

MEETING CALL
REGULAR MEETING OF THE REPRESENTATIVE ASSEMBLY
OF THE DAVIS DIVISION OF THE ACADEMIC SENATE

****RESCHEDULED FROM FEBRUARY 9, 2017****

Friday, March 3, 2017

2:10 – 4:00 p.m.

International Center, Multi-Purpose Room

Page No.

- | | |
|-----------------------------------------------------------------------------------------|-------|
| 1. Approval of the October 27, 2016 Meeting Summary | 3-5 |
| 2. Announcements by the President – None | |
| 3. Announcements by the Vice Presidents – None | |
| 4. Announcements by the Chancellor | |
| a. State of the Campus Address – Interim Chancellor Ralph Hexter | |
| 5. Announcements by the Deans, Directors or other Executive Officers | |
| 6. Special Orders | |
| a. Remarks by the Divisional Chair – Rachael Goodhue | |
| b. Remarks by GSA Chair – Carlos Ruvalcaba | |
| <i>Annual Report on Consent Calendar:</i> | |
| c. *Annual Report of the Committee on Undergraduate Scholarships, Honors, and Prizes | 6-9 |
| 7. Reports of standing committees | |
| a. Faculty Research Lecture (To be honored during the Spring quarter) | 10 |
| i. Confirmation of the 2016-2017 Faculty Research Lecture Award Recipient | |
| b. Public Service (To be honored during the Spring quarter) | 11-12 |
| i. Confirmation of the 2016-2017 Distinguished Scholarly Public Service Award Recipient | |
| c. Distinguished Teaching Awards (To be honored during the Spring quarter) | 13-14 |
| i. Confirmation of the 2016-2017 Distinguished Teaching Award Recipients | |
| d. Committee on Elections, Rules, & Jurisdiction | 15-16 |
| i. Davis Division Bylaw revisions | |
| ii. Davis Division Regulation revisions | |
| 1. DDR 538: Examinations | |
| 8. Petitions of Students | |
| 9. Unfinished Business | |
| 10. University and Faculty Welfare | |
| 11. New Business | |
| 12. Informational Item | |

*Consent Calendar. Items will be removed from the Consent Calendar on the request of any member of the Representative Assembly.

All voting members of the Academic Senate (and others on the ruling of the Chair) shall have the privilege of attendance and the privilege of the floor at meetings of the Representative Assembly, but only members of the Representative Assembly may make or second motions or vote.

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Richard Tucker, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

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MEETING SUMMARY**REGULAR MEETING OF THE REPRESENTATIVE ASSEMBLY
OF THE DAVIS DIVISION OF THE ACADEMIC SENATE****Thursday, October 27, 2016****2:10 – 4:00 p.m.****Student Community Center, Multi-purpose Room – 2nd Floor**Page No.

1. June 1, 2016 Meeting Summary
2. Announcements by the President – None
3. Announcements by the Vice Presidents – None
4. Announcements by the Chancellor – None
5. Announcements by the Deans, Directors or other Executive Officers – None
6. Special Orders
 - a. Remarks by the Divisional Chair – Prof. Rachael Goodhue
 - [Opening remarks from Chair Goodhue; see HERE.](#)
 - b. Remarks by ASUCD President – Alex Lee
 - [Opening remarks from President Lee.](#)
 - c. Remarks by GSA Chair – Katrina Brock
 - [Not present.](#)
 - d. *Annual Report of the Committee on Academic Personnel – Oversight Committee – Prof. Debra Long
 - [Discussed CAP annual report; see HERE.](#)

Annual Reports on Consent Calendar:

