for in the annual Budget Act.

2. It is the intent of the Legislature that the University of California’s receipt of funding for the implementation of this section be contingent upon its compliance with the requirements of this section, notwithstanding Section 67400.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.
CHASS Fellowship Policy
August 15, 2012/February 19, 2013/March 12, 2013

CHASS encourages faculty members to pursue distinguished fellowships and offers material support for those who receive such awards. Fellowships provide a variety of resources that allow a faculty member to focus intensely on a major project. These include release from teaching and service obligations that may enable archival and other site-specific research, or participation in residential research groups that allow collaboration among scholars from across the country or around the world. All of these activities are vital to the production of knowledge that is the heart of University research. As such, fellowship support is one of the most important investments the College makes in faculty research, particularly in the Humanities. The new CHASS policy is designed to clarify institutional support for fellowships and the responsibilities of faculty who are released from teaching and service while on research leave funded in part through outside fellowships.

1) Nationally or internationally recognized awards of an amount at least enough to cover replacement teaching will be supplemented to allow faculty to take up to one year of leave at full salary. Smaller awards may be supplemented for one or two quarters. A fellowship leave of less than one year may be supplemented by a regular sabbatical leave. However, in no circumstance can the total amount of leave exceed one year.

2) Supplemental salary support for fellowship leaves will be provided only once every three years.

3) Faculty will forfeit six sabbatical credits for a full-year leave in which the campus offers a salary supplement to fellowship support; four credits for a two-quarter leave; and two credits for a one-quarter leave. Senior faculty are expected to have sufficient sabbatical credits available at the time of their fellowship leave. Junior faculty without sufficient credits may request a waiver of the sabbatical credit requirement before applying for fellowships. Such a waiver will be granted on a one-time only basis. Liens on future credits will not be allowed for faculty at any rank.

4) Department chairs must evaluate the ability of the department to meet its curricular responsibilities if one or more faculty members are on leave in the same year. The Chair will provide the Dean with a plan for meeting the department’s teaching responsibilities in light of research leaves, sabbatical leaves and leaves without pay. Replacement funding will be provided at the discretion of the Dean and tied to the level of fellowship support.

5) Any faculty member who receives a salary supplement will be expected to return to campus for an amount of time equal to the supported leave before applying for any additional leave, including sabbatical or leave without pay. In the case that a fellowship leave of less than one year is supplemented by a regular sabbatical leave, the service requirement can be fulfilled at the end of the total leave. If a faculty member separates from the campus prior to fulfilling the return to service requirement, the faculty member must make restitution to the campus in the amount of the salary supplement not yet compensated by a return to service.

Approved by EVCP Rabenstein on 3/12/13 (replaces previous policy approved on 2/20/13).