- e. *Annual Report of the Committee on Academic Personnel – Appellate Committee
- f. *Annual Report of the Committee on Academic Freedom and Responsibility 68
- g. *Annual Report of the Committee on Admissions and Enrollment 72
- h. *Annual Report of the Committee on Affirmative Action and Diversity 75
- i. *Annual Report of the Committee on Courses of Instruction 77
- j. *Annual Report of the Committee on Distinguished Teaching Awards 81
- k. *Annual Report of the Committee on Elections, Rules and Jurisdiction 84
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- m. *Annual Report of the Faculty Research Lecture Award Committee 88
- n. *Annual Report of the Committee on Faculty Welfare 90
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- p. *Annual Report of the Graduate Council 97
- q. *Annual Report of the Committee on Information Technology 106
- r. *Annual Report of the Committee on International Education 108
- s. *Annual Report of the Joint Academic Federation/Senate Personnel 111
- t. *Annual Report of the Library Committee 119
- u. *Annual Report of the Committee on Planning and Budget 123

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v. *Annual Report of the Committee on Privilege and Tenure	130
w. *Annual Report of the Committee on Public Service	132
x. *Annual Report of the Committee on Research	134
y. *Annual Report of the Undergraduate Council	139
• Annual Report of the Subcommittee on General Education	143
• Annual Report of the Subcommittee on Special Academic Programs	158
• Annual Report of the Subcommittee on Preparatory Education	162
• Annual Report of the Subcommittee on Undergraduate Instruction and Program Review	166
7. Reports of standing committees	
8. Petitions of Students	
9. Unfinished Business	
10. University and Faculty Welfare	
11. New Business	
a. Faculty Athletics Representative Presentation – Scott Carrell;	
• See presentation HERE .	
• Noted that new athletic director, Kevin Blue, has ambitious plans for student athletics, and is a staunch proponent of the student-athlete model.	
• Highlighted eight consecutive quarters of 3.0 or higher team average GPA among student athletes.	
• Anticipates that athletes' holistic review scores gap will diminish with increased diligence in athletes' admissions process.	
• Question from Professor Bruce Haynes, chair of the Affirmative Action & Diversity committee: how does academic performance look by gender and race? How about attrition rates? Prof. Carrell answered that female athletes tend to outperform male athletes in academic performance, and that he would have to look up exact academic performance numbers by race/ethnicity, as well as overall attrition rates. Prof. Haynes expressed concerns regarding the student-athlete experience, including the possibility of disproportionate impacts on URM students. Prof. Carrell invited Prof. Haynes to meet directly to discuss these issues.	
12. Informational Item	

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- a. Athletics Report (communicated by former Chair Knoesen in 2015-16)
- b. Final Report to the Division (communicated by former Chair Knoesen in 2015-16)

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Richard Tucker, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

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COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES 2015-2016 ANNUAL REPORT

TO: The Representative Assembly of the Davis Division of the Academic Senate

For the 2016-2017 academic year, 86,072 students applied for undergraduate admission: 17,552 new transfers and 68,520 new freshmen. The Committee does not evaluate all freshmen and transfer applicants to the University. Only eligible EOP freshmen are read by the Committee; those not read by the Committee were evaluated on the basis of their grades and test scores alone. Transfer applicants must have submitted a letter of recommendation in order to be evaluated by the Committee; those who did not submit the letter of recommendation are considered for undergraduate scholarships, but are not eligible for bonus points through the review.

The Committee, which is comprised of members representing all of the colleges, first met on November 9, 2015 during the Fall Quarter to organize for the year. At this meeting, committee members reviewed the 2014-2015 Annual Report and the calendar for 2015-2016. They also discussed committee expectations and workload. Another Winter Quarter meeting was held on January 21, 2016 to discuss the reading procedures for application evaluation. Shortly thereafter, the Committee began receiving and reviewing 2016-2017 scholarship applications. In order to be considered, all applicants had to have a minimum 3.25 GPA. The Committee evaluated all complete continuing student applications (1475); they evaluated the eligible transfer student applications from those who submitted a letter of recommendation (540) and eligible freshmen EOP applications (931). All applications were read twice, and scores were entered by mid March 2016.

A total of 2946 applications needed to be evaluated for the 2016-2017 scholarship award year. Because each application is to be reviewed by at least two Committee members, 5892 reads needed to be completed within a six week period. This year we had 21 members, not including the Chair. If all 21 members, read equal amounts of applications, they would each need to review about 281 files; this equates to about 47 hours of work, given a 7 – 10 minute/file reading rate. Unfortunately, not all 21 members read their quota, leaving an undue burden on others. This cycle, all members were active; however, there were two members that read less than 106 applications. Two thirds of the members read 300 or more applications this cycle. Of those, one read 374 and the other 349. More participation will be needed as application numbers increase.

The University Medalist Sub-Committee reviewed the nomination packets of and interviewed four finalists on April 27, 2016. The group decided upon, Lucydalila Cedillo, Animal Science major from the College of Agricultural and Environmental Sciences as the 2015-2016 University Medal recipient.

The Committee did meet again on May 5, 2016 to review the year's activities and make recommendations for any needed changes.

Statistics for the eligible applicants for 2016-2017 and the 2015-2016 recipient and award process are attached.

Respectfully submitted,

Mark Halperin, Chair
Adewale N. Adebaniwi
Paul Bergin
Marusa Bradac
John Conway
Scott Dawson
Christopher Fraser
Paramita Ghosh
Eleonora Grandi
Angela Haczku
David Horton
Kyu Kim
Zhaodan Kong
Elisabeth Middleton
Susette Min
Kurt Rohde
Heidi Rossow
Masakazu Soshi
Julie Wyman
Qinglan Xia

Academic Federation Members

Deanna Johnson
Sriema Lalani Walawage

**COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES
2015-2016 ANNUAL REPORT**

	CA&ES	CBS	ENG	L&S	TOTAL
<u>2015-2016 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>GENDER</u>					
Female	3109	4549	1570	9774	19002
Male	1364	2229	3529	6880	14002
Not indicated	3	13	15	30	61
Total	4476	6791	5114	16684	33065
<u>2016-2017 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>GENDER</u>					
Female	3254	4641	1539	10280	19714
Male	1426	2315	3419	7495	14655
Not indicated	5	14	14	51	84
Total	4685	6970	4972	17826	34453
<u>2015-2016 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>ETHNICITY</u>					
Latin American	241	312	214	620	1387
Mexican American	677	912	464	1806	3859
African American	129	256	108	503	996
Native American	35	39	18	132	224
All Others	3394	5272	4310	13623	26599
Total	4476	6791	5114	16684	33065
<u>2016-2017 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>ETHNICITY</u>					
Latin American	241	315	195	690	1441
Mexican American	725	949	452	2021	4147
African American	149	267	102	587	1105
Native American	42	42	19	143	246
All Others	3528	5397	4204	14385	27514
Total	4685	6970	4972	17826	34453
<u>2015-2016 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>STUDENT STATUS</u>					
Entering Freshmen	3208	5908	4338	11100	24554
Transfer	983	657	624	5201	7465
Continuing	285	226	152	383	1046
Total	4476	6791	5114	16684	33065
<u>2016-2017 SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>STUDENT STATUS</u>					
Entering Freshmen	3177	5882	4310	11037	24406
Transfer	1139	844	487	6295	8765
Continuing	369	244	175	494	1282
Total	4685	6970	4972	17826	34453

* Totals may represent multiple awards to individual student recipients

** Number of scholarship eligible students, from 2013-2014 annual report

**COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES
2015-2016 ANNUAL REPORT**

<u>2015-2016 SCHOLARSHIP RECIPIENTS</u>					
<u>GENDER</u>					
Female	663	211	87	422	1383
Male	229	114	169	258	770
Not indicated	0	0	0	0	0
Total	892	325	256	680	2153
<u>2015-2016 SCHOLARSHIP RECIPIENTS</u>					
<u>STUDENT STATUS</u>					
Entering Freshmen	302	117	102	138	659
Transfer	197	77	42	279	595
Continuing	393	131	112	263	899
Total	892	325	256	680	2153
<u>NEED-BASED ACCEPTED & PAID*</u> (Students must show financial need)					
No. of Awards	212	173	119	381	885
Award \$	\$374,510	\$296,550	\$197,910	\$663,144	\$1,532,114
<u>NON-NEED BASED ACCEPTED & PAID*</u> (Financial need not required)					
No. of Awards	680	152	137	299	1268
Award \$	\$1,644,629	\$319,175	\$238,398	\$737,618	\$2,939,820
<u>AWARD TOTALS PAID*</u>					
No. of Awards Accepted	892	325	256	680	2153
Award \$	\$2,019,139	\$615,725	\$436,308	\$1,400,762	\$4,471,934
<u>ELIGIBLE APPLICANTS</u>					
<u>FALL 2015**</u>	4,476	6,791	5,114	16,684	33,065
<u>TOTAL \$ PER CAPITA</u>	\$451.10	\$90.67	\$85.32	\$83.96	\$135.25

* Totals may represent multiple awards to individual student recipients

** Number of scholarship eligible students, from 2013-2014 annual report

Faculty Research Lecture Committee
Recommendation for Professor PETER WAINWRIGHT
as Recipient of the 2017 Academic Senate Faculty Research Lecture Award

The Faculty Research Lecture Committee unanimously recommends Professor Peter Wainwright, Professor in the Department of Evolution and Ecology and Professor at the Center for Population Biology, as the recipient of the 2017 Faculty Research Lecture Award.

Professor Wainwright is an extraordinary, world-class scientist with a global influence. He is deeply appreciated by his peers and the many undergraduate, graduate, and post-doctoral researchers he has mentored and is mentoring.

Professor Wainwright's research focuses on elucidating the principles of functional morphology, using fish skulls as his primary model. Species of fish outnumber those of all land vertebrates combined, and fish species are more variable in form and function than land vertebrates. Fish diversity is especially obvious in their feeding strategies and associated skeletal morphology, and unlike those of birds and mammals, the skulls of different fishes are fundamentally different. The number and identity of the bones and the ways in which these bones are assembled into moveable structures vary dramatically from one fish species to the next. Professor Wainwright has done more than anyone else in the world to illuminate both how fish feeding structures work and how they evolve.

Professor Wainwright's research is unique in its breadth and depth. He is uniquely creative in integrating mechanistic and comparative approaches, from applied physics and engineering to phylogenetic analysis and ecology, and he is a technological innovator who creatively employs cutting-edge statistical comparative methods to synthesize functional and ecological data to elucidate the forces driving animal diversification and the organization of marine communities. His work has led to major conceptual breakthroughs concerning the role of morphological innovation in promoting diversity. His work has had far-reaching impact beyond biomechanics or the group of animals he studies, and has shaped much of our current understanding of the interplay between morphological innovations and environmental context in shaping evolution and biodiversity.

Professor Wainwright's publication record attests to a far wider variety of topics, approaches and model systems than simply the area of functional morphology. Prominent scientists from national and international institutions emphasize his integrative abilities and achievements. A prominent colleague is quoted as saying, "What I find most impressive about Wainwright's research program is that it is interdisciplinary, and yet each aspect of his work is done with the depth and rigor of scientists working in only one field."

Professor Wainwright's research and accomplishments, including publications in top biological journals and the most prestigious interdisciplinary journals, as well as the wide coverage of his findings in the popular and scientific press and well-documented national and international recognition, recommend him for the 2017 UC Davis Academic Senate Faculty Research Lecture Award. The Academic Senate Faculty Research Lecture Award Committee believes his selection as the 2017 recipient of the award will showcase the quality and impact of research performed at the University of California, Davis.

Nominations for the 2017 Distinguished Scholarly Public Service Award

The University of California has a long tradition of service to the state and the people of California. Faculty members use their expertise in teaching, research or professional competence to make unpaid contributions to local, statewide, national, or international public arenas. The Academic Senate Distinguished Scholarly Public Service Award offers the opportunity to honor exceptional faculty who continue the tradition and demonstrate the commitment of the Davis campus to public service.

The Senate Public Service Committee submits the names of the following three individuals in nomination for the 2017 Distinguished Scholarly Public Service Award:

Nolan Zane, Professor, Asian American Studies, HARCS

Professor Zane is deserving of the Distinguished Scholarly Public Service Award for his efforts over the last 25 years supporting community-based organizations (CBOs) that serve ethnic minority communities. Professor Zane has provided technical and grant writing assistance to numerous and various CBOs that resulted in millions of dollars of funding to support their initiatives. For example, he was instrumental in writing a contract bid of \$6 million dollars to fund mental health care at the largest Asian American mental health care agency in Los Angeles and helped a San Francisco CBO obtain three federal grants to provide substance abuse services. Professor Zane directed a human service needs assessment for the United Way of Los Angeles that culminated in a substantial increase in human services offered to ten largest Asian American communities in Los Angeles. Moreover, Professor Zane has provided expert testimony on the mental health issues of ethnic minority communities to the Presidential Task Force on Evidence-based Psychological Practice, National Institute on Drug Abuse, National Institute of Mental Health, California State Legislature as well as many other non-profit organizations oriented towards serving minority communities.

Christine Kreuder Johnson, Professor, Medicine & Epidemiology, School of Veterinary Medicine

Professor Kreuder Johnson is deserving of the Distinguished Scholarly Public Service Award for her leadership in mitigating the effects of lead on California's wildlife. Her public service includes bridging the US Fish and Wildlife Service, National Parks Service, California Department of Fish and Wildlife and other organizations that traditionally clashed on their approaches to managing the effects of lead on wildlife in California. Professor Kreuder Johnson fought for science-based decision making in mitigating the consequences of lead-related wildlife mortality due to lead-based ammunition used by recreational hunting. She provided expert testimony and communicated through various public outlets the wildlife harm caused by lead, communications that faced hostile opposition from the National Rifle Association. Professor Kreuder Johnson continued to press for reform and her efforts prevailed with the passing of Assembly Bill 711 into law in 2013 that banned the use of lead ammunition for all wildlife shooting purposes.

Frank Zalom, Distinguished Professor, Entomology and Nematology, Agricultural and Environmental Sciences

Professor Zalom is deserving of the Distinguished Scholarly Public Service Award for his outstanding leadership in state, national and international organizations focused on integrated pest management (IPM). While serving as the President of the 7000-member Entomological Society of America, Professor Zalom pioneered initiatives aimed at identifying sustainable solutions for some of the world's important insect-based problems. For example, he organized and co-chaired the "Summit on the *Aedes aegypti* Crisis in the Americas" that brought together more than 70 researchers, public health officials, entomologists, and government agencies throughout the hemisphere to identify immediate steps to sustainable solutions to control the yellow mosquito that can carry dengue fever and Zika fever viruses. Professor Zalom is known globally for his leadership in the Association of Public and Land Grant Universities IPM Committee from 1999-2015, for being a founding member of the IPM Voice, which is a non-profit organization that advocates for progressive IPM that provides environmental, social and economic benefits, and for serving on the Board of Counselors of the Entomological Foundation that promotes educational programs for grades K-12. Professor Zalom's efforts in public service have contributed to the betterment of California and the U.S.

Recommendations for the 2017 Distinguished Teaching Awards

The Academic Senate Distinguished Teaching Awards Committee—James Bremer (Chair), Tonya Kuhl, Kathryn Olmsted, Marina Oshana and David Osleger recommend the following faculty be approved as recipients of the 2017 Distinguished Teaching Award in the respective categories.

Distinguished Teaching Award – Undergraduate Teaching

Associate Professor Hussain Al-Asaad, Department of Electrical and Computer Engineering

It is a standard feature of teaching evaluations that students will attest to the instructor's mastery of subject matter. Rarely do evaluations express heartfelt affection for the instructor coupled with genuine admiration for pedagogical style. In nominating Professor Al-Asaad for the Undergraduate Distinguished Teaching Award, five students give testament to all three. They note Professor Al-Asaad's rich use of examples, often drawn on contemporary culture familiar to his students, to make tangible the abstract concepts essential to required courses. Students write of Professor Al-Asaad's "friendly and kind nature," of his dedication to "inspiring students to find their passion," and his commitment to resolving the questions of each student. A colleague attests to his ability to deliver "superb" lectures.

Professor Dirk Van Vuren, Department of Wildlife, Fish and Conservation Biology

Dirk Van Vuren is a Professor in the Department of Wildlife, Fish & Conservation Biology who uses simple and diverse techniques to convey complicated information in a conversational, engaging manner. Students who have taken his classes consider him to be a captivating lecturer who shows a genuine interest in their grasp of the knowledge as well as their personal growth as future scientists. Whether learning takes place in the classroom, the office, or in the field, Dr. Van Vuren's students and colleagues all rave about his linear style of communicating, his humble demeanor, his ability to tell a compelling story, and his innate wisdom.

Associate Professor Matthew Stratton, Department of English

One of Professor Matthew Stratton's students describes him as "the epitome of what any youth entering college hopes to find: a professor who pushes you to challenge your assumptions about the world around you, exposes you to new ways of thinking critically and coherently, and motivates you to do original and high quality work." A passionate and rigorous teacher, Stratton has earned outstanding evaluations from students in introductory and advanced courses alike. As director for undergraduate studies for his department, he also administered the undergraduate program and helped reform the curriculum. He exemplifies the best qualities of the UC Davis faculty.

Distinguished Teaching Award – Graduate and Professional Teaching

Professor John Richards, Department of Emergency Medicine

Dr. John Richards' colleagues in the Department of Emergency Medicine use superlatives to describe his teaching and mentoring. One writes that "quite frankly, he is the best [educator] I have ever known" and "when I hear Dr. Richards teach, I am captivated—and often learn something myself." His students are no less effusive; according to one, "he is one of the most unique, dedicated and effective clinician-educators in our University." Another notes his "unique ability to have full awareness of the 20+ patients in his section—many of whom are critically-ill—while giving his residents the autonomy and independence to learn-by-doing."

Associate Professor William Vernau, School of Veterinary Medicine: Department of Pathology, Microbiology and Immunology

Dr. Vernau is universally regarded as dynamic, knowledgeable, and approachable. His teaching style is the perfect balance between demanding and careful listening and attentiveness. "He devotes himself and all of his endeavors first and foremost to student learning." He looks up the most recent ideas and published background on difficult cases in rounds and in answer to residents' questions in areas faculty have little expertise or cutting-edge knowledge. He sets clear expectations for his courses and designs learning experiences to facilitate student understanding. He has demonstrated the capability to teach in all sorts of venues—from large national continuing education events and workshops to didactic professional teaching to clinical teaching of residents to faculty mentoring.

Professor Colin Milburn, Department of English, Science and Technology Studies

Colin Milburn has wide-ranging interests—so much so, that he hasn't taught the same class twice since joining the UC Davis faculty in 2005. A Professor of English, Cinema and Digital Media, and Science and Technology Studies, and the Gary Snyder Chair in Science and the Humanities, his work focuses on the relations of literature, science, and technology. Professor Milburn's courses, which concern subjects as diverse as video games, cyberpunk culture and Jacques Lacan's contributions to Critical Theory, receive accolades from this students and colleagues. One student wrote, "I wish I could just keep taking this course forever." In addition to his teaching, Professor Milburn has served on 34 dissertation committees and is director of the Modlab, an experimental laboratory for media research and digital humanities.

PROPOSED REVISION OF DAVIS DIVISION REGULATION 538:

Examinations

June 16, 2016

Submitted by the Committee on Courses of Instruction

Endorsed by the Executive Council

Rationale: We propose to remove any restrictions on the use of take-home exams in on-line (including hybrid) courses. The stated rationale for the current regulation, which requires that all examinations in on-line courses be proctored, is “to ensure that the person taking the examination is the student receiving credit,” but this is not logical, as there is no way to verify that *any* take-home exam is completed by the student enrolled in a course, whether that course is face-to-face, hybrid, or online. Moreover, this is also a potential concern for in-person exams unless proof of identification is always required, and it certainly applies to all assignments completed by students outside of class, such as papers and projects, which often constitute a significant portion of a student’s grade. Thus, unless we require that, in *all* courses (not just on-line), some minimum percentage of the grade must be based on in-person proctored exams at which each student must present proof of identification, we cannot eliminate the possibility that some students’ final grades will be based primarily on work that is not their own. We believe it should be left to the discretion of the individual instructor to decide how to address those concerns, and if take-home exams are considered a viable option for face-to-face courses, they should also be considered as such for on-line and hybrid courses. Our proposed revisions also remove some ambiguities in the current regulation (does the term “on-line course” include hybrid courses, and does the term “proctoring” include on-line proctoring?), as well as references to dead days, which will no longer be included in our academic calendar as of fall quarter, 2016.

Proposed Revision: Deletions are indicated by ~~strikeout~~; additions are in **bold type**.

538. Examinations

(A)

Except under certain specified circumstances, Senate Regulation (SR) 772 requires that final examinations be given in all undergraduate courses. Final examinations may be given in graduate courses. (Am. 4/26/82)

(B)

At the instructor’s option, a final examination ~~in any course other than an on-line course~~ may be wholly or in part of the take-home type. ~~All examinations for on-line courses must be proctored to ensure that the person taking the examination is the student receiving credit.~~ In accordance with SR 772(A), in undergraduate courses, the writing time of a take-home final examination and an in-class final examination together may not exceed three hours. (Am. 5/4/04)

(C)

In each course for which a final examination is required, each student shall have the right to take a final examination (or, when the instructor has so opted, to submit a take-home examination) at the time and on the date published in the Class Search Tool. For on-line courses, the University Registrar will offer to the instructor of each on-line class the option to have the final in any of the TBA slots. ~~or at a time on dead day to be negotiated between the University Registrar and the instructor.~~ **Additional options for administration of final exams in on-line courses include the use of testing centers, on-line proctoring services, and take-home examinations.** Students shall be notified of the time and place of the final on or before the first day of instruction. (Am. 5/4/04) (Am. 9/1/2015)

(D)

In each course (~~other than in an on-line course~~) for which a midterm examination is required, each student shall have the right to take a midterm examination (or, when the instructor has so

opted, to submit a take-home examination) during one of the scheduled meetings of the class published in the Class Search Tool. (Am. 4/26/82; 5/4/04)

(E)

Holding a final or midterm examination (or setting a deadline for submission of a take-home examination) at a time not specified in (C) or (D) requires the mutual consent of the instructor and all students involved in the change (~~other than in an on-line course~~). Any student who does not consent in writing to the different time must be permitted to take an examination (and/or submit a take-home examination) at the officially scheduled time. A student who consents in writing to the change of examination time waives the right cited in (C) or (D). (Am. 3/13/95 and effective 9/1/95; 5/4/04)

(F)

Any departures from the published examination schedule should be carried out so as not to disadvantage students who are unable to accept the alternative examination schedule. An in-class final examination may not be rescheduled for a date earlier than the first day of final week. The due date for a take-home final examination may not be rescheduled for a date earlier than the first day of finals week. In the case of on-line courses, the published examination schedule is that announced no later than the first day of class in accordance with 538(C), ~~and finals may be scheduled or rescheduled to occur on dead day~~. (Am. 10/26/87 and effective 9/1/88) (Am. 3/13/95 and effective 9/1/95; 5/4/04)